

Integrate

LISTENING & SPEAKING

1

BASIC

Lucas Foster

Integrate Listening & Speaking **Basic 1**

Lucas Foster

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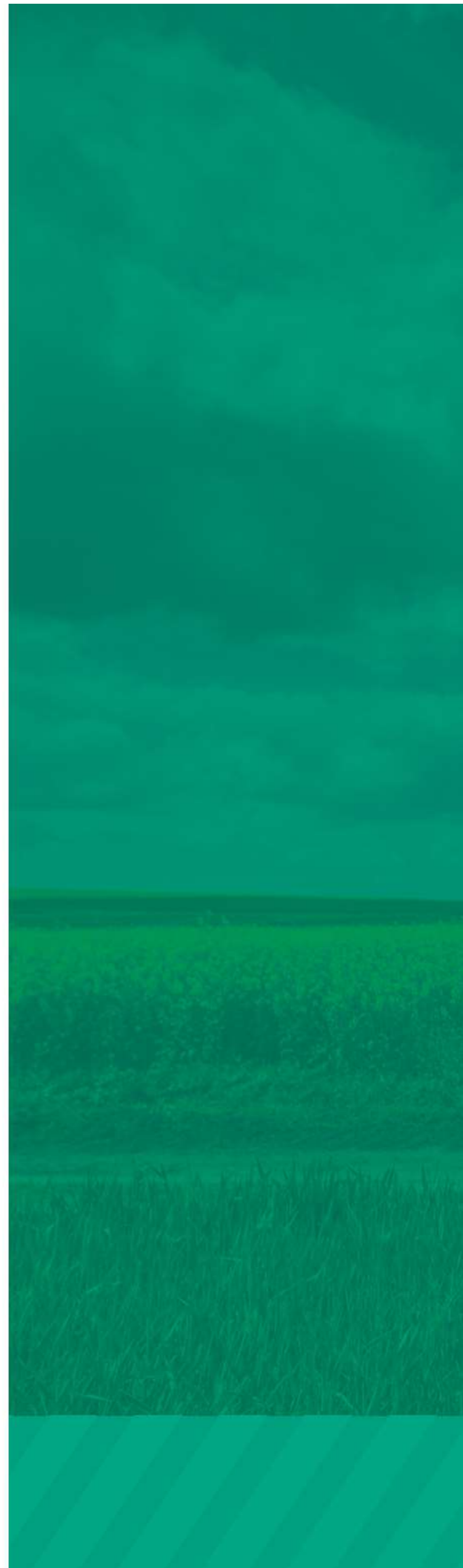
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		Listening Type	Announcement	Listening Function	Listening for information
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Speaking Skill	Linked sounds (Consonant + Consonant)				
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Academic Objective	Understand that animals can be classified by observing the way they live.				
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Speaking Type	Presentation			Speaking Function	Giving information
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Listening Skill	Final "s" sounds				
Speaking Skill	Linked sounds (Consonant + Vowel)				
Integrate IT	QR Code Video				

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Speaking Type	Presentation			Speaking Function	Giving information
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		Listening Type	Conversation	Listening Function	Collaborative idea
		Speaking Type	Dialogue	Speaking Function	Expressing opinions
		Vocabulary	band, lyrics, confused, search, incredible, popular, remember, idea		
		Listening Skill	Final "ed" sounds		
		Speaking Skill	Linked sounds (Consonant + Vowel)		
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Academic Objective	Understand that everyone has different talents that can be expressed at school events.				
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Vocabulary	break, prepare, members, instrument, flute, drums, advice, pick up				
Listening Skill	Reduction of "and"				
Speaking Skill	Linked sounds (Consonant + Consonant)				
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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.

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

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

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

LESSON A PAGES



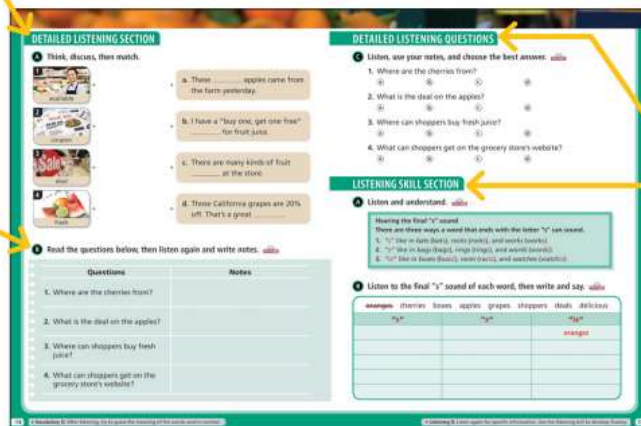
Students cognize the academic objective and context of the communication with warm-up questions.

