Integrate Listening and Speaking
Building 4
Teacher's Guide

UNIT 2A	SMART CITIES

STUDENT BOOK

ACADEMIC OBJECTIVE	Investigate, understand, and analyze the characteristics of social change in daily life
Lesson A	Listening Type: News broadcast Listening Function: Listening for information Listening Skill: Final "ed" sounds
Lesson B	Speaking Type: News broadcast Speaking Function: Giving information Speaking Skill: Linked sounds (Consonant + Consonant)

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

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

1. What do you see in the picture?

   Sample answer: A connected city at night

2. What is a smart city?

   Sample answer: A city that uses information and communications technology to connect systems and facilities in real time

3. How are things connected in a smart city?

   Sample answer: Via the internet using fiber-optic cables, Wi-Fi, and satellites

WARM-UP (5 minutes) *Page 22*

Put students in pairs to discuss the questions. Call on a few students to share their answers.

Q1. What do you see in the picture?

Sample answer: A TV news broadcast

Q2. What is the person talking about?

Sample answer: A new technology

Q3. Why is he talking?

Sample answer: To inform the public about something that affects them

KEY WORDS (5 minutes) *Page 22*

Ⓐ Track 015

Play the listening excerpt and have students match the words to the pictures. Then elicit answers from the class. When finished, have them say the words out loud.

Answers:

1. cash	2. transaction	3. surround
4. transform	5. transmit	6. convenient

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

Ⓐ–Ⓒ Track 016, Track 017, Track 018

Using the information from part A, explain the type of listening excerpt students will hear.

Ask students to read the questions on the page and to keep them in mind while listening to the audio. Play the audio and have students make notes beside the questions.

Play the next track and ask students to use their notes to answer the questions.

Answers:

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

BONUS WORDS (5 minutes) *Page 23*

Have students work in pairs matching the words to their synonyms.

Answers:

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

When finished, ask students to write sentences that can use both the bonus word and its synonym. Have some students read their sentences out loud.

DETAILED LISTENING SECTION & QUESTIONS (10 minutes) *Page 24*

Ⓐ–Ⓑ Track 019, Track 020

Ask students to read the questions in the book and to keep them in mind while listening to the audio. Play the audio and have students make notes beside the questions.

Play the next track and ask students to use their notes to answer the questions.

Answers:

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

LISTENING SKILL SECTION (5 minutes) *Page 25*

Ⓐ–Ⓒ Track 021, Track 022

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

Once finished, give students time to complete part B on their own.

Play the audio for students to check their answers. Then ask some students to read their answers out loud. Correct and clarify any incorrect answers.

Answers:

"t": launched, advanced

"d": changed, compared, used, continued, tuned

"id": surrounded

After completing the activity, have students make a list of 4 new/different words (total 12) for each type of final "ed" sound.

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 8*

Give students time to complete the activities on their own. Then go over the answers together.

Answers:

Ⓐ

a. transform	b. launch	c. cash	d. equipment	e. surround
f. dramatically	g. convenient	h. financial	i. transaction	j. transmit

Ⓑ

1. e	2. a	3. j	4. b	5. f
6. c	7. d	8. h	9. g	10. i

DICTATION I (5–10 minutes) *Page 9*

Ⓐ Track 106

Play the audio track and have students complete the sentences. When finished, call on a few students to read their sentences out loud. Correct any mistakes.

Answers:

1. so it wasn't very convenient
2. with special equipment
3. can transmit a lot of information

LISTENING SKILL PRACTICE (5 minutes) *Page 9*

Ⓐ Track 107

Play the audio track and have students complete the chart. When done, check the answers as a class.

Answers:

1. believed = "d"
2. changed = "d"
3. advanced = "t"
4. invented = "id"
5. continued = "d"

DICTATION II (10 minutes) *Page 9*

Ⓐ Track 108

Play the audio track and have students complete the sentences. When finished, call on a few students to read their sentences out loud. Correct any mistakes.

Answers:

1. spread all over the world and transformed human society
2. We're surrounded by the internet
3. first launched for public use in 1991

UNIT 2B	SMART CITIES

STUDENT BOOK

WARM-UP (5 minutes) *Page 26*

Put students in pairs to discuss the questions. Call on a few students to share their answers.

Q1. What do you see in each picture below?

Answers: 1. surround, 2. invent, 3. believe, 4. advance

Q2. What is the last sound in each word below?

Answers: 1. /d/, 2. /t/, 3. /v/, 4. /s/

Q3. How do you say the final "ed" sound of each word?

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

REVIEW (5 minutes) *Page 26*

Ⓐ–Ⓑ Track 023

Have students say the words in the images with the correct "ed" ending sound added. Ask them to write the words in the chart correctly.

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

Answers:

"t": advanced

"d": believed

"id": surrounded, invented

SPEAKING SKILL SECTION (10 minutes) *Page 27*

Ⓐ–Ⓓ Track 024, Track 025

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

Before playing the next track, go over the examples in detail. Then have students look at the examples in the book and repeat after the recording. Ask students to come up with additional examples when possible.

When finished, have students complete part C.

Answers:

1. became → more

2. equipment → to, connect → to

After going over the answers, have students practice saying the sentences with the correct linked sounds.

INTEGRATE IT (5–10 minutes) *Page 28*

Ⓐ Track 026

Listen to the audio and/or watch the accompanying video to the chart. Have students complete the sentences with the missing words.

Answers:

1. dramatically

2. surround, transmit

3. transform

4. cash

5. financial, transactions

Ⓑ

Watch the video again and 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

MAKE A NEWS BROADCAST (15 minutes) *Pages 28–29*

Ⓐ–Ⓒ

Put students in pairs. Using the information in part A, students will do a news broadcast based on a template.

Have students create a news report using words from the word box. Refer them to the news report on page 108 as a sample.

When finished, ask students to make their news broadcast in front of the class. Remind them about the fluency focus. Finally, have the class vote on the best news report.

PRACTICE BOOK

COMMUNICATION CONTEXT (5 minutes) *Page 10*

Ask students to complete the chart based on pages 28 and 29 in the student book. Then go over the chart as a class.

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

Ⓐ–Ⓑ

Have students complete part A. Go over the answers together. Clarify any wrong answers.

Then have students practice saying the sentences out loud with the correct linked sounds.

Answers:

1. help → people

2. become → more

3. on → now, transmit → the, internet → to

4. we'll → look

Ⓒ–Ⓔ

Have students fill in the blanks in the excerpt using the sentences from part A. Review the answers as a class.

Answers:

1. we looked at how the internet has become more advanced

2. Now, we'll look at some ways the internet can benefit us in the near future.

3. One of these projects that's going on now is a collection of satellites that surround the Earth and transmit the internet to every corner of the world.

4. In a smart city, self-driving electric vehicles will help people get around.

After students have completed part C, have them write their own ending to the news report.

When finished, ask students to trade papers and practice reading the entire script out loud. Encourage students to correct each other's work if possible. Finally, have some students read their endings out loud for the class to consider together.