

# Integrate

**LISTENING & SPEAKING**

**TEACHER'S GUIDE WITH  
ANSWER KEY**

**1**

**BUILDING**

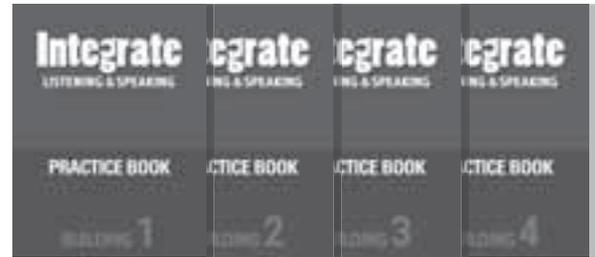
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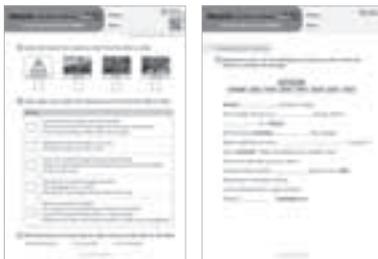
# COMPONENTS



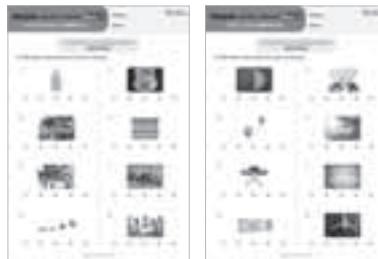
**Student Book with CD-ROM**



**Pull-out Practice Book**



**Free downloadable worksheets**



**Free downloadable tests**



**Teacher's Guide and Answer Key**

- Word lists and more supplementary materials are available on the homepage.



Mobile version

**Integrate Viewer App**



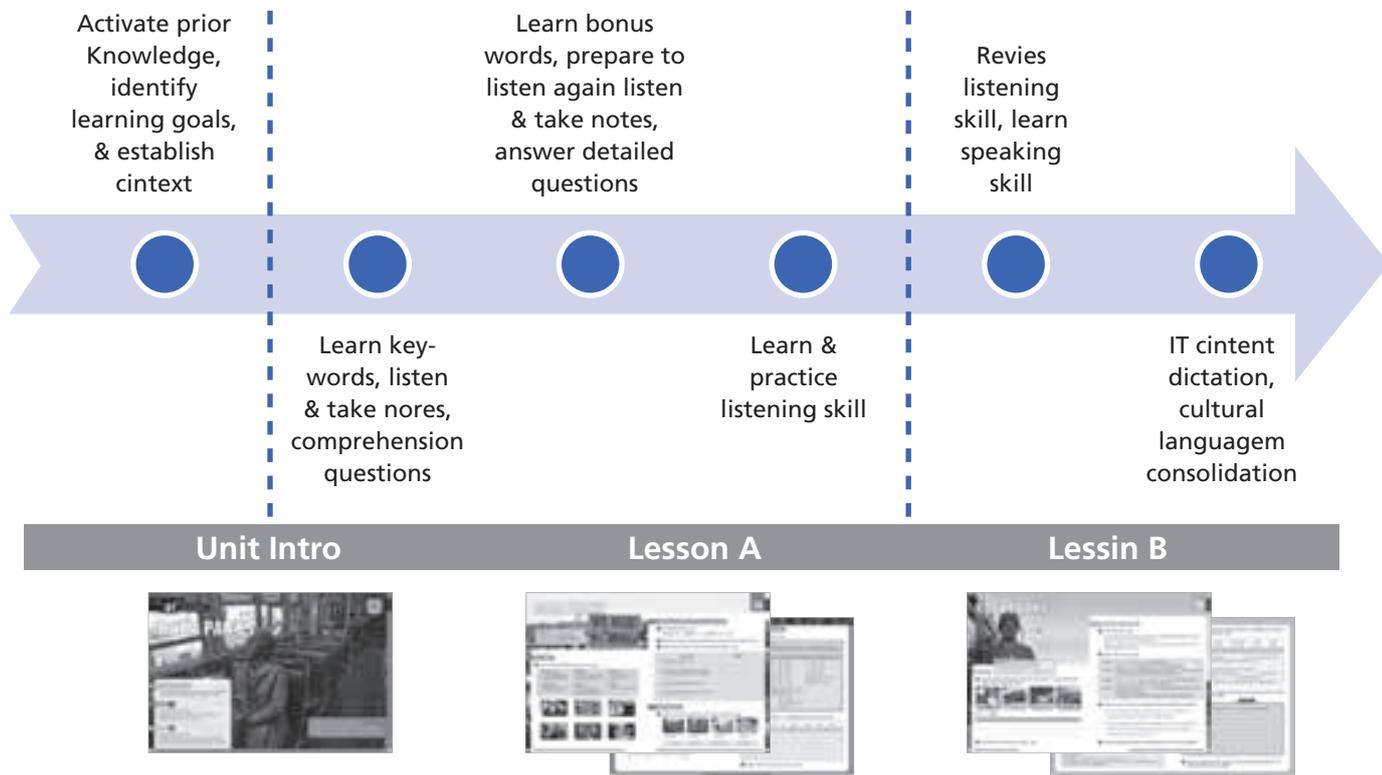
**Class Booster**

- Visit our homepage for additional information: [www.compasspub.com/ILSBuilding](http://www.compasspub.com/ILSBuilding)

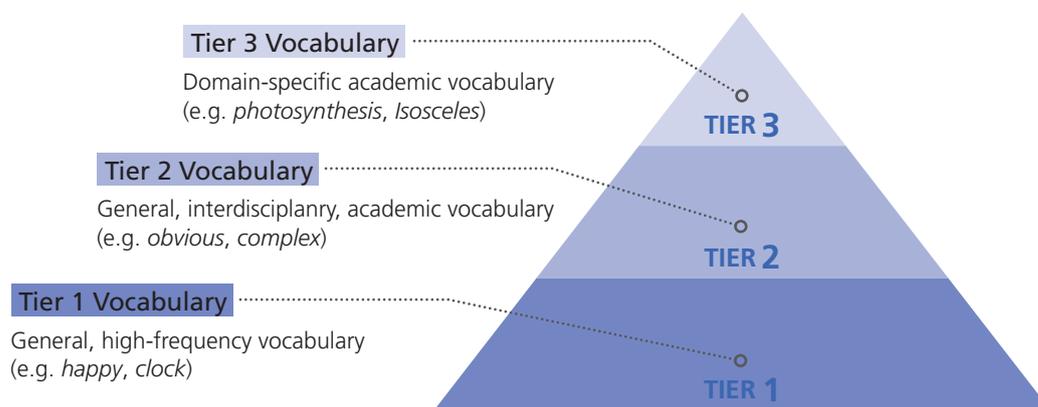
# TEACHER DEVELOPMENT

## Pedagogical Notes for Reference and Teacher's Development

### UNIT STRUCTURE

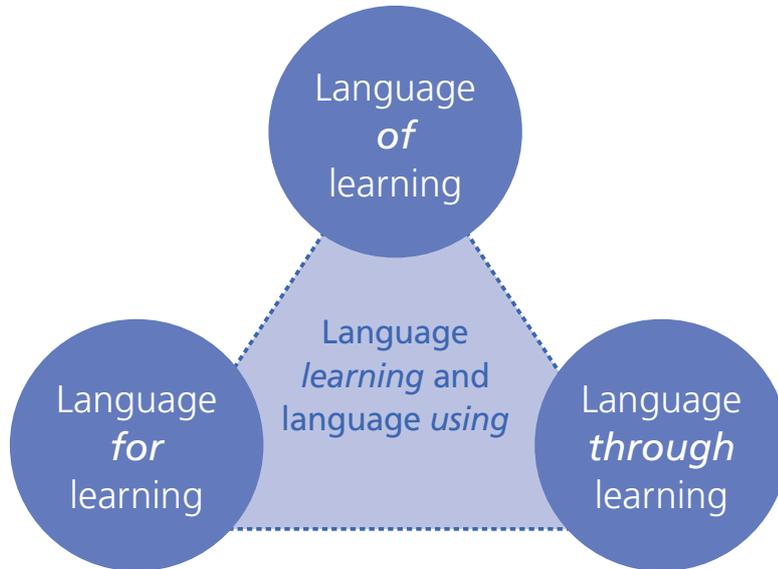


### VOCABULARY TIERS



*Integrate Listening & Speaking* covers a range of different types of vocabulary. The new words in each unit can be classified into one of the three vocabulary tiers from the chart above. Oftentimes, the higher the vocabulary tier a word is in, the more attention must be given to the word based on its frequency and the cognitive ability and language of the learners. Be mindful of the school subject in each unit and which words you may need additional preparation for before instruction.

## Language Through Learning Pedagogy



### LANGUAGE FOR LEARNING

**Social language needed for routine tasks in an English-language learning environment**

- For understanding instructions
- For asking questions
- For working in groups
- For having discussions

### LANGUAGE OF LEARNING

**New, key vocabulary and language related to the subject, theme, or topic**

- Content-specific language, new words e.g. *carnivore, herbivore, omnivore*

### LANGUAGE THROUGH LEARNING

**New, unanticipated language that comes up in the process of learning**

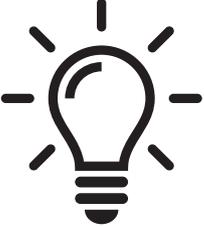
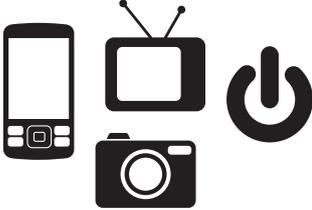
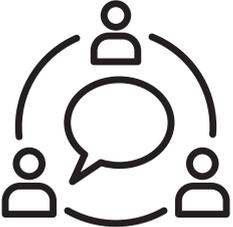
- Needs to be captured and recycled to become part of learner's lexicon
- Encourage students to ask about unknown words or language and things they are curious about

\*Use page to record and recycle language through learning.

