

Integrate Listening and Speaking

Basic 1

Teacher's Guide



UNIT 6A	THE DEEP OCEAN
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STUDENT BOOK

ACADEMIC OBJECTIVE	Compare measurements of length, depth, and area, and express them in terms of long, short, deep, wide, narrow, etc.
Lesson A	Listening type: TV show Listening function: Listening for information Listening skill: Final “s” sounds
Lesson B	Speaking type: Presentation Speaking function: Giving information Speaking skill: Silent syllables

TITLE PAGE (5–10 minutes) *Pages 60–61*

Put students into pairs. Have them discuss the warm-up questions. Call on a few students to share their answers.

1. What place do you see in the picture?

Sample answer: Bottom of the ocean

2. What kinds of animals do you see?

Sample answer: Various kinds of fish, sharks, swordfish, stingrays, squid, octopuses, eels, etc.

3. What is different about the bottom and the top of the ocean?

Sample answer: The top of the ocean gets sunlight, while the bottom doesn't and so is dark.

WARM-UP (5 minutes) *Page 62*

Put students into pairs. Have them discuss the questions. Call on a few students to share their answers.

- Q1. What do you see in the picture?

Sample answer: Bushland

- Q2. Who are the people in the picture?

Sample answer: A film crew

- Q3. What kind of TV show are they making?

Sample answer: A nature documentary

KEY WORDS (5 minutes) *Page 62*

Ⓐ Track 065

Tell students to repeat after the audio and write the correct words under the pictures. When done, have students say the answers out loud.

Answers:

1. trench 2. zone 3. compare 4. deep

GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 63*

Ⓐ–Ⓒ Track 066, Track 067, Track 068

With the information from part A, explain to students the type of listening excerpt they will hear.

Ask students to read the questions in part B and to keep them in mind while listening to the audio. Play the audio track. Tell students to write notes beside the questions.

Have students use their notes to answer the questions in part C while listening to the audio recording.

Answers:

1. b 2. d 3. c 4. a

DETAILED LISTENING SECTION & QUESTIONS (10 minutes) *Pages 64–65*

Ⓐ

Put students into pairs. Ask them to discuss the images and text, then match the words to the sentences.

Answers:

1. d 2. b 3. a 4. c

Ⓑ–Ⓒ Track 069, Track 070

Ask students to read the questions in part B and to keep them in mind while listening to the audio. Play the audio track. Tell students to write notes beside the questions.

Have students use their notes to answer the questions in part C while listening to the audio recording.

Answers:

1. b 2. d 3. c 4. b

LISTENING SKILL SECTION (5 minutes) *Page 65*

Ⓐ–Ⓑ Track 071, Track 072

Draw students' attention to the chart in the book and play the audio track.

Give students time to complete part B on their own. Then ask some students to read out their answers. Correct and clarify any incorrect answers.

Answers:

“s”: jets, gets, airports

“z”: oceans, zones, meters

“iz”: trenches, averages

After completing the activity, have students make a list of 3 new/different words (total 9) for each type of final “s” sound.

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 24*

Have students complete the activities. Then check the answers as a class.

Answers:

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1. c 2. e 3. b 4. g
5. d 6. h 7. a 8. f

DICTATION I (5–10 minutes) *Page 25*

Ⓐ **Track 118**

Play the audio track and have students fill in the blanks. When done, call on a few students to read their sentences out loud. Clarify any incorrect answers.

Answers:

1. average, runway
2. Compare
3. narrow, trenches

LISTENING SKILL PRACTICE (5 minutes) *Page 25*

Ⓐ **Track 119**

Play the audio track and have students fill in the chart. When finished, check the answers together.

Answers:

- “s”: topics, airports
“z”: oceans, mountains, zones, meters
“iz”: trenches, places

DICTATION II (10 minutes) *Page 25*

Ⓐ **Track 120**

Play the audio track and have students fill in the blanks. When done, call on a few students to read their sentences out loud. Clarify any incorrect answers.

Answers:

1. topics

2. zones, oceans
3. places, trenches

UNIT 6B	THE DEEP OCEAN
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STUDENT BOOK

WARM-UP (5 minutes) *Page 66*

Put students into pairs. Have them discuss the questions. Call on a few students to share their answers.

Q1. What do you see in each picture below?

Answers: 1. oceans, 2. trenches, 3. jets, 4. zones

Q2. How do you spell the plural form of each word?

Answers: 1. oceans, 2. trenches, 3. jets, 4. zones

Q3. How do you say the ending sound of each word?

Answers: 1. /z/, 2. /iz/, 3. /s/, 4. /z/

REVIEW (5 minutes) *Page 66*

Ⓐ–Ⓑ Track 073

For each image, have students say the word with the correct final “s” sound added. Ask them to put the words in the chart correctly.

When finished, play the audio for students to check their answers.

Answers:

“s”: jets

“z”: oceans, zones

“iz”: trenches

SPEAKING SKILL SECTION (10 minutes) *Page 67*

Ⓐ–Ⓓ Track 074, Track 075

Explain the speaking skill to the class after listening to the audio track.

Go over the examples in detail before playing the audio. Then have students look at the examples in the book and repeat them as in the recording. Ask students to come up with additional examples, when possible.

When finished, have students complete part C.

Answers:

1. evXry
2. sevXral

After going over the answers, have students practice saying the sentences correctly.

INTEGRATE IT (5–10 minutes) *Page 68*

Ⓐ Track 076

Listen to the audio and/or watch the accompanying video to the chart. Have students fill in the blanks with the missing words.

Answers:

1. Sunlight, Zone
2. 1,000, deep
3. Compare
4. narrow, trench

CREATE AN ANNOUNCEMENT (15 minutes) *Pages 68–69*

Ⓐ–Ⓒ

Put students into pairs. Students will use the information in part A to do an announcement.

Have students create an announcement using the template in the book and words from the word box. Refer students to the announcement on page 111 as a sample.

When finished, ask students to read their announcements to their partners. Remind them about the fluency focus. Then have some students read out their announcements to the class.

PRACTICE BOOK

COMMUNICATION CONTEXT (5 minutes) *Page 26*

Ask students to fill in the chart based on pages 68 and 69 in the student book. When done, go over the chart as a class.

SPEAKING SKILL PRACTICE (5–10 minutes) *Pages 26–27*

Ⓐ–Ⓑ

Have students put a cross (X) over any silent syllables within a word. Review the answers as a class. Clarify any wrong answers.

When finished, have students practice saying the sentences out loud with the correct silent syllables.

Answers:

1. sevXral 2. evXry 3. intXresting 4. avXrage

Ⓒ–Ⓓ

Have students complete the announcement using the sentences from part A. Then go over the answers with the class.

Answers:

1. The Earth's oceans are our interesting topic.
2. there are five main zones in every ocean.
3. the average runway, which is between 2,000 and 3,000 meters long.
4. There are several long and narrow trenches at the bottom of the oceans.

When done, have students practice reading the announcement out loud.

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Tell students to use what they learned in this unit to write a question or sentence that has a silent syllable within a word. Ask some students to share their answers with the class. Correct and clarify any mistakes.