

Integrate Listening and Speaking

Basic 1

Teacher's Guide



UNIT 2A	FARMING WITH AI
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STUDENT BOOK

ACADEMIC OBJECTIVE	Understand the role of workers and public servants in society
Lesson A	Listening type: News broadcast Listening function: Listening for information Listening skill: Final “s” sounds
Lesson B	Speaking type: Presentation Speaking function: Giving information Speaking skill: Linked sounds (Consonant + Consonant)

TITLE PAGE (5–10 minutes) *Pages 20–21*

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 drone engineer

2. Where is he?

Sample answer: In a sunflower field

3. What do you think he is doing?

Sample answer: I think he is using a drone to spray pesticide on the crops.

WARM-UP (5 minutes) *Page 22*

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: A newscaster

- Q2. When and where can we see this?

Sample answer: In a news broadcast on TV

- Q3. What do they tell us?

Sample answer: About the latest events and developments in the world

KEY WORDS (5 minutes) *Page 22*

Ⓐ Track 015

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. crop 2. robot 3. change 4. future

GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 23*

Ⓐ–Ⓒ Track 016, Track 017, Track 018

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. c 2. a 3. d 4. c

DETAILED LISTENING SECTION & QUESTIONS (10 minutes) *Pages 24–25*

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

Answers:

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

Ⓑ–Ⓒ Track 019, Track 020

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. a 3. c 4. b

LISTENING SKILL SECTION (5 minutes) *Page 25*

Ⓐ–Ⓑ Track 021, Track 022

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”: robots, intelligence, crops

“z”: news, farmers, drones, temperatures, lasers

After completing the activity, have students make a list of 3 new/different words (total 6) for each type of final “s” sound.

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 8*

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

Answers:

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Q	U	F	U	T	U	R	E	D	U	C	E	N
A	B	E	P	A	X	O	P	R	O	L	E	R
C	O	M	I	F	A	B	N	E	E	B	E	W
B	A	P	E	C	R	O	P	C	R	I	P	I
Y	E	N	I	H	E	T	R	A	E	L	E	N
T	U	F	D	A	N	G	E	R	O	U	S	E
H	N	A	V	N	O	L	G	E	A	N	T	N
F	L	R	E	G	R	O	W	E	R	S	T	X
R	I	N	V	E	N	T	A	R	T	B	I	K
M	A	L	P	I	J	U	F	T	Y	Z	I	L
K	R	O	K	A	M	E	G	Z	C	U	L	B
O	X	E	A	T	O	L	B	E	M	H	E	T
P	Z	U	T	U	Q	N	E	S	D	T	W	I

Ⓑ

1. d 2. b 3. h 4. e
5. a 6. c 7. f 8. g

DICTATION I (5–10 minutes) *Page 9*

Ⓐ Track 105

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. change, future
2. crops
3. robots

LISTENING SKILL PRACTICE (5 minutes) *Page 9*

Ⓐ Track 106

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

Answers:

- “s”: reports, zaps, picks
“z”: chemicals, futures, populations, farms, tractors

DICTATION II (10 minutes) *Page 9*

Ⓐ Track 107

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. News, reports

2. tractors, robots, farms

3. zaps, pests

UNIT 2B	FARMING WITH AI
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STUDENT BOOK

WARM-UP (5 minutes) *Page 26*

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

Q1. What do you see in each picture below?

Answers: 1. robots, 2. pests, 3. lasers, 4. farmers

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

Answers: 1. robots, 2. pests, 3. lasers, 4. farmers

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

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

REVIEW (5 minutes) *Page 26*

Ⓐ–Ⓑ Track 023

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”: robots, pests

“z”: lasers, farmers

SPEAKING SKILL SECTION (10 minutes) *Page 27*

Ⓐ–Ⓓ Track 024, Track 025

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. pick → crops
2. lasers → zap

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

INTEGRATE IT (5–10 minutes) Page 28

Ⓐ Track 026

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. Farmers, robots
2. crop, robots
3. changing
4. inventions

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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

CREATE A NEWS REPORT (15 minutes) Pages 28–29

Ⓐ–Ⓒ

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

Have students create a news report using the template in the book and words from the word box. Refer students to the news report on page 107 as a sample.

When finished, ask students to read their reports to their partners. Remind them about the fluency focus. Then have some students read out their reports to the class.

PRACTICE BOOK

COMMUNICATION CONTEXT (5 minutes) *Page 10*

Ask students to fill in the chart based on pages 28 and 29 in the student book. When done, go over the chart as a class.

SPEAKING SKILL PRACTICE (5–10 minutes) *Pages 10–11*

Ⓐ–Ⓑ

Have students draw arrows between the linkable consonants with the same sound. 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. are → real
2. lasers → zap
3. we'll → look
4. crop → picker → robots

Ⓒ–Ⓓ

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

Answers:

1. we'll look at smart farms.
2. Smart farms may seem like science fiction, but they are real.
3. These crop picker robots work around the clock.
4. The lasers zap harmful pests.

When done, have students practice reading the report out loud.

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