

Integrate

LISTENING & SPEAKING

4

BASIC

Lucas Foster

Integrate Listening & Speaking **Basic 4**

Lucas Foster

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		Academic Objective	Understand how civilian participation can help resolve problems in society.		
		Listening Type	News broadcast	Listening Function	Listening to opinions
		Speaking Type	Interview	Speaking Function	Expressing opinions
		Vocabulary	vote, opinion, citizen, crowded, fix, raise, mayor, opposed, crack, local		
		Listening Skill	Linked sounds (Vowel + Vowel)		
		Speaking Skill	Final "s" sounds		
		Integrate IT	QR Code Video		
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Listening Type	TV show			Listening Function	Listening for information
Speaking Type	Interview			Speaking Function	Giving information
Vocabulary	process, cooperate, reverse, protection, sand, expand, defend, destructive, property, university				
Listening Skill	Final "ed" sounds				
Speaking Skill	Linked sounds (Consonant + Consonant)				
Integrate IT	QR Code Video				
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		Speaking Skill	Linked sounds (Vowel + Vowel)		
		Integrate IT	AR Images		
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Academic Objective	Investigate how heat transfers through solids and liquids, and find examples of it in daily life.				
Listening Type	TV show			Listening Function	Following directions
Speaking Type	TV show			Speaking Function	Giving directions
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Listening Skill	Linked sounds (Consonant + Vowel)				
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Integrate IT	QR Code Video				

TOPIC AREA	UNIT / PAGE	DETAILS			
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		Academic Objective	Understand the relationship between distance, speed, and time.		
		Listening Type	Podcast	Listening Function	Listening for information
		Speaking Type	Commercial	Speaking Function	Making a sales presentation
		Vocabulary	tourist, distance, vacation, space, Moon, spacecraft, located, astronaut, organization, adventure		
		Listening Skill	Different "y" sounds		
		Speaking Skill	Linked sounds (Consonant + Consonant)		
		Integrate IT	QR Code Video		
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Academic Objective	Understand the multiplication principles of one or two-digit numbers and be able to calculate them.				
Listening Type	Presentation			Listening Function	Listening for information
Speaking Type	Presentation			Speaking Function	Giving information
Vocabulary	multiply, card, flip, project, rules, winner, table, personally, opponent, set				
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Integrate IT	QR Code Animation Video				
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		Listening Type	TV show	Listening Function	Listening for information
		Speaking Type	TV show	Speaking Function	Describing historical events
		Vocabulary	separate, nation, flag, compete, unify, march, leader, table tennis, medal, ceremony		
		Listening Skill	Linked sounds (Vowel + Vowel)		
		Speaking Skill	Final "ed" sounds		
		Integrate IT	QR Code Video		
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Academic Objective	Understand the need for cooperation in a team and in sports.				
Listening Type	Conversation			Listening Function	Following instructions
Speaking Type	Interview			Speaking Function	Describing an experience
Vocabulary	exhausted, lose, teammate, pass, blame, discouraged, chase, attack, beat, score				
Listening Skill	Reduction of "and"				
Speaking Skill	Different "y" sounds				
Integrate IT	QR Code Video				

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A COMMUNITY DECISION

ACADEMIC OBJECTIVE

- ▶ Understand how civilian participation can help resolve problems in society.

LESSON A

- ▶ Listening type: News broadcast
- ▶ Listening function: Listening to opinions
- ▶ Listening skill: Linked sounds (Vowel + Vowel)

LESSON B

- ▶ Speaking type: Interview
- ▶ Speaking function: Expressing opinions
- ▶ Speaking skill: Final "s" sounds



