Integrate Listening and Speaking
Building 4
Teacher's Guide

UNIT 5A	THE SUPER NUMBER

STUDENT BOOK

ACADEMIC OBJECTIVE	Understand how to measure pi and the diameter of a circle, and understand what pi is
Lesson A	Listening Type: Podcast Listening Function: Listening for information Listening Skill: Different "th" sounds
Lesson B	Speaking Type: Podcast Speaking Function: Describing usefulness Speaking Skill: Linked sounds (Vowel + Vowel)

TITLE PAGE (5–10 minutes) *Pages 50–51*

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: The symbol π and the number that it is equal to

2. What does the π symbol mean?

   Sample answer: Ratio of the circumference to the diameter of a circle

3. When do people use this number?

   Sample answer: When they want to find the circumference of a circle given the diameter, or the diameter of a circle given the circumference

WARM-UP (5 minutes) *Page 52*

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

Q1. What is the person listening to?

Sample answer: A podcast

Q2. How can you listen to this kind of thing?

Sample answer: By accessing a podcast online or downloading it onto a computer or smart device first

Q3. Who can make this kind of thing?

Sample answer: Anyone

KEY WORDS (5 minutes) *Page 52*

Ⓐ Track 052

Play the listening 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. celebrate	2. digit	3. represent
4. circumference	5. diameter	6. navigation

GENERAL LISTENING SECTION & QUESTIONS (10 minutes) *Page 53*

Ⓐ–Ⓒ Track 053, Track 054, Track 055

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. b	3. a	4. a

BONUS WORDS (5 minutes) *Page 53*

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

Answers:

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

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 54*

Ⓐ–Ⓑ Track 056, Track 057

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. a 3. a 4. b

LISTENING SKILL SECTION (5 minutes) *Page 55*

Ⓐ–Ⓒ Track 058, Track 059

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 out their answers. Correct and clarify any incorrect answers.

Answers:

Voiced "th": the, them, other, although

Unvoiced "th": Earth, third, everything, fourteenth

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 20*

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

Answers:

Ⓐ

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

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

Ⓑ

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

DICTATION I (5–10 minutes) *Page 21*

Ⓐ Track 116

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. We are celebrating
2. measure the ratio / circumference / diameter
3. navigation applications on our smart devices

LISTENING SKILL PRACTICE (5 minutes) *Page 21*

Ⓐ Track 117

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

Answers:

1. math = Unvoiced "th"
2. this = Voiced "th"
3. month = Unvoiced "th"
4. Earth = Unvoiced "th"
5. everything = Unvoiced "th"

DICTATION II (10 minutes) *Page 21*

Ⓐ Track 118

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. March 14th, also known as Pi Day
2. There are many reasons
3. this short commercial break

UNIT 5B THE SUPER NUMBER

STUDENT BOOK

WARM-UP (5 minutes) *Page 56*

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. month, 2. three, 3. these, 4. they

Q2. How do you spell each word below?

Answers: 1. month, 2. three, 3. these, 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 56*

Ⓐ–Ⓑ Track 060

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": these, they

Unvoiced "th": month, three

SPEAKING SKILL SECTION (10 minutes) *Page 57*

Ⓐ–Ⓓ Track 061, Track 062

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. pi [y] in, ratio [w] of, to [w] its

2. two [w] of, pi [y] and, how [w] it

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

INTEGRATE IT (5–10 minutes) *Page 58*

Ⓐ Track 063

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

Answers:

1. celebrating

2. characteristics

3. digits

4. circumference, diameter

5. practical

Ⓑ

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

DO A PODCAST (15 minutes) *Pages 58–59*

Ⓐ–Ⓑ Track 064

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

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

Answers:

1. celebrating 2. characteristics 3. digits 4. ratio

5. circumference 6. diameter 7. practical

Ⓒ–Ⓓ

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

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

PRACTICE BOOK

COMMUNICATION CONTEXT (5 minutes) *Page 22*

Ask students to complete the chart based on pages 58 and 59 in the student book. Then go over the chart as a class.

SPEAKING SKILL PRACTICE (5–10 minutes) *Pages 22–23*

Ⓐ–Ⓑ

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 [y] are

2. go [w] on

3. three [y] one

4. pi [y] actually, go [w] on

Ⓒ–Ⓔ

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

Answers:

1. On today's podcast, we are celebrating March 14th, or as we like to call it, Pi Day.

2. The digits in pi actually go on forever, but perhaps what is even more amazing is that the digits in pi never repeat themselves.

3. Another way to think about this is that the numbers in pi go on forever because there's no pattern in them.

4. That gives us three one four, which are the first three digits of pi.

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

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 out their endings for the class to consider together.