# ACADEMIC UNIT TOPICS & 21<sup>ST</sup> CENTURY SKILLS

## Unit topics linked to common academic standards

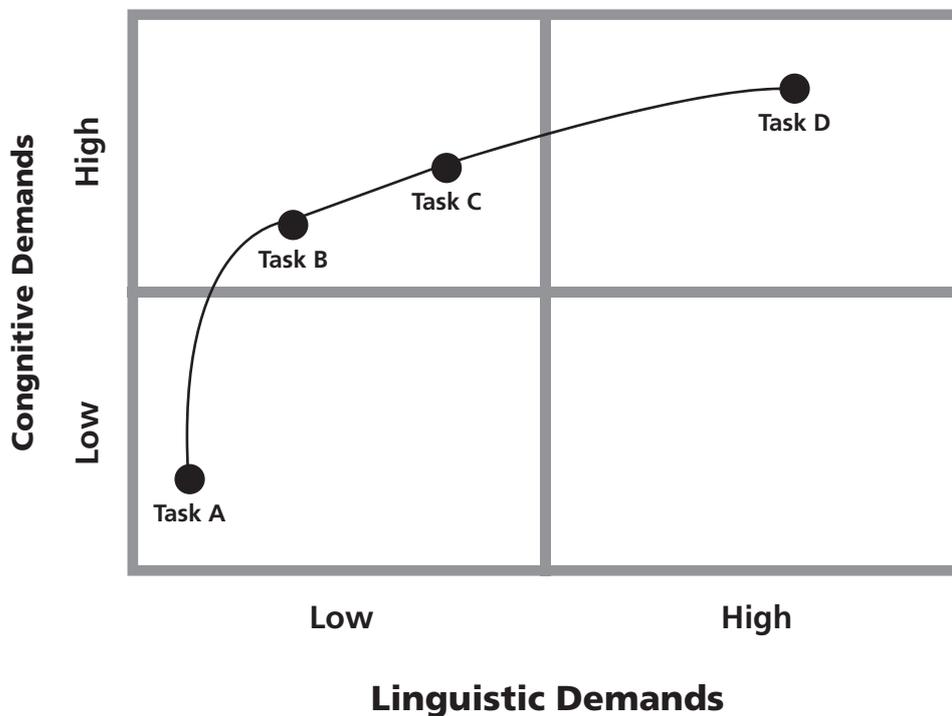
- Aligned with \*STEAM curriculum \*(SCIENCE TECHNOLOGY ENGINEERING ART MATH)
- Activities that promote the 4 C's (Critical thinking, Communication, Collaboration, Creativity)
- Project-based learning

Learning Skills (4 C's)	Communicative Skills	Contextual Learning
<p>Critical thinking</p> 	<p>Information Literacy</p> 	<p>Meaningful context</p> 
<p>Creativity</p> 	<p>Media Literacy</p> 	<p>Authenticity</p> 
<p>Communication</p> 	<p>IT Oriented</p> 	<p>Emotional commitment</p> 
<p>Collaboration</p> 	<p>Task based communication</p> 	<p>Creativity with language</p> 

## KEY ACADEMIC FEATURES

Task	Lesson A		Lesson A	
	Input	Output	Input	Output
A	Topic, context & vocab intro	Topic, context & vocab intro	Topic, context & vocab review	Listening skill review activity
B	1 <sup>st</sup> listening	Topic, context & vocab intro	Speaking skill concept intro & examples	Speaking skill activity
C	2 <sup>nd</sup> listening	Topic, context & vocab intro	IT content & useful phrase	Dictation activity
D	Listening skill concept intro & examples	Topic, context & vocab intro	Communication through context	Consolidation activity (Dictation –OR– Composition)

### The CLIL Matrix



## KEY ACADEMIC FEATURES

### Note Taking

- develops a fundamental academic skill
- ensures listening comprehension (not memorizing) ability is developed

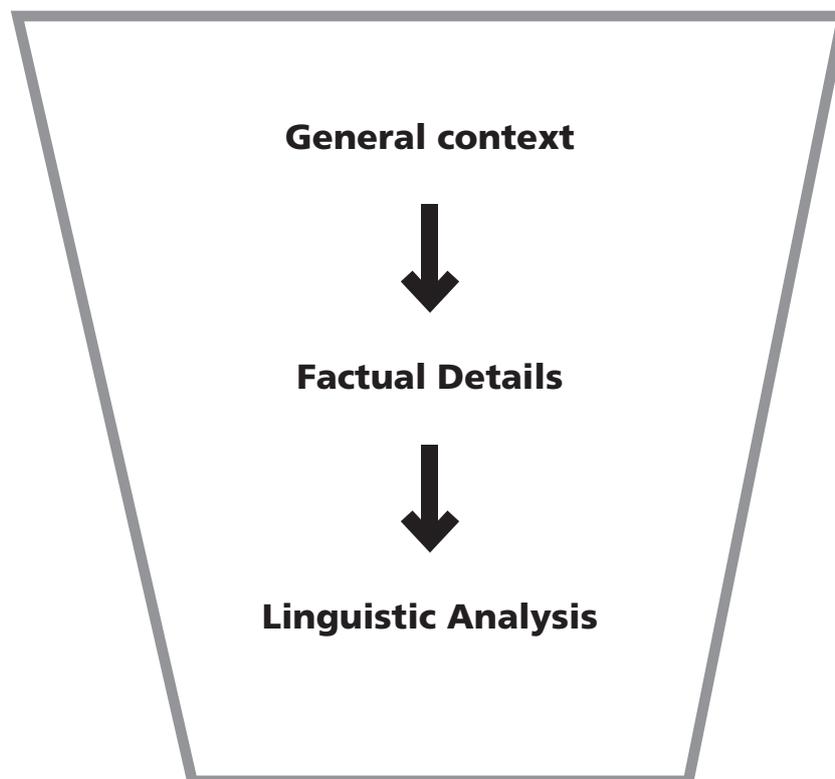
### Multi-plays + Transcripts

- Listen once → Listen again → Read transcripts: proven to be much more effective in solidifying understanding

### Concept of Narrowing In

- Preview → general → detailed → fluency through linguistic analysis

Figure 1.1 *Principle of "Narrowing In"*



**Linguistic Analysis = Analysis of listening and speaking skills used in the unit passage**



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## SOCIAL STUDIES

## SCIENCE

TOPIC AREA	UNIT / PAGE	DETAILS		
SOCIAL STUDIES	 <b>UNIT 01</b> SOCIAL STUDIES page 10	Title	<b>Rosa Parks</b> Lesson A 124WPM Lesson B 128WPM	
		Topic	An historical TV show discusses human rights activists from the past.	
		Academic Objective	To be aware of the importance of human rights and understand how people have fought for them.	
		Listening Type	TV show	<b>Listening Function</b> Listening for information
		Speaking Type	TV show	<b>Speaking Function</b> Giving facts and information
		Vocabulary	discrimination, freedom, boycott, guarantee, activist, equal, countless, award, bravery, figure	
		Listening Skill	Final "s" sounds	
		Speaking Skill	Linked sounds (Consonant + Vowel)	
		Integrate IT	QR Code Video	
		SOCIAL STUDIES	 <b>UNIT 02</b> SOCIAL STUDIES page 20	Title
Topic	A student gives a presentation in social studies class about constitutions.			
Academic Objective	Understand the importance, meaning, and role of a constitution.			
Listening Type	Presentation			<b>Listening Function</b> Listening for information
Speaking Type	Presentation			<b>Speaking Function</b> Giving historical information
Vocabulary	constitution, independent, united, state, weak, credit, Native American, genius, diary, individual			
Listening Skill	Final "ed" sounds			
Speaking Skill	Linked sounds (Consonant + Consonant)			
Integrate IT	QR Code Video			
SCIENCE	 <b>UNIT 03</b> SCIENCE page 30			Title
		Topic	A surf instructor teaches people about safety in the water and currents.	
		Academic Objective	Understand ocean currents and what causes them.	
		Listening Type	Lesson	<b>Listening Function</b> Learning how to do something
		Speaking Type	Lesson	<b>Speaking Function</b> Teaching
		Vocabulary	wave, surface, current, lifeguard, impossible, surf, identify, indicate, check, present	
		Listening Skill	Different "y" sounds	
		Speaking Skill	Linked sounds (Vowel + Vowel)	
		Integrate IT	QR Code Video	
		SCIENCE	 <b>UNIT 04</b> SCIENCE page 40	Title
Topic	A fishing guide teaches people about tides and how to use that information to help them catch fish.			
Academic Objective	Discuss and analyze data and information regarding tides.			
Listening Type	Announcement			<b>Listening Function</b> Listening for information
Speaking Type	Announcement			<b>Speaking Function</b> Giving information
Vocabulary	tide, cycle, rise, fall, gravity, orbit, delta, spin, force, opposite			
Listening Skill	Syllabic stress in three or four syllable words			
Speaking Skill	Different "th" sounds			
Integrate IT	AR Images			