Scan for Audio

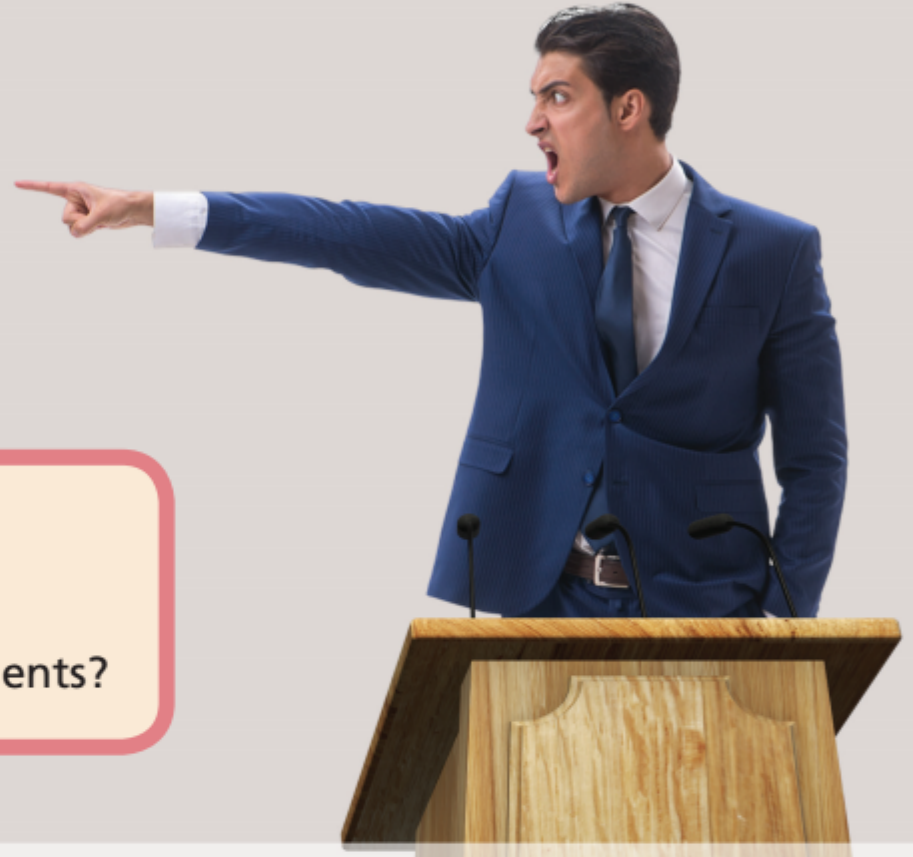
Tracks 002-015

A close-up photograph shows a person's hand holding a white ballot paper with the word "VOTE" printed in large, bold, dark brown letters. The hand is positioned to drop the ballot into a dark grey ballot box. The background is a blurred bokeh of warm yellow and orange lights, suggesting an indoor setting like a polling station.

VOTE

1. What do you see in the picture?
2. Why do people do this?
3. What happens if many people don't do this?

A COMMUNITY DECISION



WARM-UP

- Who do you see in the picture?
- Do you think they are agreeing or disagreeing?
- How do some societies decide to settle disagreements?

KEY WORDS

A Listen, repeat, then write.  TRACK 002

vote

opinion

citizen

crowded

fix

raise



GENERAL LISTENING SECTION

A Get ready to listen: Read the questions below, then listen and write notes.

 TRACK 003

Type

News broadcast

Place

On TV

Topic

Voting

B Listen and write short notes.  TRACK 004

Questions	Notes
1. What time of day is it?	
2. Where are the speakers?	
3. What do the speakers discuss?	
4. What does the man say about taxes?	

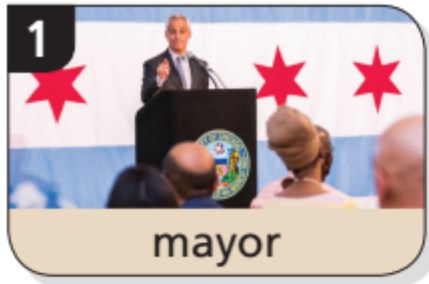
GENERAL LISTENING QUESTIONS

C Listen, use your notes, and choose the best answer.  TRACK 005

- | | | | | |
|---------------------------------------|-----|-----|-----|-----|
| 1. What time of day is it? | (a) | (b) | (c) | (d) |
| 2. Where are the speakers? | (a) | (b) | (c) | (d) |
| 3. What do the speakers discuss? | (a) | (b) | (c) | (d) |
| 4. What does the man say about taxes? | (a) | (b) | (c) | (d) |

DETAILED LISTENING SECTION

A Think, discuss, then match.



a. There is a large _____ in the street that needs to be fixed.

b. These vegetables are grown in our _____ community garden.

c. The _____ is talking to people about how to solve some of the city's problems.

d. I don't want to work on Saturday, so I'm _____ to the idea of working on weekends.

B Read the questions below, then listen again and write notes.  TRACK 006

Questions	Notes
1. What do some citizens think is wrong with the local high school?	
2. What does the man say about the current high school?	
3. What does the man say the community should spend money on?	
4. What is not a reason the man gives for fixing Main Street?	

DETAILED LISTENING QUESTIONS

C Listen, use your notes, and choose the best answer.  TRACK 007

- What do some citizens think is wrong with the local high school?
 (a) (b) (c) (d)
- What does the man say about the current high school?
 (a) (b) (c) (d)
- What does the man say the community should spend money on?
 (a) (b) (c) (d)
- What is not a reason the man gives for fixing Main Street?
 (a) (b) (c) (d)

LISTENING SKILL SECTION

A Listen and understand.  TRACK 008

Hearing linked words

Words that end with a vowel sound can be linked (↔) together with words that begin with a vowel sound by adding a "y" or "w" sound between the words. Linked words sound like they are one word.