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

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

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

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

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

LESSON B PAGES

AT THE MARKET 1B

WARM-UP

REVIEW

1. What is each picture getting at in each picture below?
 a. How do you spell the plural form of each word?
 b. How do you say the ending sound of each word?

2. Say the word for each picture with the correct "s" ending sound. Write each word in the correct box below.

Final "s" Sounds:

Now listen and check your answers.

SPEAKING SKILL SECTION

1. 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.

2. Listen, look, and say.

Example: "milk" + "is" = "milk-is" (milk is milk)
 Response: "The apple is fresh." (apple is fresh)
 Response: "The apple is fresh." (apple is fresh)
 Response: "The apple is fresh." (apple is fresh)
 Response: "The apple is fresh." (apple is fresh)

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

1. The oranges are the produce section.
 2. These boxes of cherries are from Washington.
 3. Practice saying the sentences and linking the correct sounds together.

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

INTEGRATE IT

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

1. These _____ are 100% fat-free.
 2. The other _____ are _____ per cent.
 3. How about some _____? They're _____.
 4. Where are these _____ from?

2. Watch again. Listen for the useful phrases. Guess and circle its meaning.

Useful phrases:
 Let me just check that out for you real quick.
 I'll give you that for you.

HAVE A CONVERSATION

1. Work with a partner. Get ready to have a conversation. Read and understand the context of the conversation and the fluency focus.

Communication in Context

Place: At a grocery store
 People: A: Shopper
 B: Grocery store worker
 Context: The shopper asks the store worker about the price of fruit.
 Goal: To find information by asking questions.

Practice phrases:
 1. Remember to say the final "s" sound correctly when "s", "ss", or "z".
 2. Remember to link "s" together so you don't have a consonant sound if the next word starts with a vowel sound.

2. Work with a partner. Understand the context in part 1. Then listen to the conversation, repeat, and fill in the blanks.

Fill in the blanks: produce, fresh, oranges, apples

Conversation Focus

Excuse me, I heard the announcement about the sale on fresh fruit.
 A: _____ May I ask you a question about some of the _____ on fruit?
 B: Oh, hello. Sure! What can I help you with today?
 A: What is the deal on the apples?
 B: OK, let me just check that out for you real quick. So, the green apples are 25% off.
 A: I see. Oh, and I have some "they are, get one free" for _____ Can I see them?
 B: Yes, you can!
 A: Thank you so much for your help! Have a great day!
 B: It's my pleasure. Thank you for shopping at Food World Supermarket, and have a great day!

3. Listen and practice the conversation again. Use the fluency focus from part 2.

Engaging IT content teaches students modern communicative skills. Students complete a dictation activity. Students infer to 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 even numbered units, students complete a dictation activity. In odd 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

01-02 REVIEW

PLAN A NEWS BROADCAST

1. Read the scenario in the chart together as a class. Think and talk about how technology can improve different jobs. Fill in the chart.

Workplace	Example	Using a robot	Useful tool	Why?
Kind of work	feeding fruit	robot	robot	robot
Kind of worker	farmer			
Kind of technology	robot, drone			
Improvement	save time, reduce cost, more crops, less damaged fruit			

2. Work with a partner. Read and understand the communication in context and the fluency focus, then write a news broadcast.

Communication in Context

Place: In a news studio
 People: A: News anchor
 B: Special correspondent
 Context: The news anchor asks a news correspondent about how technology improves work.
 Goal: To give information about how technology improves work.

Practice phrases:
 1. Remember to say the final "s" sound correctly when "s", "ss", or "z".
 2. Remember to link "s" together so you don't have a consonant sound if the next word starts with a vowel sound.
 3. Remember to link "s" together so you don't have a consonant sound if the next word starts with a vowel sound.

MAKE A NEWS BROADCAST

1. Work with a partner. Choose a workplace from part 1. Use the context from part 1. Use some words you learned in units 1 and 2. Write a news broadcast.

NEWS SPECIAL REPORT

Welcome to _____ News. The _____
 In our special report, we'll look at the future of _____

GIVE A NEWS BROADCAST

2. Take turns with your partner practicing the news broadcast. Use the fluency focus from part 1.

Review units utilize project-based learning. Students are provided a communicative task and familiar content which 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, 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.