# MATH

# SPECIAL SUBJECT

TOPIC AREA	UNIT / PAGE	DETAILS			
MATH	 page 50	Title	The Perfect Recipe <small>Lesson A 136WPM</small> <small>Lesson B 145WPM</small>		
		Topic	A TV chef shares his recipe for a delicious, healthy, and perfect pizza dough.		
		Academic Objective	Understand units for measuring volume using real-life examples.		
		Listening Type	TV show	Listening Function	Learning how to do something
		Speaking Type	TV show	Speaking Function	Giving directions
		Vocabulary	dough, honey, yeast, flour, dissolve, towel, sugar, well, mixture, knead		
		Listening Skill	Reduction of "and"		
		Speaking Skill	Stressing content words in a sentence		
		Integrate IT	QR Code Video		
		MATH	 page 60	Title	Party Time <small>Lesson A 135WPM</small> <small>Lesson B 130WPM</small>
Topic	Two classmates plan the food and materials they need for a class party.				
Academic Objective	Understand the relationship between multiplication and division, and the principles of decimals.				
Listening Type	Conversation			Listening Function	Collaborative idea
Speaking Type	Conversation			Speaking Function	Collaborative task
Vocabulary	plan, amount, leftover, cabbage, pretzel, sausage, German, frozen, fermented, napkin				
Listening Skill	Different uses of "so"				
Speaking Skill	Many and Much				
Integrate IT	QR Code Video				
SPECIAL SUBJECT	 page 70			Title	Marvelous Maps <small>Lesson A 143WPM</small> <small>Lesson B 146WPM</small>
		Topic	Listen to a geography lesson at school.		
		Academic Objective	Understand how to use maps to get information about continents, oceans, and countries.		
		Listening Type	Lesson	Listening Function	Listening for information
		Speaking Type	Lesson	Speaking Function	Giving facts and information
		Vocabulary	economic, data, theme, category, organized, visual, feature, precipitation, symbol, population		
		Listening Skill	Syllabic stress in three or four syllable words		
		Speaking Skill	Silent syllables		
		Integrate IT	QR Code Video		
		SPECIAL SUBJECT	 page 80	Title	Interesting Indonesia <small>Lesson A 146WPM</small> <small>Lesson B 126WPM</small>
Topic	Listen to an advertisement about traveling to a diverse country.				
Academic Objective	Understand that social diversity is important and that we can learn things from different people and places.				
Listening Type	Advertisement			Listening Function	Listening for information
Speaking Type	Advertisement			Speaking Function	Giving information
Vocabulary	island, ethnic, capital, rain forest, coral reef, unique, republic, provide, experience, variety				
Listening Skill	Final "s" sounds				
Speaking Skill	Using "the" with geographical names				
Integrate IT	QR Code Video				

SUBJECT	REVIEW UNITS	PROJECT TYPE	DETAILS	PAGE
Social Studies	Units 1–2 Review	Presentation	Prepare and give a presentation about a civil rights activist.	90
Science	Units 3–4 Review	Lesson	Prepare a lesson about safety from rip currents in the ocean.	94
Math	Units 5–6 Review	Conversation	Prepare and plan a party for your class at school.	98
Special Subject	Units 7–8 Review	Advertisement	Prepare an advertisement for traveling to a country.	102

# HOW TO USE

## UNIT STRUCTURE

Units are divided into two lessons so that students have more time to learn, practice, use, and demonstrate skills. Lesson A is input-based and focuses more on listening. Lesson B is output-based and focuses more on speaking.

### UNIT INTRO PAGES



A clear overview summarizes what students will do throughout the unit.

Officially recognized academic standards and objectives give a clear purpose to each unit.

A big, impactful image helps stimulate background knowledge about the topic and provides a context for language learning.

Preview questions help students focus on the topic, environment, participants, and purpose of communication.

### LESSON A PAGES



Students recognize the academic objective and context of the communication with warm-up questions.

Students learn meaningful new vocabulary that is critical to understanding the listening activities.

Students learn the context of the listening. Then, before listening, students review notetaking questions. They take notes while they listen.

After listening, students are given multiple-choice comprehension questions, and they use the notes they took to help inform their answers.

### LESSON A PAGES



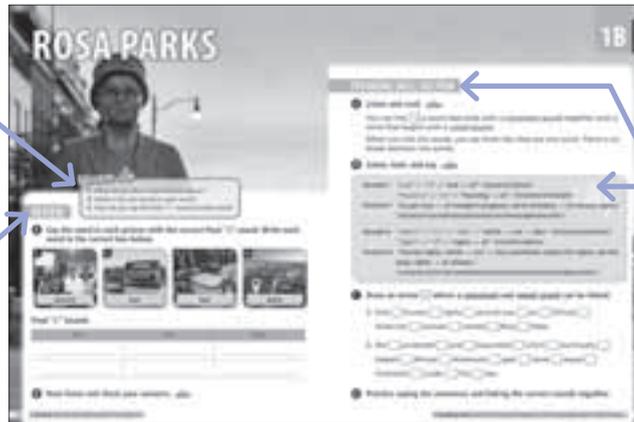
Students then learn a second set of important vocabulary. They try to use the listening and the example sentences as context clues to infer the meaning of these words.

Students review the more challenging and detailed listening questions, and take notes as they listen to the audio again.

Students use their notes to answer the more detailed and challenging comprehension questions.

Students learn a listening skill. Repetition helps students naturally and gradually acquire these skills the same way a native speaker learns them.

## LESSON B PAGES



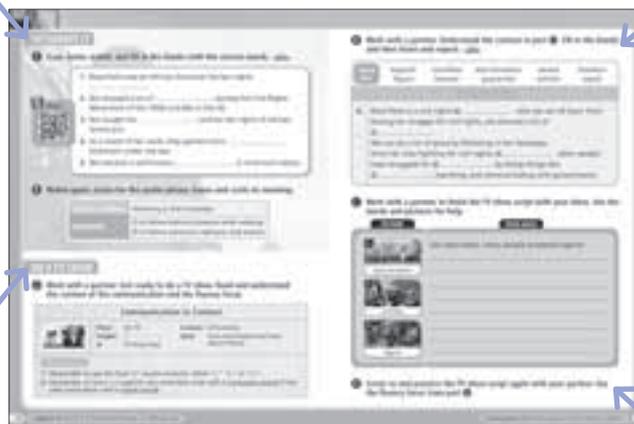
Students start Lesson B by reviewing the listening skill from the previous unit.

Students can check their competency by comparing their answers to the audio.

Students learn a speaking skill, then are given an example, and then are asked to use the speaking skill to ensure understanding.

Repetition of these speaking skills help students to improve their fluency and improve pronunciation.

## LESSON B PAGES



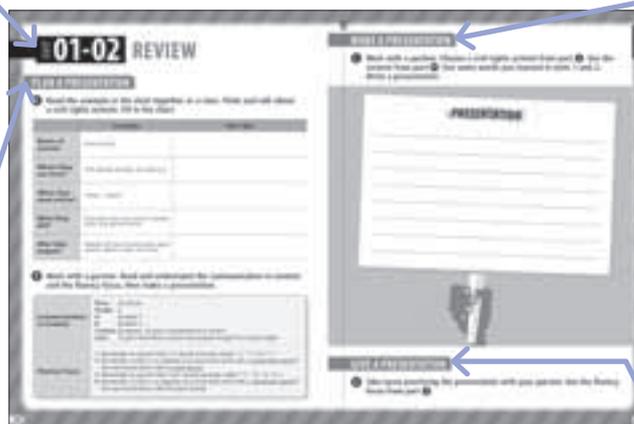
Engaging IT content teaches students modern communicative skills. Students complete a dictation activity. They also learn meaning-based, not rules-based, language that is frequently used by native speakers.

Students are provided context and review the listening and speaking skills.

In odd-numbered units, students complete a dictation activity. In even-numbered units, students are given support and work together to create a new monologue, or conversation.

Students take turns practicing what they have learned to improve fluency.

## REVIEW UNIT PAGES



Review units utilize project-based learning. Students are provided with a communicative task and familiar content that is extracted from the units being reviewed.

Students collaborate with partners or small groups to begin brainstorming and discussing their ideas. Examples are given to support creativity.

Students put together the new language and information related to the academic topic, along with listening and speaking skills, to create and communicate new meaning for a specific purpose.

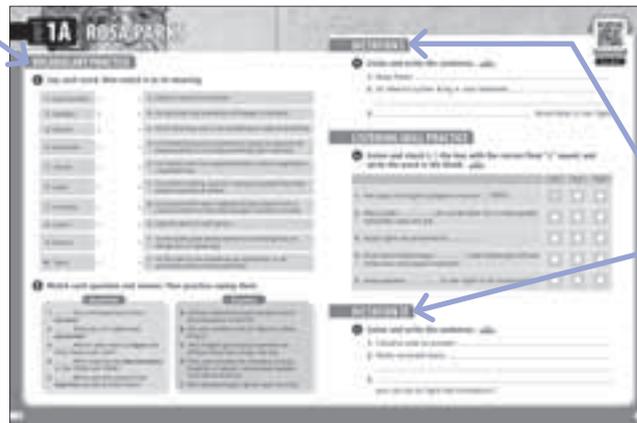
Students complete the communicative-based task of the project. Utilizing language to achieve a goal helps boost confidence and competency.

## PRACTICE BOOK

The practice book provides students ample opportunity to practice new vocabulary, listening comprehension, listening skills, communication context, and speaking skills from the unit. Students can complete this as homework or additional practice in class.

### LESSON A PAGES

A variation of fun and familiar vocabulary practice activities help strengthen students' vocabulary acquisition, comprehension, and understanding. These activities focus on the meaning of the vocabulary words.



