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# Integrate

**LISTENING & SPEAKING**

**4**

**BUILDING**

Lucas Foster

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## **Integrate Listening & Speaking** **Building 4**

Lucas Foster

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# Integrate

**LISTENING & SPEAKING**

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		Listening Type	Lesson	Listening Function	Learning how to do something
		Speaking Type	Lesson	Speaking Function	Describing something
		Vocabulary	mass media, public, report, source, inform, persuade, accurate, supply, escape, overflow		
		Listening Skill	Final "s" sounds		
		Speaking Skill	Linked sounds (Consonant + Vowel)		
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Academic Objective	Investigate, understand, and analyze the characteristics of social change in daily life.				
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Speaking Type	News broadcast			Speaking Function	Giving information
Vocabulary	surround, cash, transform, transmit, transaction, convenient, launch, equipment, financial, dramatically				
Listening Skill	Final "ed" sounds				
Speaking Skill	Linked sounds (Consonant + Consonant)				
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		Listening Type	Tour	Listening Function	Learning information
		Speaking Type	Tour	Speaking Function	Giving information
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Listening Type	Presentation			Listening Function	Learning facts
Speaking Type	Presentation			Speaking Function	Giving information
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Listening Skill	Different "y" sounds				
Speaking Skill	Stressing content words in a sentence				
Integrate IT	AR Images				

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		Listening Type	Podcast	Listening Function	Listening for information
		Speaking Type	Podcast	Speaking Function	Describing usefulness
		Vocabulary	diameter, circumference, digit, celebrate, represent, navigation, characteristic, ratio, practical, location		
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		Speaking Skill	Linked sounds (Vowel + Vowel)		
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Academic Objective	Understand the principles of fraction multiplication and how to calculate them.				
Listening Type	Online video			Listening Function	Listening for information
Speaking Type	Online video			Speaking Function	Explaining something
Vocabulary	fraction, numerator, denominator, divide, percent, interest, account, express, reduce, compound				
Listening Skill	Syllabic stress in three or four syllable words				
Speaking Skill	Final "ed" sounds				
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		Academic Objective	Understand and be able to discuss various styles of art.		
		Listening Type	Conversation	Listening Function	Listening to observations
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		Vocabulary	exhibition, statue, sculpture, reality, imagination, creative, painting, influential, boring, scene		
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Academic Objective	Understand the feelings and ideas behind different kinds of artwork and explain them.				
Listening Type	TV show			Listening Function	Listening for information
Speaking Type	TV show			Speaking Function	Describing something
Vocabulary	academy, program, technique, revolutionize, engaged, motivated, entire, audio, dusk, background				
Listening Skill	The reduced vowel sound				
Speaking Skill	Stressing content words in a sentence				
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# DIGITAL LITERACY

## ACADEMIC OBJECTIVE

- ▶ Understand the meaning and characteristics of different types of mass media, and learn how to evaluate and think critically about them.

## LESSON A

- ▶ Listening Type: Lesson
- ▶ Listening Function: Learning how to do something
- ▶ Listening Skill: Final "s" sounds

## LESSON B

- ▶ Speaking Type: Lesson
- ▶ Speaking Function: Describing something
- ▶ Speaking Skill: Linked sounds (Consonant + Vowel)



Scan for Audio

Tracks 002-014



1. What do you see in the picture?
2. Where can people find news?
3. Do you know the names of any news organizations?



# DIGITAL LITERACY



## WARM-UP

- What do you see in the picture?
- What kind of news story is this?
- What are some different kinds of reports that we see in the news?

## KEY WORDS

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

**a mass media**

(n) all of the television, radio, newspapers, and internet organizations that provide information for the public

**b public**

(adj) having to do with all the people in a community; available to everyone

**c report**

(v) to give a description of something to someone

**d source**

(n) a person, book, or document that supplies you with information

**e inform**




(v) to tell someone facts or information

**f persuade**

(v) to make someone do or believe something



## GENERAL LISTENING SECTION & QUESTIONS

- A** Get ready to listen.  TRACK 003  
 Type Lesson Place At school Topic Mass media
- 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 the lesson? <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	
2. According to the speaker, what is editorial news? <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	
3. What type of mass media does the speaker mostly focus on? <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	
4. Why is the speaker talking? <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	

## BONUS WORDS

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



accurate \_\_\_\_\_



supply \_\_\_\_\_



escape \_\_\_\_\_



overflow \_\_\_\_\_

a. store

b. correct

c. flood

d. run away

## DETAILED LISTENING SECTION & QUESTIONS

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

Questions	Notes
1. What does editorial news not do?	
2. According to the speaker, why can it be difficult to tell what is news and what isn't?	
3. What type of mass media is not mentioned by the speaker?	
4. According to the speaker, what is an "op-ed," piece made to do?	

