Integrate Listening and Speaking
Building 3
Teacher's Guide

UNIT 1A	THE WRITTEN WORD

STUDENT BOOK

ACADEMIC OBJECTIVE	Understand that social changes in feudal societies were often the result of invasions, migrations, inventions, trade, and other events, which led to societies mixing and interacting with one another
Lesson A	Listening Type: TV show Listening Function: Listening for information Listening Skill: Final "ed" sounds
Lesson B	Speaking Type: Interview Speaking Function: Giving historical information Speaking Skill: Linked sounds (Consonant + Vowel)

TITLE PAGE (5–10 minutes) *Pages 10–11*

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 castle in the mountains

2. Where do you think this is?

   Sample answer: In Europe

3. When do you think it was built?

   Sample answer: In the Middle Ages

WARM-UP (5 minutes) *Page 12*

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: Several European men in medieval clothes, one of whom is wearing an apron and another is holding paper

Q2. What are the people in the picture doing?

Sample answer: Looking at a large piece of paper with text

Q3. What do you think they are talking about?

Sample answer: About the text printed on the paper

KEY WORDS (5 minutes) *Page 12*

Ⓐ Track 002

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. innovative	2. literacy	3. advancement
4. function	5. printing press	6. mass production

GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 13*

Ⓐ–Ⓒ Track 003, Track 004, Track 005

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. d 4. a

BONUS WORDS (5 minutes) *Page 13*

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

Answers:

1. b 2. a 3. d 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 14*

Ⓐ–Ⓑ Track 006, Track 007

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. d

LISTENING SKILL SECTION (5 minutes) *Page 15*

Ⓐ–Ⓒ Track 008, Track 009

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:

"t": helped

"d": used, functioned, changed, allowed, lived

"id": created, affected

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

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 4*

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

Answers:

Ⓐ

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

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

Ⓑ

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

DICTATION I (5–10 minutes) *Page 5*

Ⓐ Track 105

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. given access to books and the internet
2. mass production of books
3. helped to create widespread literacy

LISTENING SKILL PRACTICE (5 minutes) *Page 5*

Ⓐ Track 106

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

Answers:

1. changed = "d"
2. helped = "t"
3. lived = "d"
4. created = "id"
5. contributed = "id"

DICTATION II (10 minutes) *Page 5*

Ⓐ Track 107

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. thinker was named Johannes Gutenberg
2. affected and changed human society
3. A world where only the rich and powerful could read and write used to

UNIT 1B THE WRITTEN WORD

STUDENT BOOK

WARM-UP (5 minutes) *Page 16*

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. contribute, 2. produce, 3. live, 4. help

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

Answers: 1. /t/, 2. /s/, 3. /v/, 4. /p/

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

Answers: 1. /id/, 2. /t/, 3. /d/, 4. /t/

REVIEW (5 minutes) *Page 16*

Ⓐ–Ⓑ Track 010

Have students say the words in the images with the correct "ed" 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:

"t": produced, helped

"d": lived

"id": contributed

SPEAKING SKILL SECTION (10 minutes) *Page 17*

Ⓐ–Ⓓ Track 011, Track 012

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. kind → of, world → actually, exist → a, time → ago

2. This → is, functioned → in, medieval → Europe

After going over the answers, have students practice saying the sentences with the correct linked sounds.

INTEGRATE IT (5–10 minutes) *Page 18*

Ⓐ Track 013

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

Answers:

1. printing press, medieval

2. rapid

3. literacy

4. advancements, academics

5. innovative

Ⓑ

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: 2

DO AN INTERVIEW (15 minutes) *Pages 18–19*

Ⓐ–Ⓑ Track 014

Put students in pairs. Using the information in part A, students will do an interview 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. printing press 2. medieval

Ⓒ–Ⓓ

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

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

PRACTICE BOOK

COMMUNICATION CONTEXT (5 minutes) *Page 6*

Ask students to complete the chart based on pages 18 and 19 in the student book. Then go over the chart as a class.

SPEAKING SKILL PRACTICE (5–10 minutes) *Pages 6–7*

Ⓐ–Ⓑ

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 linked sounds.

Answers:

1. was → also, read → or

2. carried → on → until, when → an → innovative, was → introduced

3. It → is, this → innovation, have → a

4. helped → even

Ⓒ–Ⓔ

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

Answers:

1. The average person was also unable to read or write.

2. This carried on until medieval times, when an innovative machine was introduced in Europe.

3. This helped even the average person learn how to read.

4. It is thanks to this invention that today we have a more literate society.

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

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.