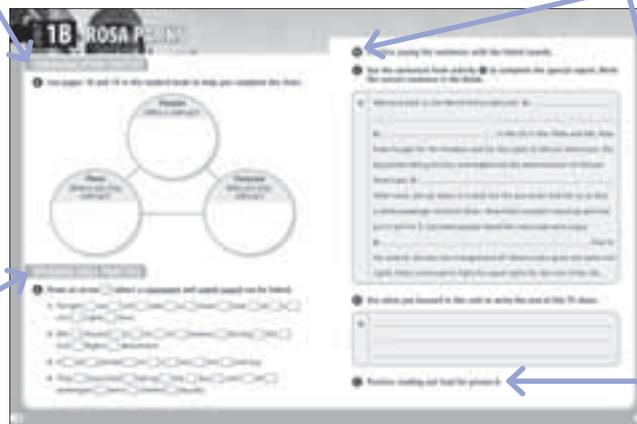
Students can easily access the audio to complete a dictation activity that is related to the unit vocabulary. This activity focuses on the use of vocabulary words.

Students then review the listening skill with an activity and complete another dictation activity to practice the listening skill.

### LESSON B PAGES

A graphic organizer helps students conceptualize and review the context of the communication from the unit. This helps the students' ability to transfer their skills from this textbook to the real world.

Students practice the speaking skill from the unit in the context of individual sentences.



Students put the sentences from the previous activity into the context of a full monologue or dialogue, and then read and practice.

Students are challenged to apply the skills they have acquired and create a new, original statement or question that uses the skills they have gained.

## APP

In addition to our free BIGBOX app, *Integrate Listening & Speaking* offers an additional free mobile app that is intended for use with the IT pages in the student book. This app can also be used to access the audio in both the student and practice books.

Use the different functions and features. Allow the students to enjoy viewing while thinking about the answers to the activities in the student book. Discuss the questions and language from the student book before viewing the videos or AR content to enhance the educational experience and teach students about communication in digital spaces.



View the multimedia content on the IT pages of the unit on a mobile device by downloading our free app. Search for “Integrate Viewer” in the App Store or the Google Play Store.



For units with AR images, simply open the app, select the AR viewer, and point your mobile device’s camera at the target image. Images are on the IT pages of the student book, and larger, easier-to-scan images are available on the last page in the back of the practice book.



To access the audio in the student book and practice book, and to access the videos on the IT pages, simply open the app, select the QR code scanner, and point your mobile device’s camera at the target QR code. Audio and video are also accessible through our homepage. Audio is also included in the CD-Rom that comes with the book.

# UNIT 01 ROSA PARKS

## UNIT SUMMARY

**Unit 1:** Social Studies

**Academic Objective:**

To be aware of the importance of human rights and understand how people have fought for them.

**Academic Learning Objective in Context:**

Rosa Parks was a civil right activist who fought for civil rights.

## UNIT INTRODUCTION

**UNIT 01 SOCIAL STUDIES**

# ROSA PARKS

**ACADEMIC OBJECTIVE**

- ▶ To be aware of the importance of human rights and understand how people have fought for them.

**LESSON A**

- ▶ Listening Type: TV show
- ▶ Listening Function: Listening for information
- ▶ Listening Skill: Final "s" sounds

**LESSON B**

- ▶ Speaking Type: TV show
- ▶ Speaking Function: Giving facts and information
- ▶ Speaking Skill: Linked sounds (Consonant + Vowel)

10

Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

INTRODUCTION

## UNIT SUMMARY

## Language Learning Objectives

## New Words:

discrimination, freedom, boycott, guarantee, activist, equal

## Bonus Words:

countless, award, bravery, figure

## Listening Skill:

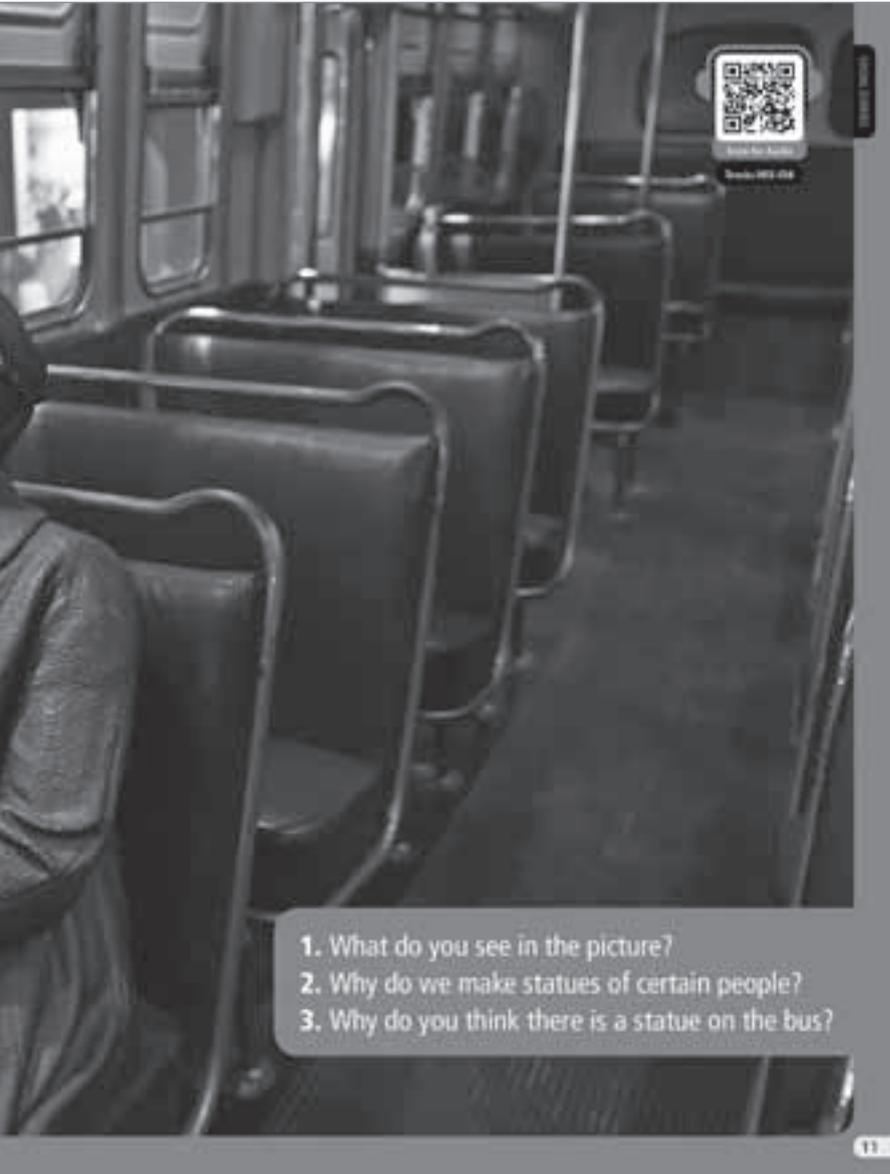
Final "s" sounds

## Speaking Skill:

Linked sounds (Consonant + Vowel)

## Listening Format:

TV show



1. What do you see in the picture?
2. Why do we make statues of certain people?
3. Why do you think there is a statue on the bus?

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

**1. What do you see in the picture?**

Sample answer: *There's a statue of a woman sitting on a bus.*

**2. Why do we make statues of certain people?**

Sample answer: *To remember important things they did.*

**3. Why do you think there is a statue on the bus?**

Sample answer: *Something important happened there.*

**Level Tips**

**Low-Level Students:**

After completing the new words activity on page 12, check the answers by asking students to read the words, read the definitions, and spell the words.

**High-Level Students:**

After completing the new words activity on page 12, check the answers by giving students 1-2 minutes to memorize the new words on page 10, and then ask them to close the book and recall each word from memory.

**ROSA PARKS**

**WARM-UP**

- Who do you see in the picture?
- Do you think they agree or disagree?
- Why do you think voting is important?

**KEY WORDS**

**A Listen and match. Then write and say.**

<p><b>discrimination</b> [diːmɪˈneɪʃən] (n) unfairly treating a person or group of people from other people or groups of people</p>	<p><b>freedom</b> [ˈfriːdəm] (n) the right to use something, go somewhere, or do something without being controlled</p>	<p><b>boycott</b> [ˈbɔɪkɒt] (v) to not buy, use, or do something as a way of protesting</p>
<p><b>guarantee</b> [ˌɡærənˈtiː] (n) a promise that something will happen or be done</p>	<p><b>activist</b> [ˈæktɪvɪst] (n) a person who uses or supports strong actions such as public protests to help make changes in politics or society</p>	<p><b>equal</b> [ˈiːkwəl] (adj) the same for each person</p>

1 2 3 4 5 6 12

© Vocabulary: Learn the meaning of the most important words needed to understand the listening exercise.

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students why the people in the picture are gathered. Focus the attention of the students on the sign and then ask them the warm up questions:

**1. Who do you see in the picture?**

Sample answer: *A large group of people.*

For the second question, ask students to make an inference or guess.

**2. Do you think they agree or disagree?**

Sample answer: *They agree with each other and disagree with something.*

**3. Why do you think voting is important?**

Sample answer: *Answers will vary.*

Have students create responses; write their responses on the board, and discuss.

Tell the students that they will learn new words related to human rights. Ask students to look at the picture and discuss what they see in each one. Play audio track 02 and ask students to complete the activity on the page.

1A

GENERAL LISTENING SECTION & QUESTIONS

- A** Get ready to listen.
- Type Show Place On TV Topic Human rights
- B** Read the questions below, then listen and write notes as needed.
- C** Listen, use your notes, and choose the best answer.

Questions	Notes
1. What time of day is it? a b c d	
2. According to the speaker, what are human rights also sometimes called? a b c d	
3. What did Rosa Parks help end? a b c d	
4. What did Rosa Parks receive a lot of? a b c d	

BONUS WORDS

**A** Read, discuss, then match the word to the correct synonym.



1  
countless \_\_\_\_



2  
award \_\_\_\_



3  
bravery \_\_\_\_



4  
figure \_\_\_\_

a. prize
b. many
c. role model
d. courage

Listening 1 Listen for general information about the speaker, where they are, and the topic. Then learn the bonus words.

