Integrate Listening and Speaking
Building 3
Teacher's Guide

UNIT 2A	NOT WORTH THE SALT

STUDENT BOOK

ACADEMIC OBJECTIVE	Learn about the characteristics, development, and expansion of the Roman Empire
Lesson A	Listening Type: Presentation Listening Function: Listening for information Listening Skill: Final "s" sounds
Lesson B	Speaking Type: Presentation Speaking Function: Giving information Speaking Skill: Signpost language

TITLE PAGE (5–10 minutes) *Pages 20–21*

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: The Colosseum, another ancient building, a statue, and a map

2. What period of history does this picture show?

   Sample answer: The time of the Roman Empire

3. What kinds of things did people use for money during this time?

   Sample answer: Commodities, then coins

WARM-UP (5 minutes) *Page 22*

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: Salt shakers and salt

Q2. What is it used for?

Sample answer: Salt has many uses, including flavoring and preserving food, cleaning, and de-icing roads.

Q3. Where does it come from?

Sample answer: Mainly from seawater and underground mineral deposits

KEY WORDS (5 minutes) *Page 22*

Ⓐ Track 015

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. mineral	2. deposit	3. hunt
4. road	5. critical	6. commodity

GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 23*

Ⓐ–Ⓒ Track 016, Track 017, Track 018

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. d	2. c	3. a	4. a

BONUS WORDS (5 minutes) *Page 23*

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

Answers:

1. d	2. c	3. a	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 24*

Ⓐ–Ⓑ Track 019, Track 020

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. d 2. c 3. a 4. c

LISTENING SKILL SECTION (5 minutes) *Page 25*

Ⓐ–Ⓒ Track 021, Track 022

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

Once finished, give students time to complete part B on their own.

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

Answers:

"s": networks, cakes, continents

"z": humans, trails, towns

"iz": services, purposes

After completing the activity, have students make a list of 4 new/different words (total 12) for each type of final "s" sound.

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 8*

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

Answers:

Ⓐ

a. hunt b. civilization c. continent d. critical e. road

f. constant g. commodity h. deposit i. preserve j. mineral

Ⓑ

1. c 2. e 3. f 4. h 5. b

6. a 7. j 8. g 9. i 10. d

DICTATION I (5–10 minutes) *Page 9*

Ⓐ Track 108

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. a critical mineral for humans and animals

2. used to hunt animals

3. has viewed salt as a very important commodity

LISTENING SKILL PRACTICE (5 minutes) *Page 9*

Ⓐ Track 109

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

Answers:

1. deposits = "s"

2. humans = "z"

3. things = "z"

4. purposes = "iz"

5. soldiers = "z"

DICTATION II (10 minutes) *Page 9*

Ⓐ Track 110

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. money in many old civilizations

2. and the English word "salary" are related

3. it became used in several common expressions

UNIT 2B	NOT WORTH THE SALT

STUDENT BOOK

WARM-UP (5 minutes) *Page 26*

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. deposit, 2. animal, 3. good, 4. service

Q2. What is the last sound in each word below?

Answers: 1. /t/, 2. /l/, 3. /d/, 4. /s/

Q3. How do you say the final "s" sound in each word?

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

REVIEW (5 minutes) *Page 26*

Ⓐ–Ⓑ Track 023

Have students say the words in the images with the correct "s" ending sound added. Ask them to write the words in the chart correctly.

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

Answers:

"s": deposits

"z": animals, goods

"iz": services

SPEAKING SKILL SECTION (10 minutes) *Page 27*

Ⓐ–Ⓓ Track 024, Track 025

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. b 2. c 3. d 4. a

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

INTEGRATE IT (5–10 minutes) *Page 28*

Ⓐ Track 026

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

Answers:

1. commodity 2. civilizations 3. critical 4. mineral 5. continent

Ⓑ

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 28–29*

Ⓐ–Ⓒ

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 108 as a sample.

When finished, ask students to make their presentation 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 10*

Ask students to complete the chart based on pages 28 and 29 in the student book. Then go over the chart as a class.

SPEAKING SKILL PRACTICE (5–10 minutes) *Pages 10–11*

Ⓐ–Ⓑ

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

Then have students practice saying the sentences out loud.

Answers:

1. For example 2. Finally 3. Today 4. Next

Ⓒ–Ⓔ

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

Answers:

1. Today, I will talk about salt and how it helped the Roman Empire expand.

2. For example, humans followed and hunted animals that walked to and from above-ground salt deposits.

3. Next, let's look at where and how humans have used salt.

4. Finally, let's look at how the Romans used salt.

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.