# Integrate Listening and Speaking
# Building 4
# Teacher's Guide

| UNIT 4A | SIPHONOPHORES |
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## STUDENT BOOK

| ACADEMIC OBJECTIVE | Understand that living things need, store, and use energy |
|---|---|
| **Lesson A** | Listening Type: Presentation<br>Listening Function: Learning facts<br>Listening Skill: Different "y" sounds |
| **Lesson B** | Speaking Type: Presentation<br>Speaking Function: Giving information<br>Speaking Skill: Stressing content words in a sentence |

### TITLE PAGE (5–10 minutes) *Pages 40–41*

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 this picture?

   *Sample answer:* A marine animal

2. What are the different parts of this animal?

   *Sample answer:* It appears to have a trunk, a fin, a mouth, and tentacles.

3. Where does this animal live?

   *Sample answer:* In the deep part of the ocean

### WARM-UP (5 minutes) *Page 42*

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:* Two young women looking at some organisms in a tank

Q2. Where are these people?

*Sample answer:* At an aquarium

Q3. What do you think they are studying?

*Sample answer:* Unusual aquatic organisms

## KEY WORDS (5 minutes) *Page 42*

### Ⓐ Track 040

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. jellyfish | 2. organism | 3. colony |
| 4. reproduce | 5. relative | 6. stem |

## GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 43*

### Ⓐ–Ⓒ Track 041, Track 042, Track 043

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. a | 2. c | 3. b | 4. c |

## BONUS WORDS (5 minutes) *Page 43*

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

*Answers:*

| | | | |
|---|---|---|---|
| 1. c | 2. d | 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 44*

### Ⓐ–Ⓑ Track 044, Track 045

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. b 3. d 4. a

## LISTENING SKILL SECTION (5 minutes) *Page 45*

### Ⓐ–Ⓒ Track 046, Track 047

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": by, try

"ay": may

"ee": very, many, biology

"i": mysterious

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 16*

### Ⓐ–Ⓑ Track 112

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

*Answers:*

Ⓐ

a. 4 (colony)

b. 10 (reproduce)

c. 3 (jellyfish)

d. 9 (organism)

e. 1 (mysterious)

f. 5 (fragile)

g. 7 (pressure)

h. 8 (relative)

i. 6 (creature)

j. 2 (stem)

Ⓑ

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

## DICTATION I (5–10 minutes) *Page 17*

### Ⓐ 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. fragile outside of water

2. mysterious animals living deep in the ocean

3. There's a huge amount of water pressure

## LISTENING SKILL PRACTICE (5 minutes) *Page 17*

### Ⓐ–Ⓑ Track 114

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:*

Ⓐ

"y": you

"ai": by

"i": mysterious

"ee": colony, very, study

"ay": may, they

Ⓑ

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| M | Y | S | T | E | R | I | O | U | S | W |
| A | A | V | G | I | O | B | E | R | T | H |
| Y | O | U | Y | I | F | I | O | E | U | A |
| C | A | K | L | E | E | F | F | E | D | R |
| O | P | E | H | E | L | A | E | B | Y | E |
| L | R | D | R | O | I | Q | N | I | C | V |
| O | O | T | H | E | Y | C | P | A | J | R |
| N | L | E | C | T | R | I | C | I | T | Y |
| Y | U | O | P | L | V | E | R | Y | B | K |

## DICTATION II (10 minutes) *Page 17*

### Ⓐ Track 115

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. Scientists are still trying to study

2. very powerful venom

3. lives in a colony

| UNIT 4B | SIPHONOPHORES |
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## STUDENT BOOK

**WARM-UP (5 minutes)** *Page 46*

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. colony, 2. study, 3. my, 4. they

Q2. How do you spell each word below?

*Answers:* 1. colony, 2. study, 3. my, 4. they

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

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

**REVIEW (5 minutes)** *Page 46*

**Ⓐ–Ⓑ Track 048**

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": –

"ai": my

"ay": they

"ee": colony, study

"i": –

**SPEAKING SKILL SECTION (10 minutes)** *Page 47*

**Ⓐ–Ⓓ Track 049, Track 050**

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. fragile, bodies, make, very, difficult, study

2. very, big, difference, between, jellyfish, siphonophores

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

## INTEGRATE IT (5–10 minutes) *Page 48*

### Ⓐ Track 051

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

*Answers:*

1. mysterious, creatures

2. relative, jellyfish

3. stem, colony

4. reproduce, colony

5. fragile

## MAKE A PRESENTATION (15 minutes) *Pages 48–49*

### Ⓐ–Ⓒ

Put students in pairs. Using the information in part A, students will do a presentation based on a template.

Have students create a presentation using words from the word box. Refer them to the presentation on page 110 as a sample.

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 most interesting presentation.

# PRACTICE BOOK

## COMMUNICATION CONTEXT (5 minutes) *Page 18*

Ask students to complete the chart based on pages 48 and 49 in the student book. Then go over the chart as a class.

## SPEAKING SKILL PRACTICE (5–10 minutes) *Pages 18–19*

### Ⓐ–Ⓑ

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. Siphonophores, live, together, help, each, other

2. I'll, explain, mysterious, creatures, called, siphonophores, use, energy, live, move, eat, grow

3. stem, siphonophore, physically, connects, all, zooids, colony

4. Siphonophores, relative, jellyfish

### Ⓒ–Ⓔ

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 how mysterious creatures called siphonophores use energy to live, move, eat, and grow.

2. Siphonophores are a relative of the jellyfish.

3. Siphonophores live together and help each other.

4. The stem of a siphonophore physically connects all of the zooids in the colony.

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.