Level Tips

**Low-Level Students:**

After completing the new words activity on page 13, check the answers by asking the students to write down how many syllables are in each word. Give them 5 minutes to study the words, then close the books and do a spelling quick from memory.

**High-Level Students:**

Give the students about 5 minutes to write a sentence for each word that works with both the bonus word and the synonym. Have the students share.

**General Listening Section** Establish the context of the listening by looking at part A and playing the audio (track 003). Personalize the context and ensure understanding by asking students to report if they have any personal experiences with the type, place, and topic. Have students take turns reading aloud, the general listening questions in the note taking section, then discuss with students to ensure understanding of each question prior to listening to the audio. Instruct students to take notes for each question while they listen to the audio to ensure students are prepared for targeted listening and note taking.

Play the audio (track 004) and let students take notes. Discuss students note taking after listening to the audio by having some students read their notes aloud, and asking the class to compare their notes. Assess and if necessary repeat the audio one more time, or move on to listening comprehension. Play the audio (track 005). Check answers together as a class. Optional: Ask students to calculate how many answers they got correct and incorrect (4/4, 3/4, 2/4, 1/4, 0/4)

Look at and discuss the bonus words together as a class. Let students try to find the synonyms together for a few minutes. Discuss the answers together as a class.

1A

**Level Tips**

**Low-Level Students:**

After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Ask each student to circle a word that they don't know in the transcript and then discuss as a class. Write the words in the new words notes in the back of the book.

**High-Level Students:**

Ask the students to make connections between the contents of the passage and real life. Ask them if they know any other civil rights activists and what they fought for and accomplished.

**DETAILED LISTENING SECTION & QUESTIONS**

**A** Read the questions below, then listen again and write short notes.

Questions	Notes
1. What is not an example of a right that is protected by laws?	
2. When are activists most likely to do things like boycott or march?	
3. When was the Civil Rights Movement in the US?	
4. What did Rosa Parks help African Americans gain?	

**B** Listen, use your notes, and choose the best answer.

- What is not an example of a right that is protected by laws?  
 a.  a    b.  b    c.  c    d.  d
- When are activists most likely to do things like boycott or march?  
 a.  a    b.  b    c.  c    d.  d
- When was the Civil Rights Movement in the US?  
 a.  a    b.  b    c.  c    d.  d
- What did Rosa Parks help African Americans gain?  
 a.  a    b.  b    c.  c    d.  d

14 Listening B Listen again for specific information and take notes to help you answer the questions.

**Detailed Listening Section** Review and discuss the detailed listening questions to ensure understanding of each question. Instruct students to take notes for each question while they listen to the audio to ensure students are prepared for targeted listening and note taking. Also notify the students that (unlike with the general listening section) this time you will move directly from the note taking activity to the comprehension questions activity, without any discussion. Play the audio (track 006) and let students take notes. Play the audio (track 007) and ask students to mark their answers to the comprehension questions, then check answers together as a class. Optional: Ask students to calculate how many answers they got correct and incorrect and combine this with their performance in the general listening section (8/8, 7/8, 6/8, etc.) then quickly assess the general accuracy of listening comprehension. Turn to page 106 have students take turns reading parts of the listening transcript aloud as a class.

LISTENING SKILL SECTION

A Listen and understand.

Hearing the final "s" sound

There are three ways a word that ends with the letter "s" can sound. We know which of the three ways the final "s" sound makes because of the sound (not the letter) right before the final "s" sound.

"s"	"z"	"iz"
P: naps - naps K: books - books F: cliffs - cliffs laugh - laughs graph - graphs the letters -gh and -ph make the /f/ sound	B: crabs - crabs D: words - words G: bags - bags L: walls - walls M: plums - plums N: runs - runs NG: kings - kings R: wears - wears V: gloves - gloves THE: clothes - clothes (avoid the)	S: buses - buses races - races kisses - kisses X: fixes - fixes Z: prizes - prizes CH: sandwiches - sandwiches SH: wishes - wishes GE: changes - changes
T: hats - hats TH: months - months (avoid the)	VOWEL SOUNDS: sees - sees W: elbows - elbows Y: ways - ways (words ending with -w or -y are often pronounced with a vowel sound)	

B Write each word with the "s" ending sound in the chart correctly.

"s"	"z"	"iz"
rights		

C Listen, check your answers, and say.

Level Tips

Low-Level Students:

After completing the listening skill activity, have students make a list of 2 new/different words (total 6) for each type of final s sound.

High-Level Students:

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

**Listening Skill Section** Write the words "grapes" "words" and "busses" on the board. Ask the students how each word is spelled. Then ask them if the "s" at the end of each word sounds the same or different. (Different) Ask them how each "s" sounds (grapes = /s/, words = /z/, busses = /iz/). Draw the students attention to the chart in part A, ask the students to silently read along as they listen, and play the audio (track 008). Quickly discuss and ask the students to make the "s" "z" and "iz" sounds at the end of each word according to the examples given on the page. Discuss to ensure that students understand that the final "s" sound at the end of words is determined by what sound comes prior to the "s" in the word. After becoming familiar with the concept, test students' understanding by giving them words that are not in the chart and ask which final "s" sound each word makes. For example "faces" (/iz/), "calls" (/z/), and "packs" (/s/).

Play track 009 and have students mark their answers and then check the activity together as a class (Play the audio twice if needed).

**Level Tips**

**Low-Level Students:**

Ask the students to review the rules for the final “s” ending sound, on page 15, and practice saying the words in the chart with the correct sounds. Then try to complete activity A on page 16

**High-Level Students:**

After completing activities A and B on page 16, ask the students to write an original sentence using the words on page 16, and practice saying the correct “s” ending sound in each word while reading the sentence

**ROSA PARKS**

**WARM-UP**

- What do you see in each picture below?
- What is the last sound in each word?
- How do you say the final “s” sound of each word?

**REVIEW**

**A** Say the word in each picture with the correct final “s” sound. Write each word in the correct box below.

1. activist

2. bus

3. law

4. place

**Final “s” Sounds**

“s”	“z”	“iz”
_____	_____	_____
_____	_____	_____

**B** Now listen and check your answers.

10 *Review Practice the listening skill from Lesson A.*

Use the background picture to activate students’ prior knowledge about the topic of the unit. Ask the students who they see in the picture. Focus the attention of the students on these products and ask them the warm up questions:

**1. What do you see in each picture below?**

Sample answer: 1: activist, 2. bus, 3, law, 4, place

**2. What is the last sound in each word?**

Sample answer: 1: /t/, 2. /s/, 3, /l/, 4, /s/

**3. How do you say the final “s” sound of each word?**

Sample answer: 1: /s/, 2. /z/, 3, /z/, 4, /z/

Ask students to write their answers in the chart and complete activity B by playing the audio (track 010) to check their answers, and discuss as a class. Ask students which sounds are difficult so you can focus on problem areas and know which skills require further review going forward.

1B

## SPEAKING SKILL SECTION

## A Listen and read.

You can link  a word that ends with a **consonant** sound together with a word that begins with a **vowel** sound.

When you link the words, you say them like they are one word. There is no break between the words.

## B Listen, look, and say.

**Example 1** "one" + "of" = "one → of" (It sounds like "noh-ov")

"focusing" + "on" = "focusing → on" (It sounds like "foh-oo-n")

**Question 1** "In part one → of tonight's program, we're focusing → on human rights."

(It sounds like "foh part wuh-oo tonight's program, we're foh-oo-n hoo-mahn rayhts.")

**Example 2** "which" + "are" + "also" = "which → are → also" (It sounds like "wuh-ee-oh-so")

"rights" + "of" = "rights → of" (It sounds like "rayhts-ov")

**Question 2** "Human rights, which → are → also sometimes called civil rights, are the basic rights → of citizens."

(It sounds like "hoo-mahn rayhts, wuh-ee-oh-so so-mee-tayms kalled sev-ill rayhts, are the bay-sic rayhts-ov see-ti-zhens.")

C Draw an arrow  where a consonant and vowel sound can be linked.

1. One  human  rights  activist was  an  African   
American  woman  named  Rosa  Parks.

2. She  protested  and  boycotted  which  eventually   
helped  African  Americans  gain  more  equal   
treatment  under  the  law.

## D Practice saying the sentences and linking the correct sounds together.

*Speaking Skill* Use the listening skill together with the speaking skill to build fluency.

17

Level Tips **Low-Level Students:**

If applicable, ask students to think of and list examples of consonant + vowel linked sounds between words in their native language and write them on the board showing the connection between the sounds, next to the English examples from the book, in order to solidify the concept.

**High-Level Students:**

Ask students to work in groups and write a few original words or sentences in English which contain linked consonant + vowel sounds, and take turns reading them aloud.

**Speaking Skill Section** Have students look, listen, and read along as you play the audio (track 011) for part A to understand the concept of the speaking skill, which is linking consonant and vowel sounds together for faster, more fluent sounding speech, as opposed to slow, separated speech.

Have students look at part B. Play the audio (track 012) pause the audio after the first example and ask students to repeat the linked sounds between the words. Restart the audio and pause it again after the first sentence and have students repeat the sentence, ensuring that they link the correct sounds. Do this again for the second example and sentence. After listening to the audio, ask students to repeat the examples in part B aloud one more time. Ask students to complete activity C, check answers together as a class. Practice the speaking skill in part D.

**Level Tips**

**Low-Level Students:**

Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

**High-Level Students:**

Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

**INTEGRATE IT**

**A** Scan, listen, watch, and fill in the blanks with the correct words.

- Rosa Parks was an African-American human rights \_\_\_\_\_.
- She showed a lot of \_\_\_\_\_ during the Civil Rights Movement of the 1950s and 60s in the US.
- She fought for \_\_\_\_\_ and for the rights of African Americans.
- As a result of her work, they gained more \_\_\_\_\_ treatment under the law.
- She became a well-known \_\_\_\_\_ in American history.

