Integrate Listening and Speaking
Building 3
Teacher's Guide

UNIT 3A	MAGNIFICENT MUSCLES

STUDENT BOOK

ACADEMIC OBJECTIVE	Understand that bones and muscles are made up of tissues. Connected by tendons, they work together to give our bodies shape and enable us to move.
Lesson A	Listening Type: Podcast Listening Function: Learning information Listening Skill: Different "y" sounds
Lesson B	Speaking Type: Podcast Speaking Function: Giving information Speaking Skill: Linked sounds (Vowel + Vowel)

TITLE PAGE (5–10 minutes) *Pages 30–31*

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 lifting weights

2. Where do you think this is?

   Sample answer: At a gym

3. Why do people do this?

   Sample answer: To build their muscles

WARM-UP (5 minutes) *Page 32*

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 in a T-shirt standing outside and a wave pattern in the background

Q2. What is this person doing?

Sample answer: Watching something on his phone

Q3. What topics do you think interest this person?

Sample answer: Exercise and health

KEY WORDS (5 minutes) *Page 32*

Ⓐ Track 027

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. cell	2. string	3. rope
4. muscle	5. tissue	6. anatomy

GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 33*

Ⓐ–Ⓒ Track 028, Track 029, Track 030

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. c	4. a

BONUS WORDS (5 minutes) *Page 33*

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 34*

Ⓐ–Ⓑ Track 031, Track 032

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. c 2. a 3. c 4. d

LISTENING SKILL SECTION (5 minutes) *Page 35*

Ⓐ–Ⓒ Track 033, Track 034

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:

"y": you

"ai": types

"ay": today, they

"ee": body, exactly, voluntary

"i": gym

After completing the activity, have students make a list of 2 new/different words (total 10) for each type of "y" sound.

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 12*

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

Answers:

Ⓐ

Down

1. h 2. d 3. e 4. a

5. f 6. c 9. i

Across

6. g 7. b 8. j

Ⓑ

Down

1. muscle	2. tissue	3. rope	4. anatomy
5. string	6. chest	9. avoid	

Across

6. cell	7. episode	8. heart

DICTATION I (5–10 minutes) *Page 13*

Ⓐ Track 111

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. The heart is one of the

2. Did you see the new episode

3. To avoid health problems, you need to

LISTENING SKILL PRACTICE (5 minutes) *Page 13*

Ⓐ Track 112

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

Answers:

"y": young

"ai": sky, buy, supply

"ee": technology, exactly

"ay": today, way

DICTATION II (10 minutes) *Page 13*

Ⓐ Track 113

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. It is very important that you buy

2. Medical technology is improving

3. When you are young, you are still very healthy

UNIT 3B	MAGNIFICENT MUSCLES

STUDENT BOOK

WARM-UP (5 minutes) *Page 36*

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. way, 2. anatomy, 3. you, 4. guys

Q2. How do you spell each word below?

Answers: 1. way, 2. anatomy, 3. you, 4. guys

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

Answers: 1. /ay/, 2. /ee/, 3. /y/, 4. /ai/

REVIEW (5 minutes) *Page 36*

Ⓐ–Ⓑ Track 035

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

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

Answers:

"y": you

"ai": guys

"ay": way

"ee": anatomy

"i": –

SPEAKING SKILL SECTION (10 minutes) *Page 37*

Ⓐ–Ⓓ Track 036, Track 037

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. Many [y] of

2. to [w] avoid, to [w] understand, the [y] anatomy [y] of

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

INTEGRATE IT (5–10 minutes) *Page 38*

Ⓐ Track 038

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

Answers:

1. anatomy, muscles

2. tissues

3. strings, rope

4. cells

5. episode

DO A PODCAST (15 minutes) *Pages 38–39*

Ⓐ–Ⓑ Track 039

Put students in pairs. Using the information in part A, students will do a podcast 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. episode	2. anatomy	3. muscles
4. tissues	5. strings	6. rope

Ⓒ–Ⓓ

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

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

PRACTICE BOOK

COMMUNICATION CONTEXT (5 minutes) *Page 14*

Ask students to complete the chart based on pages 38 and 39 in the student book. Then go over the chart as a class.

SPEAKING SKILL PRACTICE (5–10 minutes) *Pages 14–15*

Ⓐ–Ⓑ

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. the [y] anatomy [y] of

2. – 3. – 4. –

Ⓒ–Ⓔ

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

Answers:

1. Hey guys, it's me, Paul. Welcome back to the Fit-Tech Forever Podcast.

2. a little bit about the anatomy of voluntary muscles so that we

3. small, thin, and long tissues tightly packed together.

4. have the special ability to get smaller or longer together

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

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.