

Integrate Listening and Speaking

Basic 1

Teacher's Guide



UNIT 8A

THE PERFORMANCE

STUDENT BOOK

ACADEMIC OBJECTIVE	Understand that everyone has different talents that can be expressed at school events
Lesson A	Listening type: Lesson Listening function: Following directions Listening skill: Reduction of “and”
Lesson B	Speaking type: Presentation Speaking function: Giving directions Speaking skill: Linked sounds (Consonant + Consonant)

TITLE PAGE (5–10 minutes) Pages 80–81

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 school music band

2. Where are they?

Sample answer: In music class

3. What do you think they are doing?

Sample answer: I think they are practicing for a performance.

WARM-UP (5 minutes) Page 82

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

- Q1. What do you see in the picture?

Sample answer: A guitar lesson

- Q2. Who is the teacher talking to?

Sample answer: A student

- Q3. What do you think she is talking about?

Sample answer: I think she is teaching the student how to play the guitar.

KEY WORDS (5 minutes) *Page 82*

Ⓐ Track 090

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. members 2. prepare 3. instrument 4. break

GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 83*

Ⓐ–Ⓒ Track 091, Track 092, Track 093

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. b 3. a 4. a

DETAILED LISTENING SECTION & QUESTIONS (10 minutes) *Pages 84–85*

Ⓐ

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

Answers:

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

Ⓑ–Ⓒ Track 094, Track 095

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. b 3. c 4. d

LISTENING SKILL SECTION (5 minutes) *Page 85*

Ⓐ–Ⓑ Track 096, Track 097

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:

Rosa, Sharon, Rosa-n-Sharon

water, ask, water-n-ask

instruments, we'll, instruments-n-we'll

After completing the activity, have students make a list of 3 new/different pairs of words with their blended reductions.

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 32*

Ⓐ–Ⓑ Track 124

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

Answers:

Ⓐ

a. 1 b. 7 c. 4 d. 5

e. 6 f. 3 g. 2 h. 8

Ⓑ

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

5. b 6. e 7. g 8. f

DICTATION I (5–10 minutes) *Page 33*

Ⓐ Track 125

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. prepare, break
2. pick up, instruments
3. drums, flute

LISTENING SKILL PRACTICE (5 minutes) *Page 33*

Ⓐ Track 126

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

Answers:

violin, guitar, violin-n-guitar

rest, go, rest-n-go

pick up, play, pick up-n-play

DICTATION II (10 minutes) *Page 33*

Ⓐ Track 127

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. pick up, and, play
2. violin, and, guitar
3. rest, and, go

UNIT 8B

THE PERFORMANCE

STUDENT BOOK

WARM-UP (5 minutes) *Page 86*

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

Q1. What two words go with each picture below?

Answers: 1. work + play, 2. teacher + students, 3. violin + flute, 4. drums + guitar

Q2. How do you say the words separately?

Answers: 1. work and play, 2. teacher and students, 3. violin and flute, 4. drums and guitar

Q3. How do you say the words together in a blended sound?

Answers: 1. work-n-play, 2. teacher-n-students, 3. violin-n-flute, 4. drums-n-guitar

REVIEW (5 minutes) *Page 86*

Ⓐ–Ⓑ Track 098

Have students say the words in each image, followed by their blended reduction. Ask them to put the words in the chart correctly.

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

Answers:

teacher, students, teacher-n-students

violin, flute, violin-n-flute

drums, guitar, drums-n-guitar

SPEAKING SKILL SECTION (10 minutes) *Page 87*

Ⓐ–Ⓓ Track 099, Track 100

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. about → twenty
2. popular → right

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

INTEGRATE IT (5–10 minutes) *Page 88*

Ⓐ Track 101

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. beginning 2. everyone 3. sounded 4. softer

Ⓑ

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

CREATE A MUSIC LESSON (15 minutes) *Pages 88–89*

Ⓐ–Ⓒ Put students into pairs. Students will use the information in part A to do a lecture for music class.

Have students create a lecture using the template in the book and words from the word box. Refer students to the music lesson on page 113 as a sample.

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

PRACTICE BOOK

COMMUNICATION CONTEXT (5 minutes) *Page 34*

Ask students to fill in the chart based on pages 88 and 89 in the student book. When done, go over the chart as a class.

SPEAKING SKILL PRACTICE (5–10 minutes) Pages 34–35

Ⓐ–Ⓑ

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. about → twenty
2. popular → right
3. all → listened, this → song
4. nice → summer

Ⓒ–Ⓓ

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

Answers:

1. Did you all have a nice summer break?
2. Have you all listened to this song?
3. Good, it's really popular right now.
4. We'll practice the song for about twenty minutes.

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 the same consonant sounds together. Ask some students to share their answers with the class. Correct and clarify any mistakes.