VOCABULARY PRACTICE

1. Say each word, then match it to the meaning.

a. proper b. suitable c. useless d. reason
e. abundant f. cool g. produce h. fresh

LISTENING SKILL PRACTICE

2. Listen to the final "r" sound of each word, then write and say.

juices	bananas	apples	oranges	strawberries
peaches	lemons	limes	grapes	pineapples
kiwis	plums	pears	cherries	apricots
peaches	lemons	limes	grapes	pineapples

DICTATION I

1. Good afternoon, _____ fruit, now.
2. Buy some _____ in the _____ section.
3. There are many great _____.

DICTATION II

1. Get _____ on our fresh _____ and juices.
2. _____ of _____ from Washington are 50% off, and _____ are "buy one, get one free."
3. You can see _____ to get great deals in all the _____ of our store.

Students can easily access the audio to complete a dictation activity which 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.

COMMUNICATION CONTEXT

1. Use pages 18 and 19 in the student book to help you complete the chart.

People (Who is talking?)	Place (Where are they talking?)	Purpose (Why are they talking?)
-----------------------------	------------------------------------	------------------------------------

SPEAKING SKILL PRACTICE

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

1. The _____ of _____ cherries _____ per _____ pound _____ off.

2. Which _____ are _____ table?

3. I _____ _____ of _____ cherries.

4. The _____ cherries _____ are _____ per _____ kilogram.

READING SKILL PRACTICE

3. Practice saying the sentences and linking the correct sounds together.

4. Use the sentences from activity 3 to complete the conversation. Write the correct sentence in the blank.

A: Oh, excuse me, sir?
B: Hi, how are you today? Can I help you with something?
A: Yes, please.
B: Yes, that's right, we have two kinds.
A: Oh, _____.
B: All, yes, let me just check that for you real quick.
OK, OK, OK.
A: Right. How about those?
B: _____.
A: I see. Thank you for your help.
B: You're welcome. Have a great day!
A: Thank you, too.

5. Practice reading out loud for person A. Then practice again for person B.

6. Use what you learned in this unit to write a question or sentence that links together a consonant and vowel sound.

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 which uses the skills they have gained.

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

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 in the student book on the IT pages, 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.

AT THE MARKET



ACADEMIC OBJECTIVE

- ▶ Investigate examples of economic activities, markets, production, and consumption, and understand that there is a close economic relationship between regions.

LESSON A

- ▶ Listening type: Announcement
- ▶ Listening function: Listening for information
- ▶ Listening skill: Final "s" sounds

LESSON B

- ▶ Speaking type: Dialogue
- ▶ Speaking function: Asking for information
- ▶ Speaking skill: Linked sounds (Consonant + Vowel)



Scan for Audio

Tracks 002-014



1. Who do you see in the picture?
2. Why are they talking to each other?
3. What do you think they are saying?

AT THE MARKET

WARM-UP

- Who do you see in the picture?
- When do they talk to us?
- What might they say to us?

KEY WORDS

A Listen, repeat, then write. TRACK 002

shopper

section

discount

produce



GENERAL LISTENING SECTION

A Get ready to listen: Read the questions below, then listen and write notes.

 TRACK 003

Type

Announcement

Place

In a grocery store

Topic

Food

B Listen and write short notes.  TRACK 004

Questions	Notes
1. Who is talking?	
2. What is the speaker talking about?	
3. What time of day is it?	
4. How does the speaker sound?	

GENERAL LISTENING QUESTIONS

C Listen, use your notes, and choose the best answer.  TRACK 005

- | | | | | |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 1. Who is talking? | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 2. What is the speaker talking about? | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 3. What time of day is it? | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |
| 4. How does the speaker sound? | <input type="radio"/> a | <input type="radio"/> b | <input type="radio"/> c | <input type="radio"/> d |

DETAILED LISTENING SECTION

A Think, discuss, then match.



a. These _____ apples came from the farm yesterday.

b. I have a "buy one, get one free" _____ for fruit juice.

c. There are many kinds of fruit _____ at the store.

d. Those California grapes are 20% off. That's a great _____.

B Read the questions below, then listen again and write notes. 

Questions	Notes
1. Where are the cherries from?	
2. What is the deal on the apples?	
3. Where can shoppers buy fresh juice?	
4. What can shoppers get on the grocery store's website?	