**B** Watch again. Listen for the useful phrase. Guess and circle its meaning.

USEFUL PHRASE	following in (her) footsteps
MEANING	① to follow behind someone while walking ② to follow someone's behavior and actions

**DO A TV SHOW**

**A** Work with a partner. Get ready to do a TV show. Read and understand the context of the communication and the fluency focus.

Communication in Context		
	Place: On TV	Context: Informative
	People: 1	Goal: Give information and facts about history
	A: TV show host	

**Fluency focus**

- Remember to say the final "s" sound correctly: either "s", "z", or "iz."
- Remember to link (->) together any word that ends with a consonant sound if the next word starts with a vowel sound.

18 Integrate IT Use the IT to think about the topic in a different way.

**Integrate IT** Tell the students that you will play the video (or track 013) twice. The first time they should listen and fill in the blanks. The second time they can watch and understand the contents of the video, check their answers, and try to guess the meaning of the useful phrase. Play the video twice and follow the prescribed procedure. Discuss the video and correct answers together as a class. **Discussion** After watching the video, invite students to share thoughts, opinions, and questions they may have about the video, or the topic of the audio in the case that you did not play the video.

**Consolidation** Turn to page 106 and have students take turns reading parts of the video transcript aloud as a class

**B** Work with a partner. Understand the context in part **A**. Fill in the blanks and then listen and repeat.

Word Box	boycott	countless	discrimination	award	freedom
	figure	bravery	guarantee	activist	equal

**TV Show Script**

**A:** Rosa Parks is a civil rights ❶ \_\_\_\_\_ who we can all learn from. During her struggle for civil rights, she showed a lot of ❷ \_\_\_\_\_.

We can do a lot of good by following in her footsteps. Since her time fighting for civil rights, ❸ \_\_\_\_\_ other people have struggled for ❹ \_\_\_\_\_ by doing things like ❺ \_\_\_\_\_, marching, and communicating with governments.

**C** Work with a partner to finish the TV show script with your ideas. Use the words and pictures for help.

PICTURE	YOUR IDEAS
 <p>1 discrimination</p>	Like Rosa Parks, many people protested against _____
 <p>2 activists</p>	_____
 <p>3 figure</p>	_____

**D** Listen to and practice the TV show script again with your partner. Use the fluency focus from part **A**.

**Level Tips**

**Low-Level Students:**

Use the free downloadable listening worksheet for additional practice after completing page 19 and show the version of the video with subtitles to support understanding as they complete the worksheet.

**High-Level Students:**

Use the free downloadable listening worksheet for additional practice after completing page 19 and show the version of the video without subtitles so that students must rely on listening ability to complete the worksheet.

**Do a TV Show:** Review the context and fluency focus together with the students. Instruct the students to complete the dictation activity on page 19. Play audio track 014. Check answers together as a class by having students read completed sentences. Write the correct word for each answer on the board.

Have students work with a partner or in a small group for part C and allow students to use the transcript on page 106 as an example. Review the transcript together as a class or allow students to review it independently according to your discretion. Discuss the pictures and words given in part C, together as a class in order to help the students brainstorm ideas for what they may write. Then allow students to work independently and creatively. Give students a certain amount of time to complete the activity. Instruct students to write at least one sentence where they focus on the final "s" sound and one sentence where they focus on linking consonant and vowel sounds.

After students have completed the activity, remind students of the listening and speaking skills in this unit and have them practice speaking by completing activity D. Ensure that each student from each group participates by taking a turn reading a part of the report. After reading, ask students which sentence(s) focuses on the final "s" sound and which sentence(s) focuses on linking consonant sounds.

## UNIT SUMMARY

**Unit 2:** Social Studies

**Academic Objective:**

Understand the importance, meaning, and role of a constitution.

**Academic Learning Objective in Context:**

The Founding Fathers who made the US constitution understood and learned from the constitution of the Native Americans

## UNIT INTRODUCTION

The graphic features a background of stars and stripes, reminiscent of the US flag. At the top, it says 'UNIT 02 SOCIAL STUDIES'. Below that, in large white letters, is 'THE GREAT LAW OF PEACE'. In the foreground, there is a white box with a grey border containing the following text:

**ACADEMIC OBJECTIVE**

- Understand the importance, meaning, and role of a constitution.

**LESSON A**

- Listening Type: Presentation
- Listening Function: Listening for information
- Listening Skill: Final "ed" sounds

**LESSON B**

- Speaking Type: Presentation
- Speaking Function: Giving historical information
- Speaking Skill: Linked sounds (Consonant + Consonant)

At the bottom left of the white box is a small icon of a person and the number '20'. To the right of the white box, there is a snippet of a handwritten document with cursive text, including the words 'We the People'.

Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

## UNIT SUMMARY

## Language Learning Objectives

## New Words:

constitution, independent, united, state, weak, credit

## Bonus Words:

Native American, genius, diary, individual

## Listening Skill:

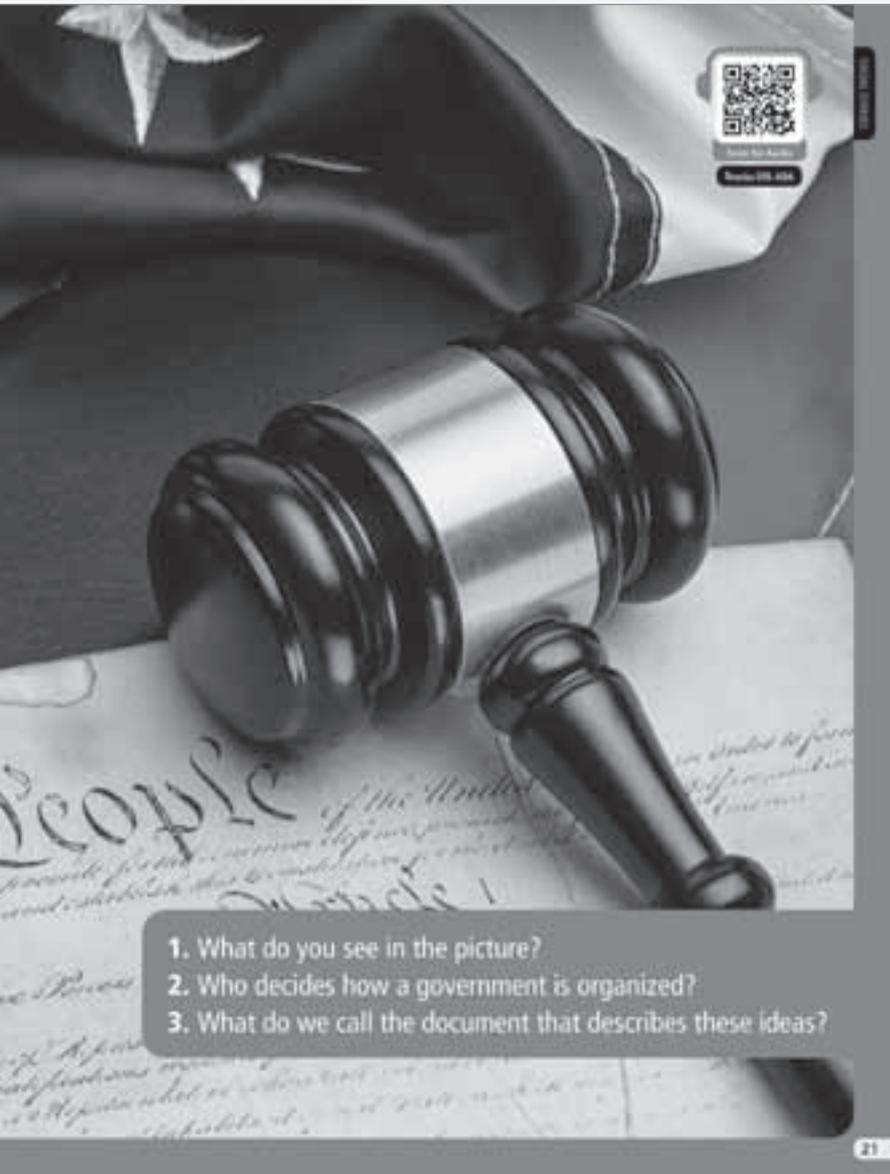
Final “ed” sounds

## Speaking Skill:

Linked sounds (Consonant + Consonant)

## Listening Format:

Presentation



1. What do you see in the picture?
2. Who decides how a government is organized?
3. What do we call the document that describes these ideas?

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what where their family buys fruit and vegetables have to activate prior knowledge.

**1. What do you see in the picture?**

Sample answer: *An American flag, and a paper.*

**2. Who decides how a government is organized?**

Sample answer: *It depends on the country but people make rules for this and then follow them.*

**3. What do we call the document that describes these ideas?**

Sample answer: *The laws of a nation.*

**Level Tips**

**Low-Level Students:**

After completing the new words activity on page 22, check the answers by asking students to read the words, read the definitions, and spell the words.

**High-Level Students:**

After completing the new words activity on page 22, check the answers by giving students 5 minutes to work in pairs and think of or find synonyms for the words on page 22. After 5 minutes have students share with the class.

**THE GREAT LAW OF PEACE**

**WARM-UP**

- Who do you see in the picture?
- When do you think this picture was taken?
- Who were the original people living in America?

