Integrate Listening and Speaking
Building 4
Teacher's Guide

UNIT 1A	DIGITAL LITERACY

STUDENT BOOK

ACADEMIC OBJECTIVE	Understand the meaning and characteristics of different types of mass media, and learn how to evaluate and think critically about them
Lesson A	Listening Type: Lesson Listening Function: Learning how to do something Listening Skill: Final "s" sounds
Lesson B	Speaking Type: Lesson Speaking Function: Describing something Speaking Skill: Linked sounds (Consonant + Vowel)

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

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 person looking up world news on a smartphone and a smart watch

2. Where can people find news?

   Sample answer: In newspapers, on the radio, on TV, and on the internet

3. Do you know the names of any news organizations?

   Sample answer: AFP, Associated Press, and Reuters

WARM-UP (5 minutes) *Page 12*

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 reporter making a live news report about a storm

Q2. What kind of news story is this?

Sample answer: Weather news

Q3. What are some different kinds of reports that we see in the news?

Sample answer: Political, social, financial, medical, technological, sports, and entertainment

KEY WORDS (5 minutes) *Page 12*

Ⓐ Track 002

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. public	2. report	3. mass media
4. persuade	5. inform	6. source

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

Ⓐ–Ⓒ Track 003, Track 004, Track 005

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. a	3. c	4. c

BONUS WORDS (5 minutes) *Page 13*

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

Answers:

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

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 14*

Ⓐ–Ⓑ Track 006, Track 007

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. a 2. d 3. d 4. c

LISTENING SKILL SECTION (5 minutes) *Page 15*

Ⓐ–Ⓒ Track 008, Track 009

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:

"s": jokes, facts

"z": kinds, reasons, things, informs

"iz": pieces, differences

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

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 4*

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

Answers:

Ⓐ

1. b 2. a 3. d 4. c 5. e

6. f 7. i 8. g 9. h 10. j

Ⓑ

1. d 2. e 3. a 4. b 5. c

DICTATION I (5–10 minutes) *Page 5*

Ⓐ Track 103

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. mass media is the news
2. report facts and information to the public
3. supply of information coming at us these days

LISTENING SKILL PRACTICE (5 minutes) *Page 5*

Ⓐ Track 104

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

Answers:

1. kinds = "z"
2. jokes = "s"
3. pieces = "iz"
4. Advertisements = "s"
5. differences = "iz"

DICTATION II (10 minutes) *Page 5*

Ⓐ Track 105

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. accurate reporting of facts and information to the public
2. a product or service, advertisements are often easy to spot
3. Entertainment, advertisements, op-eds, and other things

UNIT 1B DIGITAL LITERACY

STUDENT BOOK

WARM-UP (5 minutes) *Page 16*

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. source, 2. advertisement, 3. newspaper, 4. cartoon

Q2. What is the ending sound of each word below?

Answers: 1. /s/, 2. /t/, 3. /r/, 4. /n/

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

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

REVIEW (5 minutes) *Page 16*

Ⓐ–Ⓑ Track 010

Have students say the words in the images with the correct "s" 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:

"s": advertisements

"z": newspapers, cartoons

"iz": sources

SPEAKING SKILL SECTION (10 minutes) *Page 17*

Ⓐ–Ⓓ Track 011, Track 012

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. definition → of, news → is, reporting → of, facts → and → information

2. news → and → it → is, that → a, car → accident → occurred → at → a

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

INTEGRATE IT (5–10 minutes) *Page 18*

Ⓐ Track 013

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

Answers:

1. mass media

2. accurate

3. public

4. escaping

5. source, reports

Ⓑ

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: 1

GIVE A LESSON (15 minutes) *Pages 18–19*

Ⓐ–Ⓑ Track 014

Put students in pairs. Using the information in part A, students will do a lesson based on the audio.

Play the track. Have students repeat after it and fill in the blanks in part B. Review the answers as a class.

Answers:

1. mass media 2. supply 3. public 4. escaping

Ⓒ–Ⓓ

Have students come up with the rest of the lesson on their own. They should use the information in parts A and B as a guide.

When finished, ask students to give their lesson in front of the class. Remind them about the fluency focus. Finally, have the class vote on the best lesson.

PRACTICE BOOK

COMMUNICATION CONTEXT (5 minutes) *Page 6*

Ask students to complete the chart based on pages 18 and 19 in the student book. Then go over the chart as a class.

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

Ⓐ–Ⓑ

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. talk → about, help → us, real → and

2. think → about

3. Deciding → if, read → is → actually, and → accurate

4. some → of

Ⓒ–Ⓔ

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

Answers:

1. Now that we have learned some of the differences between

2. let's talk about some ways that can help us tell the difference between real and fake news.

3. Deciding if something we see, hear, or read is actually true and accurate,

4. This is why it's very important to be able to carefully think about mass media.

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

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.