DETAILED LISTENING QUESTIONS

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

1. Where are the cherries from?

- (a) (b) (c) (d)

2. What is the deal on the apples?

- (a) (b) (c) (d)

3. Where can shoppers buy fresh juice?

- (a) (b) (c) (d)

4. What can shoppers get on the grocery store's website?

- (a) (b) (c) (d)

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.

1. "s" like in *bats* (bats), *rocks* (rock**s**), and *works* (work**s**)
2. "z" like in *bags* (bag**z**), *rings* (ring**z**), and *words* (word**z**)
3. "iz" like in *buses* (bus**iz**), *races* (rac**iz**), and *watches* (watch**iz**)

B Listen to the final "s" sound of each word, then write and say. 

~~oranges~~ cherries boxes apples grapes shoppers deals delicious

"s"	"z"	"iz"
		oranges

AT THE MARKET

WARM-UP

- What is each arrow pointing at in each picture below?
- How do you spell the plural form of each word?
- How do you say the ending sound of each word?

REVIEW

A Say the word for each picture with the correct "s" ending sound. Write each word in the correct box below.




Final "s" Sounds

"s"	"z"	"iz"
_____	_____	_____
_____	_____	_____

B Now listen and check your answers. 


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.

B Listen, look, and say.



Example 1 "apple" + "is" = "apple  is" ★ Sounds like "a-ppu-liz"

Sentence 1 "The apple  is there." ★ Sounds like "The a-ppu-liz there."

Example 2 "coupons" + "are" = "coupons  are" ★ Sounds like "cou-pon-zar"

"are" + "in" = "are  in" ★ Sounds like "a-rin"

"coupons" + "are" + "in" = "coupons  are  in" ★ Sounds like "cou-pon-za-rin"

Sentence 2 "The coupons  are  in the bag." ★ Sounds like "The cou-pon-za-rin the bag."

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

1. The oranges are in the produce section.

2. These boxes of cherries are from Washington.

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

INTEGRATE IT

A Scan, listen, watch, and fill in the blanks with the correct words. TRACK 013

QR Scan



1. The _____ of _____ are 50% off.
2. The other _____ are _____ per kilogram.
3. How about some _____? They're _____ off.
4. Where are these _____ from?

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

USEFUL PHRASE

Let me just check that out for you real quick.

MEANING

- ① Please wait while I find the answer.
- ② I will give that to you fast.

HAVE A CONVERSATION

A Work with a partner. Get ready to have a new conversation. Read and understand the context of the conversation and the fluency focus.

Communication in Context



Place: At a grocery store

People: 2

A: Shopper

B: Grocery store worker

Context: The shopper asks the store worker about the price of fruit.

Goal: To find information by asking questions.

Fluency Focus

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

B Work with a partner. Understand the context in part **A**. Then listen to the conversation, repeat, and fill in the blanks. 

Word Box

produce

deals

coupons

apples

Conversation

A: Excuse me. I heard the announcement about the sale on fresh
1 _____. May I ask you a question about some of the
2 _____ on fruit?

B: Oh, hello. Sure! What can I help you with today?

A: What is the deal on the apples?

B: OK. Let me just check that out for you real quick.
So, the green apples are 25% off.

A: I see. Oh, and I have some "buy one, get one free" **3** _____
for **4** _____. Can I use them?

B: Yes, you can!

A: Thank you so much for your help! Have a great day!

B: It's my pleasure. Thank you for shopping at Food World Supermarket,
and have a great day!

C Listen and practice the conversation again. Use the fluency focus from part **A**.

A large white drone with four propellers is flying over a vast field of sunflowers. The sun is setting in the background, creating a warm orange and yellow glow. The sky is a mix of blue and purple. The sunflowers are in the foreground, with their green leaves and yellow heads clearly visible.

FARMING WITH AI

ACADEMIC OBJECTIVE

- ▶ Understand the role of workers and public servants in society.

LESSON A

- ▶ Listening type: News broadcast
- ▶ Listening function: Listening for information
- ▶ Listening skill: Final "s" sounds

LESSON B

- ▶ Speaking type: Presentation
- ▶ Speaking function: Giving information
- ▶ Speaking skill: Linked sounds (Consonant + Consonant)



Scan for Audio

Tracks 015-026



1. Who do you see in the picture?
2. Where is he?
3. What do you think he is doing?

FARMING WITH AI



WARM-UP

- Who do you see in the picture?
- When and where can we see this?
- What do they tell us?

