Integrate Listening and Speaking
Building 4
Teacher's Guide

UNIT 7A	ART STYLES

STUDENT BOOK

ACADEMIC OBJECTIVE	Understand and be able to discuss various styles of art
Lesson A	Listening Type: Conversation Listening Function: Listening to observations Listening Skill: Phrasal verbs
Lesson B	Speaking Type: Conversation Speaking Function: Describing your opinion Speaking Skill: Linked sounds (Consonant + Consonant)

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. What do you see in the picture?

   Sample answer: A statue of the Sphinx

2. What do you think it is made of?

   Sample answer: LEGO bricks

3. What are some other materials people can use to make art?

   Sample answer: Paint, clay, wood, metal, paper, and sand

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: People looking at paintings

Q2. Where are these people?

Sample answer: In an art museum

Q3. Why do people visit this kind of place?

Sample answer: To enjoy art

KEY WORDS (5 minutes) *Page 72*

Ⓐ Track 078

Play the listening 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. creative	2. statue	3. sculpture
4. exhibition	5. reality	6. imagination

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. a	4. a

BONUS WORDS (5 minutes) *Page 73*

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

Answers:

1. b	2. c	3. a	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. b 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, 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 out their answers. Correct and clarify any incorrect answers.

Answers:

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

After completing the activity, have students make a list of 4 new/different phrasal verbs with one synonym for each, and make a sentence with each phrasal verb.

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:

Ⓐ

Across

1. a 3. d 6. h

8. b 9. i 10. j

Down

2. c 4. e 5. g 7. f

Ⓑ

Across

1. boring 3. statue 6. painting

8. exhibition 9. influential 10. scene

Down

2. reality 4. sculpture 5. imagination 7. creative

DICTATION I (5–10 minutes) *Page 29*

Ⓐ Track 122

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. make a sculpture out of almost

2. paintings, but they are made of

3. art exhibition / be boring

LISTENING SKILL PRACTICE (5 minutes) *Page 29*

Ⓐ–Ⓑ Track 123

Play the audio track and have students find and circle the phrasal verbs in the puzzle. Then they are to match them to the synonyms in the chart. When done, check the answers as a class.

Answers:

Ⓐ

~~check out~~ ~~turn into~~ ~~throw away~~ ~~hand in~~ ~~hang out~~

Z	N	C	O	B	E	O	L	E	R	V
H	C	W	H	L	N	L	O	X	U	E
A	N	A	O	E	E	B	H	D	J	R
N	B	S	S	I	C	L	E	T	O	Y
D	H	D	I	V	K	K	E	N	Z	T
I	R	G	H	A	N	G	O	U	T	O
N	Y	G	W	I	V	E	U	U	F	U
C	L	O	T	U	R	N	I	N	T	O
C	T	H	R	O	W	A	W	A	Y	D

Ⓑ

1. check out 2. throw away 3. hand in 4. turn into 5. hang out

DICTATION II (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. Let's go check out some of

2. if I had someone to hang out with

3. I have to hand in my essay

UNIT 7B ART STYLES

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 do you see in each picture below?

Sample answers: 1. giving something, 2. gathering with friends, 3. making art, 4. looking at something

Q2. What is the phrasal verb with each picture?

Answers: 1. hand in, 2. hang out, 3. turned into, 4. check out

Q3. What do you think each phrasal verb means?

Sample answers: 1. to submit, 2. to spend time, 3. to become, 4. to look at

REVIEW (5 minutes) *Page 76*

Ⓐ–Ⓑ Track 086

Have students say the phrasal verbs in the images and use them to complete the sentences.

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

Answers:

1. hang out 2. Check out 3. turned into 4. hand in

SPEAKING SKILL SECTION (10 minutes) *Page 77*

Ⓐ–Ⓓ Track 087, Track 088

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. ticket → to

2. nice → surprise → so

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

INTEGRATE IT (5–10 minutes) *Page 78*

Ⓐ Track 089

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

Answers:

1. statues
2. exhibition
3. sculptures, paintings
4. reality
5. imagination, creative

Ⓑ

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: 1

HAVE A CONVERSATION (15 minutes) *Pages 78–79*

Ⓐ–Ⓑ Track 090

Put students in pairs. Using the information in part A, students will do a conversation 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. statue	2. creative	3. imagination
4. paintings	5. exhibition	6. boring

Ⓒ–Ⓓ

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

When finished, ask students to present their conversation in front of the class. Remind them about the fluency focus. Finally, have the class vote on the most interesting conversation.

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 linked sounds.

Answers:

1. art → teacher

2. nice → surprise → so

3. us → some, ticket → to

4. want → to

Ⓒ–Ⓔ

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

Answers:

1. Why did you want to come here in the first place then?

2. I just came because of what the art teacher said.

3. She said she would give us some bonus points if we came here, wrote an essay about what art we saw, and handed in the entrance ticket to her.

4. Well, it's been a nice surprise so far.

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

When finished, ask students to trade papers and practice saying the entire conversation out loud with a partner. Encourage students to correct each other's work if possible. Finally, have some students read out their endings for the class to consider together.