Integrate Listening and Speaking
Building 3
Teacher's Guide

UNITS 01–02	REVIEW

PLAN A TV SHOW (5–10 minutes) *Page 90*

Ⓐ–Ⓑ

Students will be creating a TV show. Before they begin, they will learn how to plan for one. Ask students to look at the chart in part A as a class and discuss the points related to the topic. Then have students fill in the chart with ideas from the discussion or of their own.

Put students in pairs. Go over the Communication in Context and Fluency Focus points students need to include in their work. Answer any questions they may have.

MAKE AND DO A TV SHOW (10 minutes) *Page 91*

Ⓒ–Ⓓ

Have students work on their TV scripts. Encourage them to use the words they learned in these two units for their work.

When finished, have students do their TV shows. Remind them about the fluency focus. Encourage students in the audience to ask questions. At the end, ask students to compare the different types of money they learned about from the presentations. Which type do they think is most convenient and safest to use? Try to have everyone share at least one point.

UNITS 03–04	REVIEW

PLAN A PODCAST (5–10 minutes) *Page 94*

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Students will be creating a podcast. Before they begin, they will learn how to plan for one. Ask students to look at the chart in part A and discuss the topic in small groups. Tell them to make notes.

Put students in pairs. Go over the Communication in Context and Fluency Focus points students need to include in their work. Answer any questions they may have.

MAKE AND DO A PODCAST (10 minutes) *Page 95*

Ⓒ–Ⓓ

Have students work on their podcasts. Encourage them to use the words they learned in these two units for their work.

When finished, have students present their podcasts. Remind them about the fluency focus. Encourage students in the audience to ask questions. At the end, ask students to share any new or interesting information they learned from the presentations. Try to have everyone share at least one point. Vote on the best podcast.

UNITS 05–06	REVIEW

PLAN A NEWS BROADCAST (5–10 minutes) *Page 98*

Ⓐ–Ⓑ

Students will be creating a news broadcast. Before they begin, they will learn how to plan for one. Ask students to look at the chart in part A as a class and discuss the points related to the topic. Then have students fill in the chart with ideas from the discussion or of their own.

Put students in pairs. Go over the Communication in Context and Fluency Focus points students need to include in their work. Answer any questions they may have.

MAKE AND DO A NEWS BROADCAST (10 minutes) *Page 99*

Ⓒ–Ⓓ

Have students work on their news broadcasts. Encourage them to use the words they learned in these two units for their work.

When finished, have students present their news broadcasts. Remind them about the fluency focus. Encourage students in the audience to ask questions. At the end, ask students to share any new or interesting information they learned from the presentations. Try to have everyone share at least one point. Vote on the best news broadcast.

UNITS 07–08	REVIEW

PLAN A PRESENTATION (5–10 minutes) *Page 102*

Ⓐ–Ⓑ

Students will be creating a presentation. Before they begin, they will learn how to plan for one. Ask students to look at the chart in part A as a class and think of as many other careers as they can. Write them on the board.

Put students in pairs. Have them choose 5 careers and fill in the chart.

Go over the Communication in Context and Fluency Focus points students need to include in their work. Answer any questions they may have.

DO A SURVEY AND GIVE A PRESENTATION (10 minutes) *Page 103*

Ⓒ–Ⓓ

Ask students to carry out a class survey and record the results on the graph. Then have them work on their presentations. Encourage them to use the words they learned in these two units for their work.

When finished, have students give their presentations. Remind them about the fluency focus. Encourage students in the audience to ask questions. At the end, ask students to combine everyone's results and tabulate them on the board. Which is the most popular career choice? Which is the least popular?