# Integrate Listening and Speaking
# Building 4
# Teacher's Guide

| UNITS 01–02 | REVIEW |
|---|---|

**PLAN A LESSON (5–10 minutes)** *Page 90*

Ⓐ–Ⓑ

Students will be creating a lesson. 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.

**CREATE AND DO A LESSON (10 minutes)** *Page 91*

Ⓒ–Ⓓ

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

When finished, have students present their lessons. 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 lesson.

| UNITS 03–04 | REVIEW |
|---|---|

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

Ⓐ–Ⓑ

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 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 PRESENTATION (10 minutes)** *Page 95*

Ⓒ–Ⓓ

Have students 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 compare and contrast the organisms they learned from the presentations. Try to have everyone share at least one point.

| UNITS 05–06 | REVIEW |
|---|---|

**PLAN AN ONLINE VIDEO (5–10 minutes)** *Page 98*

Ⓐ–Ⓑ

Students will be creating an online video. 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 work out how the compound interest in the example is calculated.

Put students in pairs. Have them fill in the chart with their own savings plan.

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 AN ONLINE VIDEO (10 minutes)** *Page 99*

Ⓒ–Ⓓ

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

When finished, have students make their presentations. 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 presentation.

| UNITS 07–08 | REVIEW |
|---|---|

**PLAN A TV SHOW (5–10 minutes)** *Page 102*

Ⓐ–Ⓑ

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 103*

Ⓒ–Ⓓ

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 list out all the art types, materials, and artworks chosen for the presentations. Which art type, material, and artwork are most popular? Which is most unusual? Try to have everyone participate in the discussion.