Integrate Listening and Speaking
Building 3
Teacher's Guide

UNIT 5A	GRAPHENE

STUDENT BOOK

ACADEMIC OBJECTIVE	Understand that many things can be made of polygons
Lesson A	Listening Type: News broadcast Listening Function: Listening for information Listening Skill: The reduced vowel sound
Lesson B	Speaking Type: News broadcast Speaking Function: Describing usefulness Speaking Skill: Stressing content words in a sentence

TITLE PAGE (5–10 minutes) *Pages 50–51*

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 man talking in front of a screen with images

2. What do you think he is talking about?

   Sample answer: A new technological invention

3. What kind of show is this?

   Sample answer: A news broadcast

WARM-UP (5 minutes) *Page 52*

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 holding a thin sheet of transparent material that is made of carbon atoms

Q2. What do you think it is made of?

Sample answer: I think it is made of graphene.

Q3. Do you know what this kind of thing could be used for?

Sample answer: It could be used in electronics, rechargeable batteries, semiconductors, and various other potential applications.

KEY WORDS (5 minutes) *Page 52*

Ⓐ Track 053

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. polygon	2. hexagon	3. atom
4. discover	5. raw material	6. properties

GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 53*

Ⓐ–Ⓒ Track 054, Track 055, Track 056

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. d 4. a

BONUS WORDS (5 minutes) *Page 53*

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

Answers:

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

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 54*

Ⓐ–Ⓑ Track 057, Track 058

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. a 3. c 4. c

LISTENING SKILL SECTION (5 minutes) *Page 55*

Ⓐ–Ⓒ Track 059, Track 060

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 reducing vowel sounds. Then ask some students to read their answers out loud. Correct and clarify any incorrect answers.

Answers:

1. 2nd syllable 2. 2nd syllable 3. 2nd syllable 4. 2nd syllable

5. 1st syllable 6. 2nd syllable 7. 2nd syllable 8. 4th syllable

After completing the activity, have students make a list of 8 new/different words with a reduced vowel sound and underline the reduced syllable.

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 20*

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

Answers:

Ⓐ

1. d 2. e 3. g 4. b 5. j

6. f 7. a 8. i 9. c 10. h

Ⓑ

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

DICTATION I (5–10 minutes) *Page 21*

Ⓐ Track 118

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. Atoms are the most important building

2. To find the properties of an object / different techniques

3. Three-dimensional printing / since the 1980s

LISTENING SKILL PRACTICE (5 minutes) *Page 21*

Ⓐ Track 119

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

Answers:

1. 2nd syllable	2. 2nd syllable	3. 2nd syllable	4. 2nd syllable
5. 2nd syllable	6. 2nd syllable	7. 2nd syllable	8. 2nd syllable

DICTATION II (10 minutes) *Page 21*

Ⓐ Track 120

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. Graphene is unique / temperatures and expands when it gets cold

2. thin layers often contain atoms / flat polygons

3. trying to find other miracle metals that have

UNIT 5B GRAPHENE

STUDENT BOOK

WARM-UP (5 minutes) *Page 56*

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. atom, 2. metal, 3. pencil, 4. useful

Q2. How many syllables are in each word below?

Answers: There are 2 syllables in each word.

Q3. Which syllable is reduced?

Answers: The 2nd syllable of each word

REVIEW (5 minutes) *Page 56*

Ⓐ–Ⓑ Track 061

Have students say the words in the images with the correct reduced vowel sound. Ask them to check the reduced syllable in the chart.

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

Answers:

1. 2nd syllable 2. 2nd syllable 3. 2nd syllable 4. 2nd syllable

SPEAKING SKILL SECTION (10 minutes) *Page 57*

Ⓐ–Ⓓ Track 062, Track 063

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. haven't, heard, miracle, metal, called, graphene

2. discovered, University, Manchester, England, 2004

After going over the answers, have students practice saying the sentences with the correct word stress.

INTEGRATE IT (5–10 minutes) *Page 58*

Ⓐ Track 064

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

Answers:

1. properties
2. discovered
3. substance
4. flexible
5. hexagon, atoms

Ⓑ

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

DO A NEWS BROADCAST (15 minutes) *Pages 58–59*

Ⓐ–Ⓑ Track 065

Put students in pairs. Using the information in part A, students will do a news broadcast based on the audio.

Play the track. Have students repeat after it and fill in the blanks in part B. Review the answers as a class.

Answers:

1. substance 2. properties

Ⓒ–Ⓓ

Have students come up with the rest of the news report on their own. They should use the information in parts A and B as a guide.

When finished, ask students to do their news broadcast in front of the class. Remind them about the fluency focus. Finally, have the class vote on the best report.

PRACTICE BOOK

COMMUNICATION CONTEXT (5 minutes) *Page 22*

Ask students to complete the chart based on pages 58 and 59 in the student book. Then go over the chart as a class.

SPEAKING SKILL PRACTICE (5–10 minutes) *Pages 22–23*

Ⓐ–Ⓑ

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 word stress.

Answers:

1. discoveries, graphene's, unique, properties, used
2. part, one, evening's, special, report, talked, graphene
3. Graphene, improve, existing, products, work, example, graphene
4. Scientists, world, studying, properties

Ⓒ–Ⓔ

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

Answers:

1. In part one of this evening's special report, we talked about graphene.
2. Scientists all around the world are studying its properties
3. discoveries about how graphene's unique properties can be used.
4. Graphene can improve how existing products work. For example, graphene

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

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.