**KEY WORDS**

**A Listen and match. Then write and say.**

<b>constitution</b> [n] the system of beliefs and laws by which a country, state, or organization is governed	<b>independent</b> [adj] not controlled or ruled by another country	<b>united</b> [adj] made up of members who share the same purpose, interest, etc.
<b>state</b> [n] a politically organized group of people usually occupying a definite territory	<b>weak</b> [adj] not strong	<b>credit</b> [n] attention that is given to someone for doing something or for making something happen

1. 2. 3. 4. 5. 6.

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students who they see in the picture. Ask them the warm-up questions:

For all three questions, ask students to make inferences or guesses, and then give them the correct answers.

**1. Who do you see in the picture?**

Sample answer: *They are native people.*

**2. When do you think the picture was taken?**

Sample answer: *A long time ago.*

**3. Who were the original people living in America?**

Sample answer: *The people in the picture.*

Have students create responses; write their responses on the board, and discuss.

Tell the students that they will learn new words related to laws and rights. Ask students to look at the picture and discuss what they see in each one. Play audio **track 015** and ask students to complete the activity on the page.

2A

**GENERAL LISTENING SECTION & QUESTIONS**

**A** Get ready to listen.

Type: Presentation    Place: At school    Topic: History

**B** Read the questions below, then listen and write notes as needed.

**C** Listen, use your notes, and choose the best answer.

Questions	Notes
1. What time of day is it? a.   b.   c.   d.	
2. Which country is the speaker mostly talking about? a.   b.   c.   d.	
3. Who does the speaker think his audience has probably already heard of? a.   b.   c.   d.	
4. Why is the speaker giving a presentation? a.   b.   c.   d.	

**BONUS WORDS**

**A** Read, discuss, then match the word to the correct synonym.

Native American \_\_\_\_

genius \_\_\_\_

diary \_\_\_\_

individual \_\_\_\_

a. journal   
 b. smart   
 c. single   
 d. American

© Listening 1 Listen for general information about the speaker, where they are, and the topic. Then learn the bonus words. 23

## Level Tips

### Low-Level Students:

After completing the new words activity on page 23, check the answers by asking the students to write down how many syllables are in each word. Give them 5 minutes to study the words, then close the books and do a spelling quick from memory.

### High-Level Students:

Give the students about 5 minutes to write a sentence for each word that works with both the bonus word and the synonym. Have the students share.

**General Listening Section** Establish the context of the listening by looking at part A and playing the audio (track 016). Personalize the context and ensure understanding by asking students to report if and when they have ever given a presentation at school. Have students take turns reading aloud, the general listening questions in the note taking section, then discuss with students to ensure understanding of each question prior to listening to the audio. Instruct students to take notes for each question while they listen to the audio to ensure students are prepared for targeted listening and note taking.

Play the audio (track 017) and let students take notes. Discuss students note taking after listening to the audio by having some students read their notes aloud, and asking the class to compare their notes. Assess and if necessary repeat the audio one more time, or move on to listening comprehension. Play the audio (track 018). Check answers together as a class. Optional: Ask students to calculate how many answers they got correct and incorrect (4/4, 3/4, 2/4, 1/4, 0/4)

Look at and discuss the bonus words together as a class. Let students try to find the synonyms together for a few minutes. Discuss the answers together as a class.

**Level Tips**

**Low-Level Students:**

After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Ask each student to circle a word that they don't know in the transcript and then discuss as a class. Write the words in the new words notes in the back of the book.

**High-Level Students:**

Ask the students to make connections between the contents of the passage and real life. Ask them what they know about the constitution of their native country and the history of how it was made.

**DETAILED LISTENING SECTION & QUESTIONS**

**A** Read the questions below, then listen again and write short notes.

Questions	Notes
1. What is not one of the things that American states were free to make or have?	
2. According to the speaker, why did the early states need to help protect each other?	
3. What do many people say about the Founding Fathers?	
4. According to the speaker, who first had the idea of a country made up of smaller, individual states?	

**B** Listen, use your notes, and choose the best answer.

- What is not one of the things that American states were free to make or have?
  - a. gold
  - b. iron
  - c. silver
  - d. wheat
- According to the speaker, why did the early states need to help protect each other?
  - a. they were afraid of each other
  - b. they were afraid of the British
  - c. they were afraid of the French
  - d. they were afraid of the Spanish
- What do many people say about the Founding Fathers?
  - a. they were smart
  - b. they were brave
  - c. they were kind
  - d. they were honest
- According to the speaker, who first had the idea of a country made up of smaller, individual states?
  - a. the British
  - b. the French
  - c. the Spanish
  - d. the Americans

24 A Listening B Listen again for specific information and take notes to help you answer the questions.

**Detailed Listening Section** Review and discuss the detailed listening questions to ensure understanding of each question. Instruct students to take notes for each question while they listen to the audio to ensure students are prepared for targeted listening and note taking. Also notify the students that (unlike with the general listening section) this time you will move directly from the note taking activity to the comprehension questions activity, without any discussion. Play the audio (track 019) and let students take notes. Play the audio (track 020) and ask students to mark their answers to the comprehension questions, then check answers together as a class. Optional: Ask students to calculate how many answers they got correct and incorrect and combine this with their performance in the general listening section (8/8, 7/8, 6/8, etc.) then quickly assess the general accuracy of listening comprehension. Turn to page 107 have students take turns reading parts of the listening transcript aloud as a class.

LISTENING SKILL SECTION

A Listen and understand.

Hearing the final "ed" sound

There are three ways a word that ends with the letters "ed" can sound. We know which of the three ways the final "ed" sound makes because of the sound (not the letter) right before the final "ed" sound.

"t"	"d"	"id"
<p><b>P:</b> jumped - jump<u>t</u></p> <p><b>K:</b> walked - walk<u>t</u></p> <p><b>F:</b> sniffed - sniff<u>t</u></p> <p>laughed - laugh<u>t</u></p> <p>grabbed - grab<u>t</u></p> <p>(the letters -gh and -ph make the F sound)</p> <p><b>S:</b> missed - miss<u>t</u></p> <p><b>X:</b> fixed - fix<u>t</u></p> <p><b>CH:</b> pitched - pitch<u>t</u></p> <p><b>SH:</b> wished - wish<u>t</u></p> <p><b>TH:</b> unearthed - unear<u>th</u>t (voiceless th)</p>	<p><b>B:</b> grabbed - grab<u>d</u></p> <p><b>G:</b> dragged - drag<u>d</u></p> <p><b>L:</b> called - call<u>d</u></p> <p><b>M:</b> farmed - farm<u>d</u></p> <p><b>N:</b> owned - own<u>d</u></p> <p><b>NG:</b> banged - bang<u>ng</u></p> <p><b>R:</b> watered - water<u>d</u></p> <p><b>V:</b> saved - sav<u>ed</u></p> <p><b>Z:</b> prized - priz<u>ed</u></p> <p><b>GE:</b> changed - chang<u>ed</u></p> <p><b>TH:</b> clothed - cloth<u>ed</u> (voiced th)</p> <p><b>VOWEL SOUNDS:</b></p> <p>played - play<u>ed</u></p>	<p><b>D:</b> ended - end<u>id</u></p> <p><b>T:</b> started - start<u>id</u></p>

B Write each word with the "ed" ending sound in the chart correctly.

help	unite	want	need	form	call	protect	live
"t"	"d"	"id"					

C Listen, check your answers, and say.

Level Tips

Low-Level Students:

After completing the listening skill activity, have students make a list of 2 new/different words (total 6) for each type of final ed sound.

High-Level Students:

After completing the listening skill activity, have students review the final s listening skill from unit 1, and ask them so apply the skill to the 8 words in activity B on page 25. E.g. helps = /s/, needs = /z/, etc.

**Listening Skill Section** Write the words "jumped" "called" and "started" on the board. Ask the students how each word is spelled. Then ask them if the "ed" at the end of each word sounds the same or different. (Different) Ask them how each "ed" sounds (jumped = /t/, called = /d/, started = /id/). Draw the students attention to the chart in part A, ask the students to silently read along as they listen, and play the audio (track 021). Quickly discuss and ask the students to make the "t" "d" and "id" sounds at the end of each word according to the examples given on the page. Discuss to ensure that students understand that the final "ed" sound at the end of words is determined by what sound comes prior to the "ed" in the word. After becoming familiar with the concept, test students' understanding by giving them words that are not in the chart and ask which final "ed" sound each word makes. For example "faced" (/t/), "called" (/d/), and "waited" (/id/).

Play track 022 and have students mark their answers and then check the activity together as a class (Play the audio twice if needed).

**Level Tips**

**Low-Level Students:**

Ask the students to review the rules for the final “ed” ending sound, on page 25, and practice saying the words in the chart with the correct sounds. Then try to complete activity A on page 26

**High-Level Students:**

After completing activities A and B on page 26, ask the students to write an original sentence using the words on page 26, and practice saying the correct “ed” ending sound in each word while reading the sentence

**THE GREAT LAW OF PEACE**

**WARM-UP**

- What do you see in each picture below?
- What is the last sound in each word?
- How do you say the final “ed” sound of each word?

**REVIEW**

**A** Say the word in each picture with the correct final “ed” sound. Write each word in the correct box below.

need

hope

learn

protect

**Final “ed” Sounds**

“i”	“d”	“id”
_____	_____	_____
_____	_____	_____

**B** Now listen and check your answers.

26 Review Practice the Listening Skill from Lesson A.

Use the background picture to activate students’ prior knowledge about the topic of the unit. Ask the students who they see in the picture. Focus the attention of the students on these products and ask them the warm up questions:

- 1. What do you see in each picture below?**  
Sample answer: 1: need, 2. hope, 3, learn, 4, protect
- 2. What is the last sound in each word?**  
Sample answer: 1: /d/, 2. /p/, 3, /n/, 4, /t/ or /ct/
- 3. How do you say the final “ed” sound of each word?**  
Sample answer: 1: /id/, 2. /t/, 3, /d/, 4, /id/

Ask students to write their answers in the chart and complete activity B by playing the audio (track 023) to check their answers, and discuss as a class. Ask students which sounds are difficult so you can focus on problem areas and know which skills require further review going forward.