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

1. What does editorial news not do?

- (a)                      (b)                      (c)                      (d)

2. According to the speaker, why can it be difficult to tell what is news and what isn't?

- (a)                      (b)                      (c)                      (d)

3. What type of mass media is not mentioned by the speaker?

- (a)                      (b)                      (c)                      (d)

4. According to the speaker, what is an "op-ed," piece made to do?

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

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

<del>kind</del> piece joke reason fact inform thing difference							
"s"				"z"			
				kinds			

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

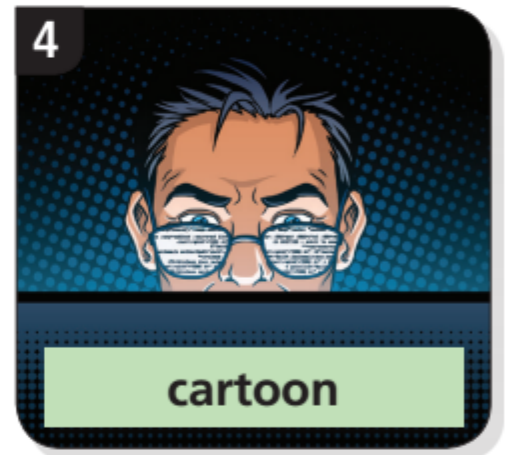
# DIGITAL LITERACY

## WARM-UP

- What do you see in each picture below?
- What is the ending sound of 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** "sometimes + it's + easy" = "sometimes  it's  easy"




★ Sounds like "some-time-zits-see-zee"

**Sentence 1** "Sometimes  it's  easy  to tell." ★ Sounds like "Some-time-zits-see-zee to tell."

**Example 2** "talk" + "about" = "talk  about" ★ Sounds like "taw-ka-bout"

"kinds" + "of" = "kinds  of" ★ Sounds like "kind-zuv"

"with" + "editorial" = "with  editorial" ★ Sounds like "wi-theh-di-to-ri-yull"

**Sentence 2** "Let's talk  about different kinds  of mass media that we may often see with  editorial news."

★ Sounds like "Let's taw-ka-bout different kind-zuv mass media that we may often see wi-theh-di-to-ri-yull news."

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

1. One  definition  of  the  news  is  the   
accurate  reporting  of  facts  and  information   
to  the  public.

2. Let's  say  you  watch  the  news  and  it  is   
reported  that  a  car  accident  occurred  at  a   
busy  intersection.

## 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. TRACK 013




1. Now that we have learned some of the differences between news, entertainment, advertisements, opinion pieces, and other kinds of \_\_\_\_\_, let's talk about some ways that can help us tell the difference between real and fake news.
2. Deciding if something we see, hear, or read is actually true and \_\_\_\_\_, only partly true, or completely false, is very important.
3. Even when we're not really trying to look for information, we see more and more of it in \_\_\_\_\_ places.
4. There's really no \_\_\_\_\_ it.
5. So, the first step to thinking about what is real or fake news is the \_\_\_\_\_ that \_\_\_\_\_ the information.

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

<b>USEFUL PHRASE</b>	<i>at our fingertips</i>
<b>MEANING</b>	① to be available and ready to use ② to be in one's hand

# GIVE A LESSON

**A** Work with a partner. Get ready to give a lesson. Read and understand the context of the communication and the fluency focus.

<b>Communication in Context</b>							
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Place:</b> Classroom</td> <td style="width: 50%;"><b>Context:</b> Academic</td> </tr> <tr> <td><b>People:</b> 1</td> <td><b>Goal:</b> Teach some of the characteristics related to mass media and news</td> </tr> <tr> <td><b>A:</b> Teacher</td> <td></td> </tr> </table>	<b>Place:</b> Classroom	<b>Context:</b> Academic	<b>People:</b> 1	<b>Goal:</b> Teach some of the characteristics related to mass media and news	<b>A:</b> Teacher	
<b>Place:</b> Classroom	<b>Context:</b> Academic						
<b>People:</b> 1	<b>Goal:</b> Teach some of the characteristics related to mass media and news						
<b>A:</b> Teacher							
<div style="background-color: #c8e6c9; padding: 5px; margin-bottom: 5px;"><b>Fluency Focus</b></div> <ol style="list-style-type: none"> <li>1. Remember to say the final "s" sound correctly: either "s," "z," or "iz."</li> <li>2. Remember to link (↔) together any word that ends with a <u>consonant sound</u> if the next word starts with a <u>vowel sound</u>.</li> </ol>							

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

**Word Box**

mass media  
report

public  
accurate

source  
supply

inform  
escaping

persuade  
overflow

**Lesson**

**A:** Good afternoon. Today, we'll look at different kinds of **1** \_\_\_\_\_, and specifically, news media. These days, there's a never-ending **2** \_\_\_\_\_ of information at our fingertips. It's even in **3** \_\_\_\_\_ places, so there's really no **4** \_\_\_\_\_ it. So, how can we tell the difference between news reports, entertainment, advertisements, and opinion pieces?

**C** Work with a partner to finish the lesson with your ideas.

**YOUR IDEAS**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**D** Listen and practice the lesson again with your partner. Use the fluency focus from part **A**.