Integrate Listening and Speaking
Building 3
Teacher's Guide

UNIT 7A	PERSONALIZED MEDICINE

STUDENT BOOK

ACADEMIC OBJECTIVE	Learn about and understand the characteristics of daily resources Analyze the problems of people and find ways to enhance the quality of life
Lesson A	Listening Type: Presentation Listening Function: Listening for information Listening Skill: Linked sounds (Vowel + Vowel)
Lesson B	Speaking Type: Presentation Speaking Function: Describing how something works Speaking Skill: Final "s" sounds

TITLE PAGE (5–10 minutes) *Pages 70–71*

Put students in pairs to discuss the warm-up questions. Call on a few students to share their answers.

1. Who do you see in the picture?

   Sample answer: Two researchers

2. What is he doing?

   Sample answer: Doing genetics research

3. How does this help people?

   Sample answer: It helps identify people who have or might have genetic disorders so that they can be treated early.

WARM-UP (5 minutes) *Page 72*

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: Pills and capsules

Q2. Who do you think makes this?

Sample answer: Pharmaceutical companies

Q3. How do you think these are made?

Sample answer: They are made from synthetic substances.

KEY WORDS (5 minutes) *Page 72*

Ⓐ Track 078

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. factor	2. cough	3. genes
4. illness	5. DNA	6. syndrome

GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 73*

Ⓐ–Ⓒ Track 079, Track 080, Track 081

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 73*

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

Answers:

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

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 74*

Ⓐ–Ⓑ Track 082, Track 083

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. b 3. a 4. c

LISTENING SKILL SECTION (5 minutes) *Page 75*

Ⓐ–Ⓒ Track 084, Track 085

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

Answers:

1. you → all

2. today → about

3. we → understand

4. you → and

5. The → other, category → of

6. They → are

After completing the activity, have students make a list of 4 new/different sentences that contain vowel-vowel linked words.

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 28*

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

Answers:

Ⓐ

Down

1. g 3. h 4. j 6. e 10. d

Across

2. i 5. f 7. b 8. a 9. c

Ⓑ

Down

1. field 3. asthma 4. condition 6. genes 10. cough

Across

2. diet 5. syndrome 7. illness 8. DNA 9. factor

DICTATION I (5–10 minutes) *Page 29*

Ⓐ Track 124

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. catch a cold if your friend is sick and coughs near
2. category of illnesses is caused by our genes
3. given to us by what's in our DNA

LISTENING SKILL PRACTICE (5 minutes) *Page 29*

Ⓐ Track 125

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

Answers:

1. you → all
2. today → about
3. we → understand
4. to → understand
5. the → illness
6. allow → us

DICTATION II (10 minutes) *Page 29*

Ⓐ Track 126

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. Thank you all for being here today

2. It's important that we understand

3. allow us to create different kinds of medicine

UNIT 7B | PERSONALIZED MEDICINE

STUDENT BOOK

WARM-UP (5 minutes) *Page 76*

Put students in pairs to discuss the questions. Call on a few students to share their answers.

Q1. What two words are in each picture below?

Answers: 1. they exercise, 2. category of, 3. they eat, 4. to understand

Q2. How do you say the words separately?

Answers: 1. they exercise, 2. category of, 3. they eat, 4. to understand

Q3. How do you say the words with linked sounds?

Answers: With a "y" linked sound: 1. they → exercise, 2. category → of, 3. they → eat
With a "w" linked sound: 4. to → understand

REVIEW (5 minutes) *Page 76*

Ⓐ–Ⓑ Track 086

Have students say the words in the images with the correct linked sound. Then ask them to use the words to complete the sentences.

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

Answers:

1. to → understand, category → of

2. they → eat, they → exercise

SPEAKING SKILL SECTION (10 minutes) *Page 77*

Ⓐ–Ⓓ Track 087, Track 088, Track 089

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. illnesses = iz

2. conditions = z

3. affects = s

4. eats = s

Play the audio and go over the answers. Then have students practice saying the sentences with the correct "s" ending sound.

INTEGRATE IT (5–10 minutes) *Page 78*

Ⓐ Track 090

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

Answers:

1. illnesses 2. genes 3. field 4. condition 5. DNA

Ⓑ

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 A PRESENTATION (15 minutes) *Pages 78–79*

Ⓐ–Ⓑ Track 091

Put students in pairs. Using the information in part A, students will do a presentation 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. illnesses 2. factors 3. conditions 4. factors 5. genes

Ⓒ–Ⓓ

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

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 30*

Ask students to complete the chart based on pages 78 and 79 in the student book. Then go over the chart as a class.

SPEAKING SKILL PRACTICE (5–10 minutes) *Pages 30–31*

Ⓐ–Ⓑ

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 "s" ending sound.

Answers:

1. b 2. c 3. b 4. c

Ⓒ–Ⓔ

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

Answers:

1. I'll explain to you how some of the new medicines made by the LTMPC Medicine Company work.

2. all types of illnesses.

3. Some sicknesses are

4. that are caused by our genes.

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.