KEY WORDS

A Listen, repeat, then write. TRACK 015

future

robot

crop

change



GENERAL LISTENING SECTION

A Get ready to listen: Read the questions below, then listen and write notes.

 TRACK 016

Type News broadcast **Place** On TV **Topic** Farming

B Listen and write short notes.  TRACK 017

Questions	Notes
1. What type of report is this?	
2. What time of day is it?	
3. Who is talking?	
4. What does the speaker say we need to do with food in the future?	

GENERAL LISTENING QUESTIONS

C Listen, use your notes, and choose the best answer.  TRACK 018

- | | | | | |
|---|-----|-----|-----|-----|
| 1. What type of report is this? | (a) | (b) | (c) | (d) |
| 2. What time of day is it? | (a) | (b) | (c) | (d) |
| 3. Who is talking? | (a) | (b) | (c) | (d) |
| 4. What does the speaker say we need to do with food in the future? | (a) | (b) | (c) | (d) |

DETAILED LISTENING SECTION

A Think, discuss, then match.



a. The _____ is eating our plants.

b. We _____ vegetables in our garden.

c. The scientist wants to _____ a new kind of lightbulb.

d. Most chemicals are _____, so please be careful.

B Read the questions below, then listen again and write notes. 

Questions	Notes
1. What two things does the speaker say will change the way farmers grow food?	
2. What does the speaker say keeps changing every year?	
3. When do some people think the Earth's population will reach 10 billion?	
4. What will destroy crop pests in the future?	

DETAILED LISTENING QUESTIONS

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

- What two things does the speaker say will change the way farmers grow food?
 -
 -
 -
 -
- What does the speaker say keeps changing every year?
 -
 -
 -
 -
- When do some people think the Earth's population will reach 10 billion?
 -
 -
 -
 -
- What will destroy crop pests in the future?
 -
 -
 -
 -

LISTENING SKILL SECTION

A Listen and understand. 

Hearing the final "s" sound

Practice two of the three ways a word that ends with the letter "s" can sound.

- "s" like in *grapes* (grapes), *delicious* (delicious), and *works* (works)
- "z" like in *deals* (dealz), *has* (haz), and *words* (wordz)

B Listen to the final "s" sound of each word, then write and say. 

news robots farmers intelligence drones temperatures lasers crops

"s"	"z"

FARMING WITH AI

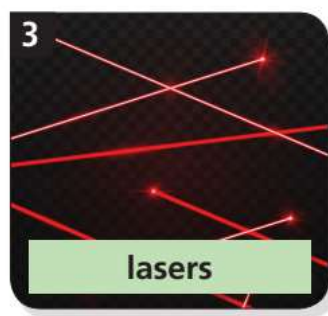
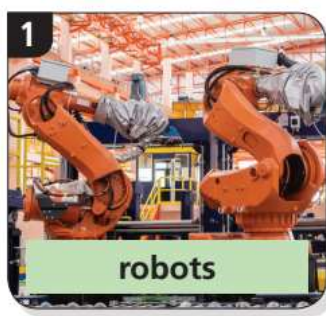


WARM-UP

- What do you see in each picture below?
- How do you spell the plural form of each word?
- How do you say the ending sound of each word?

