Integrate Listening and Speaking
Building 3
Teacher's Guide

UNIT 8A	CHOOSING A CAREER

STUDENT BOOK

ACADEMIC OBJECTIVE	Learn the need for career path planning, and search for and design the right career path for you
Lesson A	Listening Type: Presentation Listening Function: Learning how to do something Listening Skill: Linked sounds (Consonant + Vowel)
Lesson B	Speaking Type: Presentation Speaking Function: Describing an experience Speaking Skill: Final "ed" sounds

TITLE PAGE (5–10 minutes) *Pages 80–81*

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

1. What do you see in the picture?

   Sample answer: A jubilant baseball batter in a packed stadium

2. Where does this person work?

   Sample answer: In a baseball team

3. What does this person have to do at work?

   Sample answer: Practice a lot and compete in games with his team

WARM-UP (5 minutes) *Page 82*

Put students in pairs to discuss the questions. Call on a few students to share their answers.

Q1. What do you see in the picture?

Sample answer: A man speaking to an audience

Q2. Where do you think they are?

Sample answer: At a college

Q3. Why do you think he is talking?

Sample answer: He is advising the students how to choose a career.

KEY WORDS (5 minutes) *Page 82*

Ⓐ Track 092

Play the listening and have students match the words to the pictures. Then elicit answers from the class. When finished, have them say the words out loud.

Answers:

1. career	2. journalist	3. agent
4. internship	5. graduation	6. challenge

GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 83*

Ⓐ–Ⓒ Track 093, Track 094, Track 095

Using the information from part A, explain the type of listening excerpt students will hear.

Ask students to read the questions on the page and to keep them in mind while listening to the audio. Play the audio and have students make notes beside the questions.

Play the next track and ask students to use their notes to answer the questions.

Answers:

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

BONUS WORDS (5 minutes) *Page 83*

Have students work in pairs matching the words to their synonyms.

Answers:

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

When finished, ask students to write sentences that can use both the bonus word and its synonym. Have some students read their sentences out loud.

DETAILED LISTENING SECTION & QUESTIONS (10 minutes) *Page 84*

Ⓐ–Ⓑ Track 096, Track 097

Ask students to read the questions in the book and to keep them in mind while listening to the audio. Play the audio and have students make notes beside the questions.

Play the next track and ask students to use their notes to answer the questions.

Answers:

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

LISTENING SKILL SECTION (5 minutes) *Page 85*

Ⓐ–Ⓒ Track 098, Track 099

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

Once finished, play the next track and give students time to complete part B on their own.

Play the audio again for students to practice linking sounds. Then ask some students to read their answers out loud. Correct and clarify any incorrect answers.

Answers:

1. Some → of, right → away, but → all → of

2. this → important

3. planning → is → important

4. kinds → of → internships

5. Think → about → a

6. Most → of

After completing the activity, have students make a list of 4 new/different sentences that contain consonant-vowel linked words.

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 32*

Ⓐ–Ⓑ Track 127

Give students time to complete the activities on their own. Then go over the answers together.

Answers:

Ⓐ

a. 4 (agent)

b. 1 (graduation)

c. 3 (career)

d. 7 (determine)

e. 8 (surgery)

f. 9 (journalist)

g. 6 (situation)

h. 10 (internship)

i. 5 (path)

j. 2 (challenge)

Ⓑ

1. b 2. c 3. e 4. d 5. a

DICTATION I (5–10 minutes) *Page 33*

Ⓐ Track 128

Play the audio track and have students complete the sentences. When finished, call on a few students to read their sentences out loud. Correct any mistakes.

Answers:

1. career do you want to have

2. graduation, all of you will have to choose your own path

3. internships that you can decide to do

LISTENING SKILL PRACTICE (5 minutes) *Page 33*

Ⓐ Track 129

Play the audio track and have students complete the activity. When done, check the answers as a class.

Answers:

1. talk → about

2. think → about

3. people → across

4. good → afternoon

5. an → injury

6. students → of

7. right → away

8. quit → and

DICTATION II (10 minutes) *Page 33*

Ⓐ Track 130

Play the audio track and have students complete the sentences. When finished, call on a few students to read their sentences out loud. Correct any mistakes.

Answers:

1. Good afternoon, students of

2. they might get an injury that requires surgery

3. People across all different fields and careers have to deal with

UNIT 8B CHOOSING A CAREER

STUDENT BOOK

WARM-UP (5 minutes) *Page 86*

Put students in pairs to discuss the questions. Call on a few students to share their answers.

Q1. What do you see in each picture below?

Answers: 1. an injury, 2. Choose a, 3. interested in, 4. For example

Q2. How do you say the words separately?

Answers: 1. an injury, 2. Choose a, 3. interested in, 4. For example

Q3. How do you say the words with linked sounds?

Answers: 1. an → injury, 2. Choose → a, 3. interested → in, 4. For → example

REVIEW (5 minutes) *Page 86*

Ⓐ–Ⓑ Track 100

Have students say the words in the images with the correct linked sound. Then ask them to use the words to complete the sentences.

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

Answers:

1. For → example, an → injury

2. Choose → a, interested → in

SPEAKING SKILL SECTION (10 minutes) *Page 87*

Ⓐ–Ⓓ Track 101, Track 102, Track 103

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

Before playing the next track, go over the examples in detail. Then have students look at the examples in the book and repeat after the recording. Ask students to come up with additional examples when possible.

When finished, have students complete part C.

Answers:

1. faced = t
2. talked = t
3. decided = id
4. interested = id

Play the audio and go over the answers. Then have students practice saying the sentences with the correct "ed" ending sound.

INTEGRATE IT (5–10 minutes) *Page 88*

Ⓐ Track 104

Listen to the audio and/or watch the accompanying video to the chart. Have students complete the sentences with the missing words.

Answers:

1. journalist
2. surgery
3. agents
4. graduation, internship
5. path

Ⓑ

Watch the video again and have students listen for the useful phrase. See if they can repeat the sentence it is used in. Then have them circle its meaning in the chart.

Answer: 1

MAKE A PRESENTATION (15 minutes) *Pages 88–89*

Ⓐ–Ⓒ

Put students in pairs. Using the information in part A, students will do a presentation based on a template.

Have students create a presentation using words from the word box. Refer them to the presentation on page 115 as a sample.

When finished, ask students to make their presentations in front of the class. Remind them about the fluency focus. Finally, have the class vote on the best presentation.

PRACTICE BOOK

COMMUNICATION CONTEXT (5 minutes) *Page 34*

Ask students to complete the chart based on pages 88 and 89 in the student book. Then go over the chart as a class.

SPEAKING SKILL PRACTICE (5–10 minutes) *Pages 34–35*

Ⓐ–Ⓑ

Have students complete part A. Go over the answers together. Clarify any wrong answers.

Then have students practice saying the sentences out loud with the correct "ed" ending sound.

Answers:

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

Ⓒ–Ⓔ

Have students fill in the blanks in the excerpt using the sentences from part A. Review the answers as a class.

Answers:

1. I was a pitcher for my college team, but I suffered a terrible injury in my shoulder.

2. I needed surgery, and the doctor told me I could never play baseball again.

3. So I talked to some people who I trusted.

4. After I heard this, I started thinking more about all of the different jobs that are related to professional baseball.

After students have completed part C, have them write their own ending to the presentation.

When finished, ask students to trade papers and practice reading the entire script out loud. Encourage students to correct each other's work if possible. Finally, have some students read their endings out loud for the class to consider together.