

Integrate Listening and Speaking

Basic 1

Teacher's Guide



UNIT 1A	AT THE MARKET
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STUDENT BOOK

ACADEMIC OBJECTIVE	Investigate examples of economic activities, markets, production, and consumption, and understand that there is a close economic relationship between regions
Lesson A	Listening type: Announcement Listening function: Listening for information Listening skill: Final “s” sounds
Lesson B	Speaking type: Dialogue Speaking function: Asking for information Speaking skill: Linked sounds (Consonant + Vowel)

TITLE PAGE (5–10 minutes) *Pages 10–11*

Put students into pairs. Have them discuss the warm-up questions. Call on a few students to share their answers.

1. Who do you see in the picture?

Sample answer: A customer talking to a grocery clerk

2. Why are they talking to each other?

Sample answer: The customer is making inquiries about cheeses.

3. What do you think they are saying?

Sample answer: The clerk may be recommending some cheese to the customer.

WARM-UP (5 minutes) *Page 12*

Put students into pairs. Have them discuss the questions. Call on a few students to share their answers.

- Q1. Who do you see in the picture?

Sample answer: Grocery clerks.

- Q2. When do they talk to us?

Sample answer: When they greet us and when we make inquiries.

- Q3. What might they say to us?

Sample answer: They might make recommendations about what to buy and give information such as where the produce comes from.

KEY WORDS (5 minutes) *Page 12*

Ⓐ Track 002

Tell students to repeat after the audio and write the correct words under the pictures. When done, have students say the answers out loud.

Answers:

1. produce 2. section 3. discount 4. shopper

GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 13*

Ⓐ–Ⓒ Track 003, Track 004, Track 005

With the information from part A, explain to students the type of listening excerpt they will hear.

Ask students to read the questions in part B and to keep them in mind while listening to the audio. Play the audio track. Tell students to write notes beside the questions.

Have students use their notes to answer the questions in part C while listening to the audio recording.

Answers:

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

DETAILED LISTENING SECTION & QUESTIONS (10 minutes) *Pages 14–15*

Ⓐ

Put students into pairs. Ask them to discuss the images and text, then match the words to the sentences.

Answers:

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

Ⓑ–Ⓒ Track 006, Track 007

Ask students to read the questions in part B and to keep them in mind while listening to the audio. Play the audio track. Tell students to write notes beside the questions.

Have students use their notes to answer the questions in part C while listening to the audio recording.

Answers:

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

LISTENING SKILL SECTION (5 minutes) *Page 15*

Ⓐ–Ⓑ Track 008, Track 009

Draw students' attention to the chart in the book and play the audio track.

Give students time to complete part B on their own. Then ask some students to read out their answers. Correct and clarify any incorrect answers.

Answers:

“s”: grapes, delicious

“z”: cherries, apples, shoppers, deals

“iz”: oranges, boxes

After completing the activity, have students make a list of 3 new/different words (total 9) for each type of final “s” sound.

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 4*

Have students complete the activities. Then check the answers as a class.

Answers:

Ⓐ

Down

1. f 2. h 3. g 4. e

Across

5. b 6. d 7. a 8. c

Ⓑ

Down

1. deal 2. fresh 3. produce 4. discount

Across

5. available 6. coupon 7. shopper 8. section

DICTATION I (5–10 minutes) *Page 5*

Ⓐ Track 102

Play the audio track and have students fill in the blanks. When done, call on a few students to read their sentences out loud. Clarify any incorrect answers.

Answers:

1. shoppers
2. fresh
3. deals, produce

LISTENING SKILL PRACTICE (5 minutes) *Page 5*

Ⓐ Track 103

Play the audio track and have students fill in the chart. When finished, check the answers together.

Answers:

- “s”: fruits, discounts
“z”: coupons, stores, sections
“iz”: juices, boxes

DICTATION II (10 minutes) *Page 5*

Ⓐ Track 104

Play the audio track and have students fill in the blanks. When done, call on a few students to read their sentences out loud. Clarify any incorrect answers.

Answers:

1. discounts, fruits

2. Boxes, cherries, oranges
3. coupons, sections

UNIT 1B	AT THE MARKET
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STUDENT BOOK

WARM-UP (5 minutes) *Page 16*

Put students into pairs. Have them discuss the questions. Call on a few students to share their answers.

Q1. What is each arrow pointing at in each picture below?

Answers: 1. an orange, 2. an apple, 3. a grape, 4. a coupon

Q2. How do you spell the plural form of each word?

Answers: 1. oranges, 2. apples, 3. grapes, 4. coupons

Q3. How do you say the ending sound of each word?

Answers: 1. /ɪz/, 2. /z/, 3. /s/, 4. /z/

REVIEW (5 minutes) *Page 16*

Ⓐ–Ⓑ Track 010

For each image, have students say the word with the correct final “s” sound added. Ask them to put the words in the chart correctly.

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

Answers:

“s”: grapes

“z”: apples, coupons

“ɪz”: oranges

SPEAKING SKILL SECTION (10 minutes) *Page 17*

Ⓐ–Ⓓ Track 011, Track 012

Explain the speaking skill to the class after listening to the audio track.

Go over the examples in detail before playing the audio. Then have students look at the examples in the book and repeat them as in the recording. Ask students to come up with additional examples when possible.

When finished, have students complete part C.

Answers:

1. oranges → are → in
2. boxes → of, cherries → are

After going over the answers, have students practice saying the sentences correctly.

INTEGRATE IT (5–10 minutes) *Page 18*

Ⓐ Track 013

Listen to the audio and/or watch the accompanying video to the chart. Have students fill in the blanks with the missing words.

Answers:

1. boxes, cherries
2. cherries, \$5.99
3. apples, 25%
4. grapes

Ⓑ

Play the video a second time. 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 18–19*

Ⓐ–Ⓒ Track 014

Put students into pairs. Students will use the information in part A to do a conversation.

Play the audio. Have students repeat after the recording and fill in the blanks in the book. When finished, go over the answers together.

Answers:

1. produce
2. deals
3. coupons
4. apples

Once finished, have students practice the conversation again. Remind them about the fluency focus.

PRACTICE BOOK

COMMUNICATION CONTEXT (5 minutes) *Page 6*

Ask students to fill in the chart based on pages 18 and 19 in the student book. When done, go over the chart as a class.

SPEAKING SKILL PRACTICE (5–10 minutes) *Pages 6–7*

Ⓐ–Ⓑ

Have students draw arrows between the linkable consonants and vowels. Review the answers as a class. Clarify any wrong answers.

When finished, have students practice saying the sentences out loud with the correct linked sounds.

Answers:

1. boxes → of, cherries → are, percent → off
2. ones → are → on
3. kinds → of
4. cherries → are

Ⓒ–Ⓓ

Have students complete the conversation using the sentences from part A. Then go over the answers with the class.

Answers:

1. I see two kinds of cherries.
2. Which ones are on sale?
3. the boxes of cherries are fifty percent off.
4. The other cherries are five ninety-nine per kilogram.

When done, have students practice saying the conversation out loud in pairs, taking turns doing the different roles.

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Tell students to use what they learned in this unit to write a question or sentence that links a consonant and vowel sound together. Ask some students to share their answers with the class. Correct and clarify any mistakes.