

Integrate Listening and Speaking

Basic 1

Teacher's Guide



UNIT 7A	TOP-10 SONGS
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STUDENT BOOK

ACADEMIC OBJECTIVE	Learn how people use diverse expressions that match music to express themselves
Lesson A	Listening type: Conversation Listening function: Collaborative idea Listening skill: Final “ed” sounds
Lesson B	Speaking type: Dialogue Speaking function: Expressing opinions Speaking skill: Linked sounds (Consonant + Vowel)

TITLE PAGE (5–10 minutes) *Pages 70–71*

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: Two young women

2. What are they doing?

Sample answer: They are listening to songs on their smartphones.

3. Why are they happy?

Sample answer: They are enjoying the songs.

WARM-UP (5 minutes) *Page 72*

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 pop group

- Q2. What kind of music do you like?

Sample answer: Old pop songs

- Q3. Why do you like it?

Sample answer: It brings back a lot of memories.

KEY WORDS (5 minutes) *Page 72*

Ⓐ Track 077

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. confused 2. band 3. search 4. lyrics

GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 73*

Ⓐ–Ⓒ Track 078, Track 079, Track 080

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. b 2. a 3. d 4. a

DETAILED LISTENING SECTION & QUESTIONS (10 minutes) *Pages 74–75*

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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. d 2. c 3. b 4. a

Ⓑ–Ⓒ Ⓒ Track 081, Track 082

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. b 3. d 4. b

LISTENING SKILL SECTION (5 minutes) *Page 75*

Ⓐ–Ⓑ Track 083, Track 084

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:

“t”: liked, worked, looked

“d”: listened, called, confused, played

“id”: started

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

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 28*

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

Answers:

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- | | | | |
|---------------|------------|-------------|-----------|
| a. band | b. lyrics | c. confused | d. search |
| e. incredible | f. popular | g. remember | h. idea |

Ⓑ

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

DICTIONARY I (5–10 minutes) *Page 29*

Ⓐ Track 121

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. popular, band
2. confused, lyrics
3. idea, search

LISTENING SKILL PRACTICE (5 minutes) Page 29

Ⓐ Track 122

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

Answers:

- “t”: liked, searched, looked
- “d”: remembered, listened, called, played
- “id”: started

DICTATION II (10 minutes) Page 29

Ⓐ Track 123

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. started, played
2. liked, listened
3. remembered, called

UNIT 7B	TOP-10 SONGS
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STUDENT BOOK

WARM-UP (5 minutes) *Page 76*

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

Q1. What is the present tense form of each word below?

Answers: 1. confuse, 2. listen, 3. look, 4. start

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

Answers: 1. confused, 2. listened, 3. looked, 4. started

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

Answers: 1. /d/, 2. /d/, 3. /t/, 4. /id/

REVIEW (5 minutes) *Page 76*

Ⓐ–Ⓑ Track 085

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

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

Answers:

“t”: looked

“d”: confused, listened

“id”: started

SPEAKING SKILL SECTION (10 minutes) *Page 77*

Ⓐ–Ⓓ Track 086, Track 087

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. confused → about
2. looked → up

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

INTEGRATE IT (5–10 minutes) *Page 78*

Ⓐ Track 088

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. incredible
2. popular
3. search
4. idea

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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: 2

HAVE A CONVERSATION (15 minutes) *Pages 78–79*

Ⓐ–Ⓒ Track 089

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. incredible
2. searched
3. popular
4. lyrics

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

PRACTICE BOOK

COMMUNICATION CONTEXT (5 minutes) *Page 30*

Ask students to fill in the chart based on pages 78 and 79 in the student book. When done, go over the chart as a class.

SPEAKING SKILL PRACTICE (5–10 minutes) Pages 30–31

Ⓐ–Ⓑ

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. liked → it
2. confused → about
3. played → and
4. looked → up

Ⓒ–Ⓓ

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

Answers:

1. I really liked it.
2. I was confused about the lyrics.
3. We played and we worked
4. I'm glad we looked up the lyrics.

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.