Integrate Listening and Speaking
Building 3
Teacher's Guide

Compass Publishing

UNIT 4A	THE DOCTOR'S OFFICE

STUDENT BOOK

ACADEMIC OBJECTIVE	Learn how to maintain good health to keep bodily systems functioning properly
Lesson A	Listening Type: Conversation Listening Function: Describing a problem Listening Skill: Syllabic stress in three or four syllable words
Lesson B	Speaking Type: Conversation Speaking Function: Reporting information Speaking Skill: Different "th" sounds

TITLE PAGE (5–10 minutes) *Pages 40–41*

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 this picture?

   Sample answer: A doctor talking to a patient

2. Where are these people?

   Sample answer: At the doctor's office

3. What do you think they are talking about?

   Sample answer: What is wrong with the patient and what treatment to use

WARM-UP (5 minutes) *Page 42*

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 person in shorts and sneakers grasping their lower leg

Q2. What do you think the problem is?

Sample answer: A muscle cramp

Q3. Where do people go when they have this kind of problem?

Sample answer: They go to the doctor's or the pharmacy for treatment/medicine, or they go home to rest.

KEY WORDS (5 minutes) *Page 42*

Ⓐ Track 040

Play the listening excerpt 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. shake	2. nutrient	3. combination
4. stretch	5. sensation	6. vibrate

GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 43*

Ⓐ–Ⓒ Track 041, Track 042, Track 043

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. c 2. c 3. d 4. c

BONUS WORDS (5 minutes) *Page 43*

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

Answers:

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

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 44*

Ⓐ–Ⓑ Track 044, Track 045

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. b 3. c 4. a

LISTENING SKILL SECTION (5 minutes) *Page 45*

Ⓐ–Ⓒ Track 046, Track 047

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 stressing syllables. Then ask some students to read their answers out loud. Correct and clarify any incorrect answers.

Answers:

Beginning: happening, physical, nutrients, voluntary, exercising

Second: sensation, important

Third: combination

After completing the activity, have students make a list of 3 new/different words (total 9) for each position of syllable stress.

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 16*

Ⓐ–Ⓑ Track 114

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

Answers:

Ⓐ

a. 5 (advice)

b. 7 (tense)

c. 2 (nutrient)

d. 4 (combination)

e. 1 (stretch)

f. 3 (shake)

g. 8 (exam)

h.10 (uncontrollably)

i. 9 (vibrate)

j. 6 (sensation)

Ⓑ

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

DICTATION I (5–10 minutes) *Page 17*

Ⓐ Track 115

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. stretch your leg twice a day

2. machine vibrate

3. You are going to need a combination

LISTENING SKILL PRACTICE (5 minutes) *Page 17*

Ⓐ–Ⓑ Track 116

Play the audio track and have students complete the chart. Then they are to find and circle the same words in the puzzle. When done, check the answers as a class.

Answers:

Ⓐ

Beginning: happening, exercising, nutrients, voluntary, physical

Second: sensation, important

Third: combination

Ⓑ

A	N	U	T	R	I	E	N	T	S	H
E	K	P	P	Y	W	E	E	Q	E	A
P	H	Y	S	I	C	A	L	X	N	P
H	Z	I	S	O	U	G	T	U	S	P
V	O	L	U	N	T	A	R	Y	A	E
S	I	M	P	O	R	T	A	N	T	N
I	M	P	O	T	E	N	A	V	I	I
C	O	M	B	I	N	A	T	I	O	N
A	E	X	E	R	C	I	S	I	N	G

DICTATION II (10 minutes) *Page 17*

Ⓐ Track 117

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. look after your physical health

2. what's happening to my arm

3. It is important that you follow

UNIT 4B THE DOCTOR'S OFFICE

STUDENT BOOK

WARM-UP (5 minutes) *Page 46*

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. physical, 2. important, 3. exercising, 4. sensation

Q2. How many syllables are there in each word below?

Answers: Three syllables: 1. physical, 2. important, 4. sensation; four syllables: 3. exercising

Q3. Which part of the word do you emphasize when you say it?

Answers: 1. beginning, 2. second, 3. beginning, 4. second

REVIEW (5 minutes) *Page 46*

Ⓐ–Ⓑ Track 048

Have students say the words in the images with the correct syllable stress. Ask them to write the words in the chart correctly.

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

Answers:

Beginning: physical, exercising

Second: important, sensation

SPEAKING SKILL SECTION (10 minutes) *Page 47*

Ⓐ–Ⓓ Track 049, Track 050, Track 051

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. this = voiced "th"
2. three = unvoiced "th"
3. thirty = unvoiced "th"
4. these = voiced "th"

After going over the answers, have students practice saying the sentences with the correct "th" sound.

INTEGRATE IT (5–10 minutes) *Page 48*

Ⓐ Track 052

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

Answers:

1. suggestions 2. stretch 3. vibrating 4. exams 5. combination

Ⓑ

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 CONVERSATION (15 minutes) *Pages 48–49*

Ⓐ–Ⓒ

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

Have students create a conversation using words from the word box. Refer them to the conversation on page 110 as a sample.

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

PRACTICE BOOK

COMMUNICATION CONTEXT (5 minutes) *Page 18*

Ask students to complete the chart based on pages 48 and 49 in the student book. Then go over the chart as a class.

SPEAKING SKILL PRACTICE (5–10 minutes) *Pages 18–19*

Ⓐ–Ⓑ

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 "th" sounds.

Answers:

1. good to hear. So, my suggestions worked **then**, huh?
2. had **that** weird vibrating feeling in my arms for a few days, but it wasn't
3. started doing all of **the** things you suggested last time. So, I started
4. you again. So, are you still having **those** muscle spasms?

Ⓒ–Ⓔ

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

Answers:

1. you again. So, are you still having those muscle spasms?
2. good to hear. So, my suggestions worked then, huh?
3. started doing all of the things you suggested last time. So, I started
4. had that weird vibrating feeling in my arms for a few days, but it wasn't

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

When finished, ask students to trade papers and practice saying the entire conversation out loud with a partner. 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.