Integrate Listening and Speaking
Building 4
Teacher's Guide

UNIT 3A	RENEWABLE ENERGY

STUDENT BOOK

ACADEMIC OBJECTIVE	Learn about new resources to generate energy, and understand different occupations in the field of future energy
Lesson A	Listening Type: Tour Listening Function: Learning information Listening Skill: Syllabic stress in three or four syllable words
Lesson B	Speaking Type: Tour Speaking Function: Giving information Speaking Skill: The reduced vowel sound

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: Wind turbines

2. What do you think these things do?

   Sample answer: Harness wind energy and convert it into electric power

3. Why do you think these things are important?

   Sample answer: They produce clean and renewable energy.

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 group of students visiting an industrial facility

Q2. Where are these people?

Sample answer: At a power generation facility

Q3. Why do you think the woman is showing them around?

Sample answer: To educate the group about how energy if produced there

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. wind turbine	2. wind farm	3. install
4. blade	5. gear	6. facility

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. d	2. c	3. a	4. a

BONUS WORDS (5 minutes) *Page 33*

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 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. b 2. d 3. c 4. a

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, play the next track and give students time to complete part B on their own.

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

Answers:

Beginning: actually, engineer

Second: foundation, transported, whenever, facility, electrical

Third: electricity

After completing the activity, have students make a list of 3 new/different words (total 9) for each position of syllable stress.

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 3. g 5. e 6. b 8. i

Across

2. d 4. c 7. f 9. a 10. j

Ⓑ

Down

1. wind farm 3. manufacturing 5. cord 6. facility 8. engineer

Across

2. install 4. foundation 7. wind turbine 9. gear 10. blade

DICTATION I (5–10 minutes) *Page 13*

Ⓐ Track 109

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. engineer / manufacturing facility

2. wind farm / factory with electricity

3. gears / power generator / wind turbine

LISTENING SKILL PRACTICE (5 minutes) *Page 13*

Ⓐ–Ⓑ Track 110

Play the audio track and have students complete the chart. Then they are to find and circle the same words in the puzzle. When done, check the answers as a class.

Answers:

Ⓐ

Beginning: generator, factory, underground, engineer

Second: devices, whenever, foundation

Third: electricity

Ⓑ

F	O	U	N	D	A	T	I	O	N	W
A	E	N	G	I	N	E	E	R	R	H
C	E	I	Y	I	F	I	O	E	O	A
T	A	G	E	N	E	R	A	T	O	R
O	P	E	H	E	L	A	E	D	E	E
R	R	D	E	V	I	C	E	S	C	V
Y	O	T	W	H	E	N	E	V	E	R
E	L	E	C	T	R	I	C	I	T	Y
U	N	D	E	R	G	R	O	U	N	D

DICTATION II (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. see the cords, because they are underground

2. Whenever the wind turbine is spinning, electricity

3. big, strong foundation in the ground

UNIT 3B	RENEWABLE ENERGY

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. factory, 2. underground, 3. transported, 4. electricity

Q2. How many syllables are there in each word below?

Answers: Three syllables: 1. factory, 2. underground, 3. transported; five syllables: 4. electricity

Q3. Which part of the word do you emphasize when you say it?

Answers: 1. beginning, 2. beginning, 3. second, 4. third

REVIEW (5 minutes) *Page 36*

Ⓐ–Ⓑ Track 035

Have students say the words in the images with the correct syllable stress. Ask them to write the words in the chart correctly.

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

Answers:

Beginning: factory, underground

Second: transported

Third: electricity

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. f**X**cility

2. s**X**pplies, fact**X**ry, electric**X**ty

After going over the answers, have students practice saying the sentences with the correct reduced vowel 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. manufacturing, facility

2. wind farm, wind turbines, installed

Ⓑ

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

GIVE A TOUR (15 minutes) *Pages 38–39*

Ⓐ–Ⓑ Track 039

Put students in pairs. Using the information in part A, students will do a tour 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. engineer 2. manufacturing 3. facility 4. wind farm

Ⓒ–Ⓓ

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

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

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 reduced vowel sounds.

Answers:

1. factory - 2nd syllable
2. humans - 2nd syllable
3. students - 2nd syllable
4. special - 2nd syllable

Ⓒ–Ⓔ

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

Answers:

1. Alright students, here we are at the Pegasus Motors manufacturing facility.
2. Also, our factory runs on clean energy.
3. Let me explain why as we walk around and tour this special facility.
4. These robots never stop working unless the humans turn them off.

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