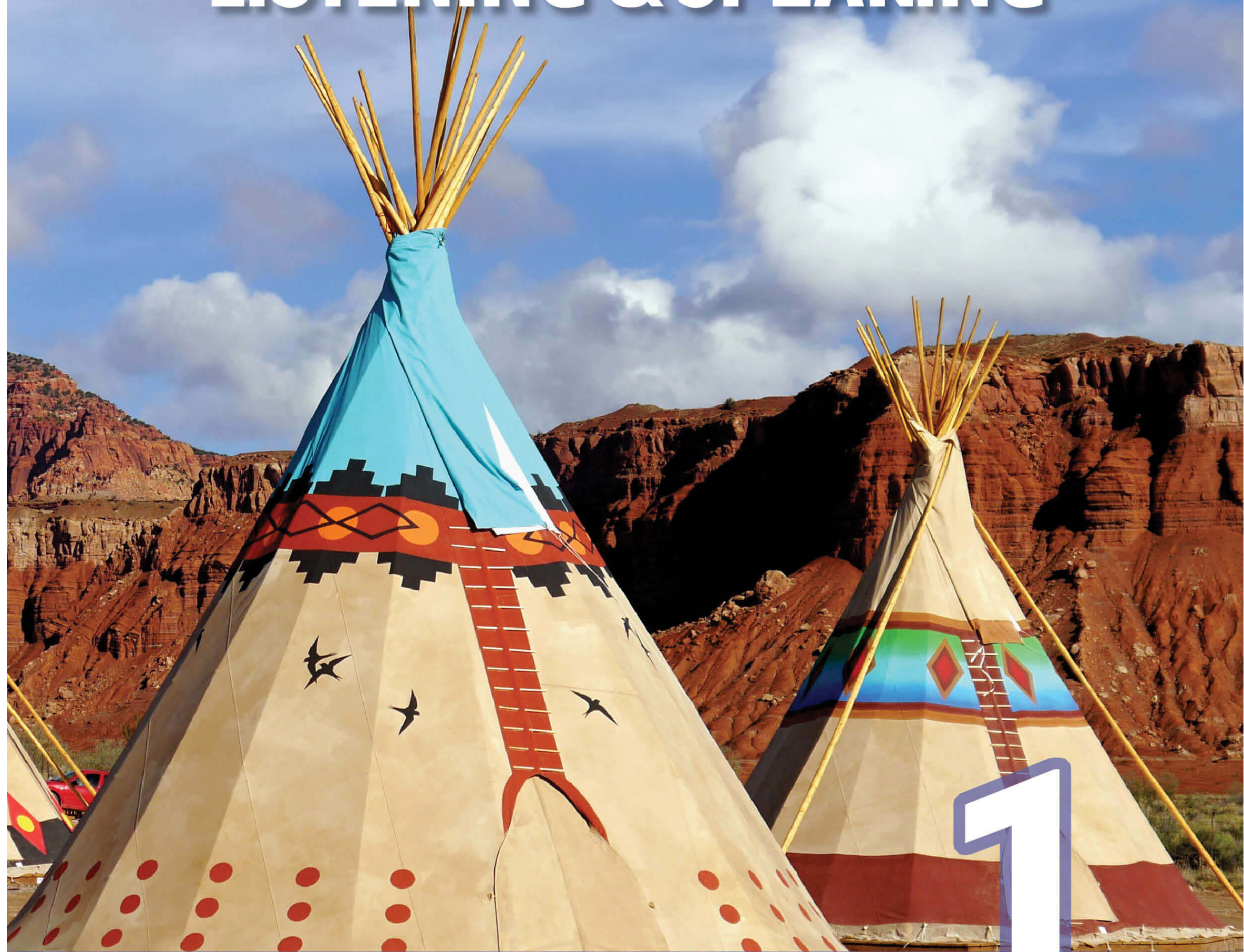


# Integrate

## LISTENING & SPEAKING



1

BUILDING

Lucas Foster

# Integrate

**LISTENING & SPEAKING**

**1**

**BUILDING**

Lucas Foster

# Integrate Listening & Speaking **Building 1**

Lucas Foster

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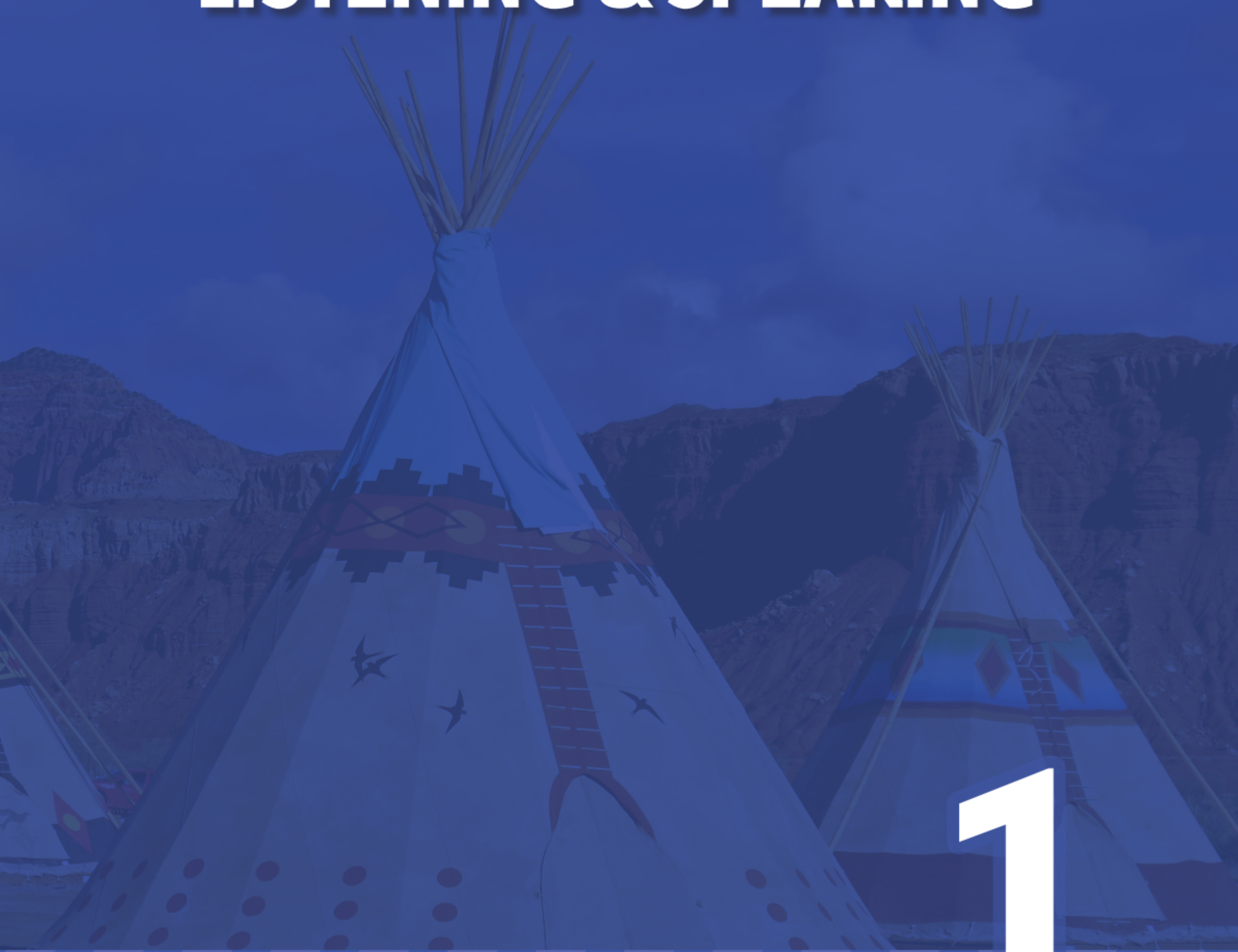
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LISTENING & SPEAKING



**BUILDING**

**1**

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Integrate IT QR Code Video

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SOCIAL STUDIES



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Integrate IT QR Code Video

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Integrate IT AR Images

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Academic Objective	Understand that social diversity is important and that we can learn things from different people and places.				
Listening Type	Advertisement			<b>Listening Function</b>	Listening for information
Speaking Type	Advertisement			<b>Speaking Function</b>	Giving information
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Listening Skill	Final "s" sounds				
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# ROSA PARKS

## ACADEMIC OBJECTIVE

- ▶ Be aware of the importance of human rights and understand how people have fought for them.

## LESSON A

- ▶ Listening Type: TV show
- ▶ Listening Function: Listening for information
- ▶ Listening Skill: Final "s" sounds

## LESSON B

- ▶ Speaking Type: TV show
- ▶ Speaking Function: Giving facts and information
- ▶ Speaking Skill: Linked sounds (Consonant + Vowel)



Scan for Audio

Tracks 002-014

1. What do you see in the picture?
2. Why do we make statues of certain people?
3. Why do you think there is a statue on the bus?