REVIEW

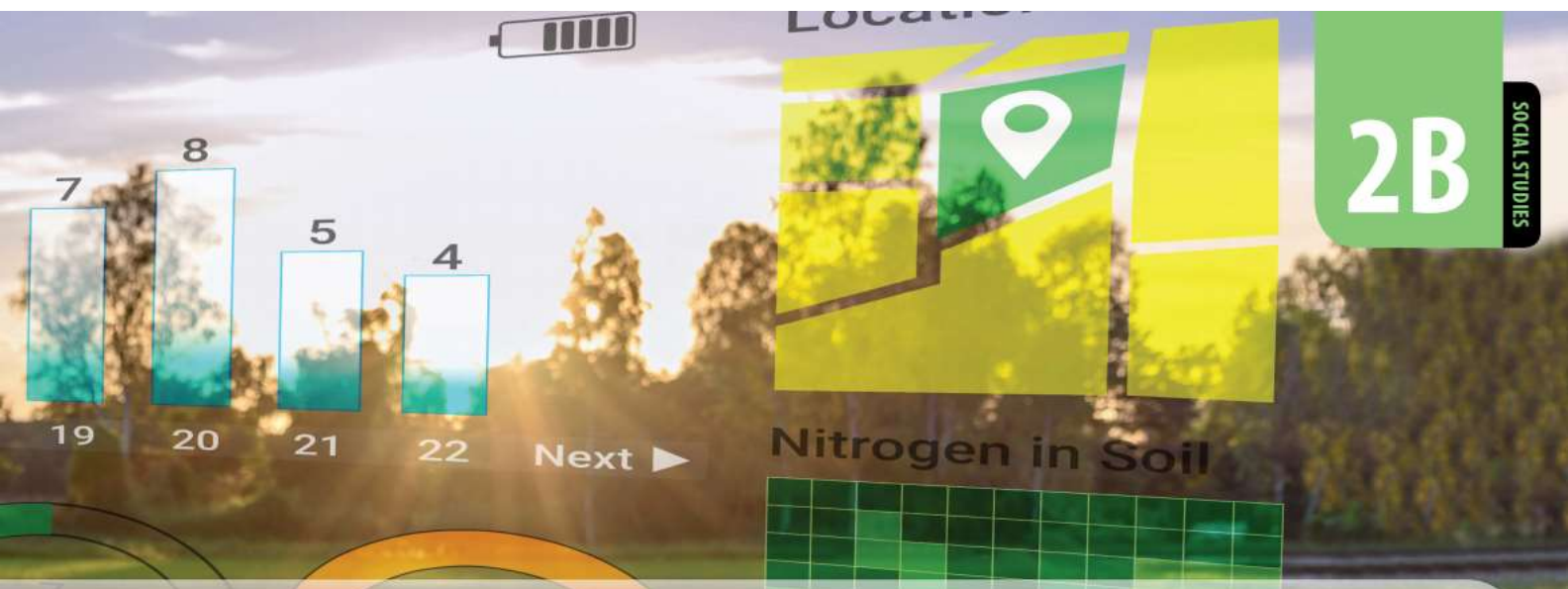
A Say the word in each picture with the correct "s" ending sound. Write each word in the correct box below.



Final "s" Sounds


"s"	"z"
_____	_____
_____	_____
_____	_____

B Now listen and check your answers.




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 once and a little longer than normal. Say the words like they are one word.


B Listen, look, and say.

Example 1 "we'll" + "look" = "we'll  look" ★ Sounds like "we-ll-ook"

Sentence 1 "We'll  look at the future of farming."

★ Sounds like "We-ll-ook at the future of farming."

Example 2 "next" + "to" = "next  two" ★ Sounds like "nex-too"

Sentence 2 "Over the next  two decades, we must invent new machines that will improve farming and help us grow more food."

★ Sounds like "Over the nex-too decades, we must invent new machines that will improve farming and help us grow more food."

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

- They are making robots that pick crops.
- The lasers zap harmful pests.

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

INTEGRATE IT

← Prev 12 13 14 15 16 17

A Scan, listen, watch, and fill in the blanks with the correct words. TRACK 026

Scan



1. _____ who work on these smart farms say the _____ help them a lot.
2. For example, _____ picker _____ work around the clock.
3. Old machines, like tractors, are also _____.
4. All of these new _____ help save time, money, and energy.

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

USEFUL PHRASE	<i>around the clock</i>
MEANING	① 24 hours a day ② in a big circle

CREATE A NEWS REPORT

A Work with a partner. Get ready to make a new news report. Read and understand the context of the news report and the fluency focus.

Communication in Context



Place: On TV
People: 1
A: News reporter
Context: Professional. The reporter asks the worker some questions.
Goal: To give information about robot workers.

Fluency Focus

1. Remember to say the final "s" sound correctly: either "s" or "z."
2. Remember to link (↔) together any word that ends with a consonant sound if the next word begins with the same sound.

B Work with a partner. Use the context in part **A** and some of the words in the word box to make a new news report.

Word Box

invent change robot future drone work dangerous improve

News Report

A: In part two of our special report, we'll interview someone who can talk more about _____

They can work around the clock. They never need rest.

For _____ News, I'm _____.

That's the end of our special report. See you next time.

TIP!

See the Integrate IT transcript on page 107 for a sample news report.

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

ALASKAN BEAVERS

ACADEMIC OBJECTIVE

- ▶ Examine the relationship between an animal's appearance and behavior.

LESSON A

- ▶ Listening type: Conversation
- ▶ Listening function: Listening for information
- ▶ Listening skill: Final "ed" sounds

LESSON B

- ▶ Speaking type: Dialogue
- ▶ Speaking function: Discussing facts / ideas
- ▶ Speaking skill: Linked sounds (Consonant + Vowel)