- "we" + "are" = "we ↔ are" ★ Sounds like "we-yar"
- "to" + "one" = "to ↔ one" ★ Sounds like "to-wun"

B Listen to the linked words, then write and say.  TRACK 009

community ↔ are money ↔ on to ↔ a to ↔ interview
 why ↔ are be ↔ used everybody ↔ uses you ↔ about

Linked with "y"

Linked with "w"

Linked with "y"	Linked with "w"

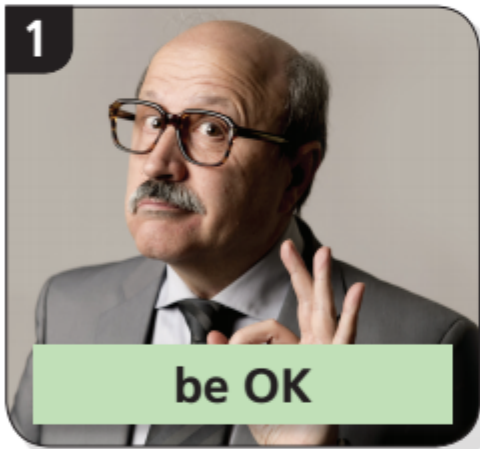
A COMMUNITY DECISION

WARM-UP

- What do you see in each picture below?
- How do you say the words separately?
- How do you say the words together?

REVIEW

A Say the words in each picture with the correct linked sound. Write the words in the correct box below.



Linked Sounds

Linked with "y"	Linked with "w"
_____	_____
_____	_____
_____	_____
_____	_____

B Now listen and check your answers.  TRACK 010

SPEAKING SKILL SECTION

A Listen and read. TRACK 011

Words that end with the letter "s" are pronounced differently.

There are three ways a word that ends with the letter "s" can sound. Words that end with the letter "s" can be pronounced like "s," "z," or "iz."

B Listen, look, and say. TRACK 012

Example 1 Sometimes "s" can make the "s" sound, like in *backs* (back**s**)

Example 2 Sometimes "s" can make the "z" sound, like in *citizens* (citizen**z**)

Example 3 Sometimes "s" can make the "iz" sound, like in *uses* (us**iz**)

C Listen and check (✓) the box with the correct "s" ending sound, then write the word in the blank. TRACK 013

1. reasons	s	z	iz
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Well, there are a couple of <u>reasons</u> .			
2. opinions	s	z	iz
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would it be OK to interview you about some of your _____?			
3. taxes	s	z	iz
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some citizens in the community want to raise _____ to build a new school.			
4. cracks	s	z	iz
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's older than the high school, and it's full of _____ and holes.			

D Practice saying the sentences with the correct "s" ending sound.

INTEGRATE IT

A Scan, listen, watch, and fill in the blanks with the correct words. TRACK 014

Scan



1. Citizens _____ for a new _____, and a few other important things.
2. Some _____ in the community wanted to raise taxes to build a new high school, but others were _____ to the idea.
3. Their opinion is that taxes are already too high and the _____ government should spend tax money on other important things.
4. May I ask you about some of your _____?

B Watch again. Listen for the useful phrase. Guess and circle its meaning.

USEFUL PHRASE	<i>I'm on board with it.</i>
MEANING	① I agree. ② I disagree.

GIVE AN INTERVIEW

A Work with a partner. Get ready to do a new interview. Read and understand the context of the interview and the fluency focus.


Communication in Context



Place: Outside a local community center
People: 2
A: News reporter
B: Voter
Context: Transactional. The reporter interviews the voter.
Goal: Collaborative idea. To express opinions about voting on a certain issue.

Fluency Focus

1. Remember to link words that end with a vowel sound together with words that begin with a vowel sound by adding either a "y" or a "w" sound between the words.
2. Remember to say the final "s" sound correctly: either "s," "z," or "iz."

- B** Work with a partner. Understand the context in part **A**. Fill in the blanks, then listen and repeat. 

Word Box

voted

opinion

opposed

citizens

local

Interview

A:	Good evening, ladies and gentlemen. I'm here outside the 1 _____ community center where 2 _____ 3 _____ earlier today. One important thing citizens voted on was whether or not to build a new high school. Some citizens in the community wanted to raise taxes to build a new high school, but others were 4 _____ to the idea. Let's interview someone who voted earlier today. Hello. May I ask you about some of your opinions?
B:	Sure.
A:	Thank you. So what's your 5 _____ on building a new high school?
B:	I'm on board with it.
A:	I see. Why do you support it?
B:	Well, first, I think we really need a new school for the kids in our community. Second, it would make new jobs for people in the community because a school needs teachers, a nurse, people to make lunches, people to clean the school, and more. So a new high school will help the students and citizens living in this community.
A:	Alright. Thank you for sharing your opinions.
B:	You're welcome.

- C** Listen and practice the interview again. Take turns to be person A and person B. Use the fluency focus from part **A**.