2B

## SPEAKING SKILL SECTION

## A Listen and read.

You can link  a word that ends with a consonant sound together with a word that begins with the same sound.

When you link the same sound, say it only once and a little longer than normal. Say the words like they are one word.

## B Listen, look, and say.

**Example 1** "help" + "protect" = "help → protect" (It sounds like "help-protect")

**Dialogue 1** "Each state in the US needed to help → protect each other if there was a war." (It sounds like "Each state in the US needed to help-protect each other if there was a war.")

**Example 2** "credit" + "too" = "credit → too" (It sounds like "credit-too")

**Dialogue 2** "We should give the Native Americans credit → too." (It sounds like "We should give the Native Americans credit-too.")

C Draw an arrow  where the same consonant sounds can be linked.

1. Back  then, the  US  was  a  new, small, and  weak  country.

2. The  Seven  Native  American  nations  already  had  a  much  older  constitution  with  the  same  ideas.

## D Practice saying the sentences and linking the correct sounds together.

Use the listening skill together with the speaking skill to build fluency.

27

Level Tips 

## Low-Level Students:

After completing all of the activities on page 27, ask students to turn to page 106 and look at the transcript for tracks 004 & 006 from unit 1, and find examples of where the same consonant sounds can be linked. For example: "right + to vote," and "woman + named Rosa Parks"

## High-Level Students:

After completing all of the activities on page 27, ask students to turn to page 17 and review the speaking skill from unit 1: consonant + vowel linked sounds. Ask them to return to page 27 and apply the speaking skill from unit 1 to the sentences on page 27/ Then practice reading the sentences again linking consonant +vowel sounds and same consonant sounds.

**Speaking Skill Section** Have students look, listen, and read along as you play the audio (track 024) for part A to understand the concept of the speaking skill, which is linking the same consonant sounds together for faster, more fluent sounding speech, as opposed to slow, separated speech.

Have students look at part B. Play the audio (track 025) pause the audio after the first example and ask students to repeat the linked sounds between the words. Restart the audio and pause it again after the first sentence and have students repeat the sentence, ensuring that they link the correct sounds. Do this again for the second example and sentence. After listening to the audio, ask students to repeat the examples in part B aloud one more time. Ask students to complete activity C, check answers together as a class. Practice the speaking skill in part D.

**Level Tips**

**Low-Level Students:**

Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

**High-Level Students:**

Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

**INTEGRATE IT**

**A** Scan, listen, watch, and fill in the blanks with the correct words.

1. We can learn many things by studying the history of the \_\_\_\_\_ and the US \_\_\_\_\_.
2. Second, we can see how different people \_\_\_\_\_ borrowed, and \_\_\_\_\_ those ideas over time.
3. This is why nearly every \_\_\_\_\_ society around the world has one.
4. There are many historical and cultural differences between \_\_\_\_\_ countries.
5. Thank you all for listening to my presentation today, and I hope you \_\_\_\_\_ something.

**B** Watch again. Listen for the useful phrase. Guess and circle its meaning.

USEFUL PHRASE	learn a thing or two
MEANING	<input type="radio"/> learn some new things <input type="radio"/> learn exactly one or two things

**MAKE A PRESENTATION**

**A** Work with a partner. Get ready to make a presentation. Read and understand the context of the communication and the fluency focus.

Communication in Context			
	Place:	At school	B: Student 2
	People:	2	Context: Academic
	A:	Student 1	Goal: Give information and facts about history

**Fluency Focus**

1. Remember to say the final "ed" sound correctly: either "t," "d," or "id."
2. Remember to link (->) together any word that ends with a consonant sound if the next word starts with the same sound.

28 • Integrate IT Use the IT to think about the topic in a different way.

**Integrate IT** Tell the students that you will play the video (or track 026) twice. The first time they should listen and fill in the blanks. The second time they can watch and understand the contents of the video, check their answers, and try to guess the meaning of the useful phrase. Play the video twice and follow the prescribed procedure. Discuss the video and correct answers together as a class. **Discussion** After watching the video, invite students to share thoughts, opinions, and questions they may have about the video, or the topic of the audio in the case that you did not play the video.

**Consolidation** Turn to page 107 and have students take turns reading parts of the video transcript aloud as a class

**B** Work with a partner. Use the context in part **A** and the word box below to make a new presentation.

**Word Box**

constitution    independent    united    state    weak    credit  
Native American    genius    diary    individual

**Presentation**

<b>A:</b>	Good _____, everyone. My name is _____ and this is my partner _____.
<b>B:</b>	For our social studies presentation today, we'll be talking about the constitution of _____ (choose a country).
<b>A:</b>	The most important idea in the constitution is _____.
<b>B:</b>	_____
<b>A:</b>	_____
<b>B:</b>	_____
<b>A:</b>	_____
<b>B:</b>	Thank you for listening to our presentation, and we hope you learned a thing or two.

**TIP!** See the Integrate IT transcript on page 107 for a sample presentation.

**C** Take turns with your partner practicing the presentation. Use the fluency focus from part **A**.

**Level Tips**

**Low-Level Students:**

Use the free downloadable listening worksheet for additional practice after completing page 29 and show the version of the video with subtitles to support understanding as they complete the worksheet.

**High-Level Students:**

Use the free downloadable listening worksheet for additional practice after completing page 29 and show the version of the video without subtitles so that students must rely on listening ability to complete the worksheet.

**Create a Presentation:** Review the context and fluency focus together with the students. Work together as a class to fill in the first five blanks on page 29. Brainstorm possible ideas for the second sentence for the second time character A speaks.

Have students work with a partner or in a small group to finish the rest of part B and allow students to use the transcript on page 107 as an example. Review the transcript together as a class or allow students to review it independently according to your discretion. Discuss the pictures and words given in part B, together as a class in order to help the students brainstorm ideas for what they may write. Then allow students to work independently and creatively. Give students a certain amount of time to complete the activity. Instruct students to write at least one sentence where they focus on the final “ed” sound and one sentence where they focus on linking the same consonant sounds.

After students have completed the activity, remind students of the listening and speaking skills in this unit and have them practice speaking by completing activity D. Ensure that each student from each group participates by taking a turn reading a part of the report. After reading, ask students which sentence(s) focuses on the final “s” sound and which sentence(s) focuses on linking consonant sounds.

### Level Tips

#### Low-Level Students:

Replay the contents from the IT pages to help activate prior knowledge and have students make a presentation about Rosa Parks.

#### High-Level Students:

Ask students if there are any other civil rights activists they know of (not named Rosa Parks) and allow individuals to fill in the row of the chart labeled *Your own idea*.

## UNIT 01-02 REVIEW

### PLAN A PRESENTATION

**A** Read the example in the chart together as a class. Think and talk about a civil rights activist. Fill in the chart.

	Example	Your idea
Name of activist	Rosa Parks	
Where they are from?	The United States of America	
When they were active?	1950s - 1960s	
What they did?	bus boycotts, protests, talked with the government	
Who they helped?	Helped African Americans gain equal rights under the law.	

**B** Work with a partner. Read and understand the communication in context and the fluency focus, then make a presentation.

**Communication in Context**

Place: At school  
 People: 2  
 A: Student 1  
 B: Student 2  
 Context: Academic. To give a presentation at school.  
 Goal: To give information about how people fought for human rights.

**Fluency Focus**

1. Remember to say the final "x" sound correctly: either "ks," "z," or "gz."
2. Remember to link (->) together any word that ends with a consonant sound if the next word starts with a vowel sound.
3. Remember to say the final "ed" sound correctly: either "t," "d," or "g."
4. Remember to link (->) together any word that ends with a consonant sound if the next word starts with the same sound.

Review units are an optional consolidation activity. Think about how best to utilize them if you decide to do them. Review units cover the general topic, speaking format, location, ideas, vocabulary, listening skills, speaking skills, and speaking goals as covered in both units 1 and 2. Students should review the contents of both units 1 and 2 prior to beginning the review project so that they activate prior topical knowledge, language, and language skills.

Review units can be completed after completing the two units or as review prior to a test. The objective is to get students to use the information and language they have learned in a creative way to complete a project. Therefore, the outcome of each page will have variation. Teachers should provide students with the tools and information that are necessary to complete the page. Complete an example of the project page so that students have an example to follow.

**MAKE A PRESENTATION**

**C** Work with a partner. Choose a civil rights activist from part **A**. Use the context from part **B**. Use some words you learned in units 1 and 2. Write a presentation.

**PRESENTATION**

**GIVE A PRESENTATION**

**D** Take turns practicing the presentation with your partner. Use the fluency focus from part **B**.

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Before presenting, check for mistakes in the students' writing.

### Level Tips

#### Low-Level Students:

Move around the room as students are completing the writing portion of the project and help correct their mistakes.

#### High-Level Students:

Tell the students what kinds of mistakes they should look for, i.e. spelling, using the same content words too many times etc. Tell them to check a partner's writing and help fix mistakes.

Review the information in units 1 and 2. Discuss what kinds of topics are covered in those units. Prepare some additional information for the students, such as other well-known human rights activists. Discuss what those activists were struggling to achieve and what they did to advance their beliefs.

Show the students an example of a completed project page and explain the tasks they need to do to complete the project and the goal of the project.

You can prepare some pictures of the various roles for the students before class or ask them to find a picture on their own to complete the project as homework.

When the project is completed, allow the students to present their project. Projects can be included in a portfolio and/or displayed in the classroom.