# ROSA PARKS

## WARM-UP

- What do you see in the picture?
- What do you think these people want?
- Why do you think voting is important?



## KEY WORDS

**A** Listen and match. Then write and say.  TRACK 002

**a** **discrimination**

(*n*) unfairly treating a person or group of people from other people or groups of people

**b** **freedom**

(*n*) the right to use something, go somewhere, or do something without being controlled

**c** **boycott**

(*v*) to not buy, use, or do something as a way of protesting

**d** **guarantee**

(*n*) a promise that something will happen or be done

**e** **activist**




(*n*) a person who uses or supports strong actions (such as public protests) to help make changes in politics or society

**f** **equal**

(*adj*) the same for each person



## GENERAL LISTENING SECTION & QUESTIONS

- A** Get ready to listen.  TRACK 003  
 Type Show Place On TV Topic Human rights
- B** Read the questions below, then listen and write notes as needed.  TRACK 004
- C** Listen, use your notes, and choose the best answer.  TRACK 005

Questions	Notes
1. What time of day is it? a b c d	
2. According to the speaker, what are human rights also sometimes called? a b c d	
3. What did Rosa Parks help end? a b c d	
4. What did Rosa Parks receive a lot of? a b c d	

## BONUS WORDS

- A** Read, discuss, then match the word to the correct synonym.



countless \_\_\_\_\_



award \_\_\_\_\_



bravery \_\_\_\_\_



figure \_\_\_\_\_

a. prize

b. many

c. role model

d. courage

## DETAILED LISTENING SECTION & QUESTIONS

**A** Read the questions below, then listen again and write short notes.  TRACK 006

Questions	Notes
1. What is not an example of a right that is protected by laws?	
2. When are activists most likely to do things like boycott or march?	
3. When was the Civil Rights Movement in the US?	
4. What did Rosa Parks help African Americans gain?	

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

- What is not an example of a right that is protected by laws?  
 (a)                      (b)                      (c)                      (d)
- When are activists most likely to do things like boycott or march?  
 (a)                      (b)                      (c)                      (d)
- When was the Civil Rights Movement in the US?  
 (a)                      (b)                      (c)                      (d)
- What did Rosa Parks help African Americans gain?  
 (a)                      (b)                      (c)                      (d)

# LISTENING SKILL SECTION

## A Listen and understand.

### Hearing the final "s" sound

There are three ways a word that ends with the letter "s" can sound. We know which of the three ways the final "s" sound makes because of the **sound** (not the letter) right before the final "s" sound.

"s"	"z"	"iz"
<b>P:</b> cups → cup <b>s</b> <b>K:</b> books → book <b>s</b> <b>F:</b> cliffs → cliff <b>s</b> laugh <b>s</b> → laugh <b>s</b> graph <b>s</b> → graph <b>s</b> (the letters -gh and -ph make the F sound) <b>T:</b> hats → hat <b>s</b> <b>TH:</b> month <b>s</b> → month <b>s</b> (voiceless th)	<b>B:</b> crab <b>s</b> → crab <b>z</b> <b>D:</b> word <b>s</b> → word <b>z</b> <b>G:</b> bag <b>s</b> → bag <b>z</b> <b>L:</b> wall <b>s</b> → wall <b>z</b> <b>M:</b> plum <b>s</b> → plum <b>z</b> <b>N:</b> run <b>s</b> → run <b>z</b> <b>NG:</b> king <b>s</b> → king <b>z</b> <b>R:</b> wear <b>s</b> → wear <b>z</b> <b>V:</b> glove <b>s</b> → glove <b>z</b> <b>THE:</b> cloth <b>s</b> → cloth <b>z</b> (voiced th) <b>VOWEL SOUNDS:</b> see <b>s</b> → see <b>z</b> <b>W:</b> elbow <b>s</b> → elbow <b>z</b> <b>Y:</b> way <b>s</b> → way <b>z</b> (words ending with -w or -y are often pronounced with a vowel sound)	<b>S:</b> bus <b>e</b> s → bus <b>iz</b> race <b>s</b> → race <b>iz</b> kiss <b>e</b> s → kiss <b>iz</b> <b>X:</b> fix <b>e</b> s → fix <b>iz</b> <b>Z:</b> prize <b>s</b> → prize <b>iz</b> <b>CH:</b> sandwich <b>e</b> s → sandwich <b>iz</b> <b>SH:</b> wish <b>e</b> s → wish <b>iz</b> <b>GE:</b> change <b>s</b> → change <b>iz</b>

## B Write each word with the "s" ending sound in the chart correctly.

right place citizen law opinion thing award boycott								
"s"				"z"				"iz"
rights								

## C Listen, check your answers, and say.

# ROSA PARKS



## WARM-UP

- What do you see in each picture below?
- What is the last sound in each word below?
- How do you say the final "s" sound of each word?

