Integrate Listening and Speaking
Building 4
Teacher's Guide

UNIT 8A	VR ART

STUDENT BOOK

ACADEMIC OBJECTIVE	Understand the feelings and ideas behind different kinds of artwork and explain them
Lesson A	Listening Type: TV show Listening Function: Listening for information Listening Skill: The reduced vowel sound
Lesson B	Speaking Type: TV show Speaking Function: Describing something Speaking Skill: Stressing content words in a sentence

TITLE PAGE (5–10 minutes) *Pages 80–81*

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 woman looking at a painting using virtual reality

2. Where is this person?

   Sample answer: In an art museum

3. What do you think she is doing?

   Sample answer: She is probably interacting with the technology.

WARM-UP (5 minutes) *Page 82*

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 looking at the computer screen using VR

Q2. What is VR?

Sample answer: VR, or virtual reality, technology gives movement and sound to static objects that we are looking at.

Q3. What do you think they are using VR for?

Sample answer: Probably to look at artworks

KEY WORDS (5 minutes) *Page 82*

Ⓐ Track 091

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. academy	2. technique	3. engaged
4. motivated	5. program	6. revolutionize

GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 83*

Ⓐ–Ⓒ Track 092, Track 093, Track 094

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. c	2. c	3. a	4. a

BONUS WORDS (5 minutes) *Page 83*

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

Answers:

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

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 84*

Ⓐ–Ⓑ Track 095, Track 096

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. a 3. c 4. b

LISTENING SKILL SECTION (5 minutes) *Page 85*

Ⓐ–Ⓒ Track 097, Track 098

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

Answers:

1. 2nd syllable
2. 2nd syllable
3. 2nd syllable
4. 2nd syllable
5. 2nd syllable
6. 2nd syllable
7. 3rd syllable
8. 1st syllable, 4th syllable

After completing the activity, have students make a list of 8 new/different words with a reduced vowel sound and underline the reduced syllable.

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 32*

Ⓐ–Ⓑ Track 125

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

Answers:

Ⓐ

a. 1 (academy)

b. 5 (program)

c. 3 (motivated)

d. 8 (audio)

e. 2 (engaged)

f. 9 (dusk)

g. 4 (revolutionize)

h. 7 (entire)

i. 10 (background)

j. 6 (technique)

Ⓑ

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

DICTATION I (5–10 minutes) *Page 33*

Ⓐ 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. is revolutionizing the way we

2. taught in schools and art academies

3. engaged and motivated

LISTENING SKILL PRACTICE (5 minutes) *Page 33*

Ⓐ Track 127

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

Answers:

1. 2nd syllable 2. 2nd syllable 3. 2nd syllable 4. 1st syllable

5. 2nd syllable 6. 2nd syllable 7. 2nd syllable 8. 2nd syllable

DICTATION II (10 minutes) *Page 33*

Ⓐ Track 128

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. pieces of art can do things that they never could have done before

2. VR can allow you to listen to and see information about the artist

3. understand some forms of art better

UNIT 8B	VR ART

STUDENT BOOK

WARM-UP (5 minutes) *Page 86*

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. water, 2. around, 3. changes, 4. listen

Q2. How many syllables are in each word?

Answers: There are 2 syllables in each word.

Q3. Which syllable is reduced?

Answers: 1. second, 2. first, 3. second, 4. second

REVIEW (5 minutes) *Page 86*

Ⓐ–Ⓑ Track 099

Have students say the words in the images with the correct reduced vowel sound. Ask them to check the reduced syllable in the chart.

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

Answers:

1. 2nd syllable 2. 1st syllable 3. 2nd syllable 4. 2nd syllable

SPEAKING SKILL SECTION (10 minutes) *Page 87*

Ⓐ–Ⓓ Track 100, Track 101

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. VR, also, improving, art, taught, schools, art, academies

2. Students, who, may, not, be, interested, art, can, use, special, VR, programs, experience, art, new, interesting, way

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

INTEGRATE IT (5–10 minutes) *Page 88*

Ⓐ Track 102

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

Answers:

1. revolutionizing
2. audio
3. programs, academies
4. techniques
5. entire, engaged, motivated

Ⓑ

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

MAKE A TV SHOW (15 minutes) *Pages 88–89*

Ⓐ–Ⓒ

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

Have students create a TV script using words from the word box. Refer them to the TV script on page 115 as a sample.

When finished, ask students to do their TV show 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 34*

Ask students to complete the chart based on pages 88 and 89 in the student book. Then go over the chart as a class.

SPEAKING SKILL PRACTICE (5–10 minutes) *Pages 34–35*

Ⓐ–Ⓑ

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. This, possible, through, use, VR, programs
2. Another, advantage, schools, save, money
3. Can, you, imagine, painting, picture, without, paint
4. They, also, see, learn, more, realistic, examples, artworks

Ⓒ–Ⓔ

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

Answers:

1. Can you imagine painting a picture without paint?
2. This is possible through the use of some VR programs.
3. They can also see and learn from more realistic examples of artworks.
4. Another advantage is that schools can save money.

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