Integrate Listening and Speaking
Building 3
Teacher's Guide

UNIT 6A	NATURE'S FAVORITE SHAPE

STUDENT BOOK

ACADEMIC OBJECTIVE	Learn how to make various shapes with given figures
Lesson A	Listening Type: TV show Listening Function: Listening for information Listening Skill: Different "th" sounds
Lesson B	Speaking Type: TV show Speaking Function: Explaining something Speaking Skill: Linked sounds (Consonant + Consonant)

TITLE PAGE (5–10 minutes) *Pages 60–61*

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

1. What do you see in the picture?

   Sample answer: Bees at a honeycomb

2. What shapes do you see?

   Sample answer: Hexagons, circles, ovals, triangles, and rectangles

3. What other shapes do you see in nature?

   Sample answer: Other shapes include squares and stars/pentagons.

WARM-UP (5 minutes) *Page 62*

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

Q1. What do you see in the picture?

Sample answer: A number of hexagonal bottles with different types of food in them

Q2. Why do you think it's like this?

Sample answer: Hexagons can fit tightly together.

Q3. Is there any wasted space?

Sample answer: No.

KEY WORDS (5 minutes) *Page 62*

Ⓐ Track 066

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

Answers:

1. geometry	2. pattern	3. snail
4. spiral	5. beehive	6. pentagon

GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 63*

Ⓐ–Ⓒ Track 067, Track 068, Track 069

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

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

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

Answers:

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

BONUS WORDS (5 minutes) *Page 63*

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

Answers:

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

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

DETAILED LISTENING SECTION & QUESTIONS (10 minutes) *Page 64*

Ⓐ–Ⓑ Track 070, Track 071

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

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

Answers:

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

LISTENING SKILL SECTION (5 minutes) *Page 65*

Ⓐ–Ⓒ Track 072, Track 073

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

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

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

Answers:

voiced "th": the, them, other, there, this

unvoiced "th": Earth, things, with

After completing the activity, have students make a list of 4 new/different words (total 8) for each type of "th" sound.

PRACTICE BOOK

VOCABULARY PRACTICE (5 minutes) *Page 24*

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

Answers:

Ⓐ

a. beehive b. snail c. spiral d. pattern e. geometry

f. pentagon g. aware h. remarkable i. shell j. coincidence

Ⓑ

1. f 2. j 3. e 4. d 5. g

6. a 7. i 8. c 9. b 10. h

DICTATION I (5–10 minutes) *Page 25*

Ⓐ Track 121

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

Answers:

1. Is it a coincidence / in nature have the same shape
2. honey bees create their own beehives / in man-made structures
3. Many people think / remarkable animals

LISTENING SKILL PRACTICE (5 minutes) *Page 25*

Ⓐ Track 122

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

Answers:

1. Earth = unvoiced "th"
2. math = unvoiced "th"
3. them = voiced "th"
4. things = unvoiced "th"
5. There = voiced "th"

DICTATION II (10 minutes) *Page 25*

Ⓐ Track 123

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

Answers:

1. the name of a five-sided polygon. Is it a pentagon
2. There have been so many amazing scientific
3. You have to be good at math

UNIT 6B	NATURE'S FAVORITE SHAPE

STUDENT BOOK

WARM-UP (5 minutes) *Page 66*

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

Q1. What word goes with each picture below?

Answers: 1. Earth, 2. math, 3. together, 4. they

Q2. How do you spell each word below?

Answers: 1. Earth, 2. math, 3. together, 4. they

Q3. How do you say the "th" sound in each word?

Answers: 1. unvoiced, 2. unvoiced, 3. voiced, 4. voiced

REVIEW (5 minutes) *Page 66*

Ⓐ–Ⓑ Track 074

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

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

Answers:

voiced "th": together, they

unvoiced "th": Earth, math

SPEAKING SKILL SECTION (10 minutes) *Page 67*

Ⓐ–Ⓓ Track 075, Track 076

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

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

When finished, have students complete part C.

Answers:

1. even → nonliving

2. we'll → look, in → nature

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

INTEGRATE IT (5–10 minutes) *Page 68*

Ⓐ Track 077

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

Answers:

1. geometry 2. beehive 3. aware 4. coincidence 5. patterns

Ⓑ

Watch the video again and have students listen for the useful phrase. See if they can repeat the sentence it is used in. Then have them circle its meaning in the chart.

Answer: 2

MAKE A TV SHOW (15 minutes) *Pages 68–69*

Ⓐ–Ⓒ

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

Have students create a TV script using words from the word box. Refer them to the TV script on page 113 as a sample.

When finished, ask students to do their TV show in front of the class. Remind them about the fluency focus. Finally, have the class vote on the best script.

PRACTICE BOOK

COMMUNICATION CONTEXT (5 minutes) *Page 26*

Ask students to complete the chart based on pages 68 and 69 in the student book. Then go over the chart as a class.

SPEAKING SKILL PRACTICE (5–10 minutes) *Pages 26–27*

Ⓐ–Ⓑ

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

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

Answers:

1. we'll → look, in → nature

2. fit → together

3. Let's → start → to

4. in → nature

Ⓒ–Ⓔ

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

Answers:

1. your host, Victoria Cruz. Tonight, we're looking at geometry in nature. In the first

2. Now, we'll look at how and why there are so many hexagons in nature.

3. Let's start to answer this question by taking a look at one of the most well-known

4. a circle shape than a hexagon shape. As the wax cools down and multiple combs fit together

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

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