## REVIEW

**A** Say the word in each picture with the correct final "s" sound. Write each word in the correct box below.




## Final "s" Sounds

"s"	"z"	"iz"
_____	_____	_____
_____	_____	_____

**B** Now listen and check your answers. TRACK 010


## SPEAKING SKILL SECTION


### A Listen and read. TRACK 011



You can link  a word that ends with a consonant sound together with a word that begins with a vowel sound.

When you link the words, you say them like they are one word. There is no break between the words.



### B Listen, look, and say. TRACK 012

**Example 1** "one" + "of" = "one  of" ★ Sounds like "wuh-nuv"




"focusing" + "on" = "focusing  on" ★ Sounds like "fo-ku-si-ngon"

**Sentence 1** "In part one  of tonight's program, we're focusing  on human rights."

★ Sounds like "In part wuh-nuv tonight's program, we're fo-ku-si-ngon human rights."

**Example 2** "which" + "are" + "also" = "which  are  also" ★ Sounds like "wi-cha-rall-so"

"rights" + "of" = "rights  of" ★ Sounds like "right-suv"

**Sentence 2** "Human rights, which  are  also sometimes called civil rights, are the basic rights  of citizens."

★ Sounds like "Human rights, wi-cha-rall-so sometimes called civil rights, are the basic right-suv citizens."


### C Draw an arrow where a consonant and vowel sound can be linked.

1. One  human  rights  activist was  an  African   
American  woman  named  Rosa  Parks.

2. She  protested  and  boycotted  which  eventually   
helped  African  Americans  gain  more  equal   
treatment  under  the  law.

### D Practice saying the sentences and linking the correct sounds together.

## INTEGRATE IT

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

 Scan



- Rosa Parks was an African-American human rights \_\_\_\_\_.
- She showed a lot of \_\_\_\_\_ during the Civil Rights Movement of the 1950s and 60s in the US.
- She fought for \_\_\_\_\_ and for the rights of African Americans.
- As a result of her work, they gained more \_\_\_\_\_ treatment under the law.
- She became a well-known \_\_\_\_\_ in American history.

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

<b>USEFUL PHRASE</b>	<i>following in (her) footsteps</i>
<b>MEANING</b>	<p>① to follow behind someone while walking</p> <p>② to follow someone's behavior and actions</p>

## DO A TV SHOW

**A** Work with a partner. Get ready to do a TV show. Read and understand the context of the communication and the fluency focus.

### Communication in Context




**Place:** On TV  
**People:** 1  
**A:** TV show host

**Context:** Informative  
**Goal:** Give information and facts about history

#### Fluency Focus

- Remember to say the final "s" sound correctly: either "s," "z," or "iz."
- Remember to link (↔) together any word that ends with a consonant sound if the next word starts with a vowel sound.

**B** Work with a partner. Understand the context in part **A**. Then listen to the TV show, repeat, and fill in the blanks. 

**Word Box**

boycott  
figure

countless  
bravery

discrimination  
guarantee

award  
activist

freedom  
equal

**TV Show Script**

**A:** Rosa Parks is a civil rights **1** \_\_\_\_\_ who we can all learn from. During her struggle for civil rights, she showed a lot of **2** \_\_\_\_\_. We can do a lot of good by following in her footsteps. Since her time fighting for civil rights, **3** \_\_\_\_\_ other people have struggled for **4** \_\_\_\_\_ by doing things like **5** \_\_\_\_\_, marching, and communicating with governments.

**C** Work with a partner to finish the TV show script with your ideas. Use the words and pictures for help.

**PICTURE**

**YOUR IDEAS**

**1**



discrimination

**2**



activists

**3**



figure

Like Rosa Parks, many people protested against

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**D** Listen to and practice the TV show script again with your partner. Use the fluency focus from part **A**.