Integrate Listening and Speaking
Building 4
Teacher's Guide

UNIT 6A	THE EIGHTH WONDER

STUDENT BOOK

ACADEMIC OBJECTIVE	Understand the principles of fraction multiplication and how to calculate them
Lesson A	Listening Type: Online video Listening Function: Listening for information Listening Skill: Syllabic stress in three or four syllable words
Lesson B	Speaking Type: Online video Speaking Function: Explaining something Speaking Skill: Final "ed" sounds

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 objects do you see in the picture?

   Sample answer: Growing stacks of coins and an alarm clock

2. What connections can you make between the objects?

   Sample answer: Money growing over time

3. What are some different ways to save money?

   Sample answer: Put the money in a savings account or a time deposit at a bank.

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: Someone using a tablet

Q2. What is this person doing?

Sample answer: Watching a video

Q3. Have you ever learned something from online videos?

Sample answer: Yes, I have learned how to make some dishes.

KEY WORDS (5 minutes) *Page 62*

Ⓐ Track 065

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. interest	2. percent	3. fraction
4. divide	5. numerator	6. denominator

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

Ⓐ–Ⓒ Track 066, Track 067, Track 068

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. c 2. c 3. b 4. c

BONUS WORDS (5 minutes) *Page 63*

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

Answers:

1. a 2. c 3. b 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 64*

Ⓐ–Ⓑ Track 069, Track 070

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. b 2. d 3. d 4. b

LISTENING SKILL SECTION (5 minutes) *Page 65*

Ⓐ–Ⓒ Track 071, Track 072

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

Once finished, play the next track and give students time to complete part B on their own.

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

Answers:

Beginning: anything, possible, customers, multiply, numerator

Second: remember, dividing, denominator

After completing the activity, have students make a list of 4 new/different words (total 8) for each position of syllable stress.

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. percent	b. denominator	c. interest	d. express	e. reduce
f. fraction	g. numerator	h. compound	i. account	j. divide

Ⓑ

1. f	2. g	3. b	4. j	5. a
6. c	7. i	8. d	9. e	10. h

DICTATION I (5–10 minutes) *Page 25*

Ⓐ Track 119

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. open a bank account

2. 5% interest each year

3. denominator / bottom number in a fraction

LISTENING SKILL PRACTICE (5 minutes) *Page 25*

Ⓐ–Ⓑ Track 120

Play the audio track and have students complete the chart. Then they are to find and circle the same words in the puzzle. When done, check the answers as a class.

Answers:

Ⓐ

Beginning: anything, possible, multiply, numerator

Second: amazing, dividing, divided, remembered

Ⓑ

D	I	V	I	D	E	D	I	C	N	W
M	U	L	T	I	P	L	Y	U	R	A
N	E	I	Y	I	F	I	O	S	O	N
P	O	S	S	I	B	L	E	T	O	Y
T	P	E	H	E	L	A	E	O	E	T
H	R	D	I	V	I	D	I	N	G	H
I	O	R	E	M	E	M	B	E	R	I
N	U	M	E	R	A	T	O	R	T	N
G	A	M	A	Z	I	N	G	U	N	G

DICTATION II (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. numerator is the top number

2. It's possible to save more money

3. We can multiply fractions to calculate

UNIT 6B THE EIGHTH WONDER

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 do you see in each picture below?

Answers: 1. divided, 2. remembered, 3. calculated, 4. amazing

Q2. How many syllables are there in each word below?

Answers: Three syllables: 1. divided, 2. remembered, 4. amazing; four syllables: 3. calculated

Q3. Which part of the word do you emphasize when you say it?

Answers: 1. second, 2. second, 3. beginning, 4. second

REVIEW (5 minutes) *Page 66*

Ⓐ–Ⓑ Track 073

Have students say the words in the images with the correct syllable stress. Ask them to write the words in the chart correctly.

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

Answers:

Beginning: calculated

Second: divided, remembered, amazing

SPEAKING SKILL SECTION (10 minutes) *Page 67*

Ⓐ–Ⓓ Track 074, 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. called = "d"

2. expressed = "t"

3. calculated = "id"

4. earned = "d"

Play the audio and go over the answers. Then have students practice saying the sentences with the correct "ed" ending sound.

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. interest 2. fractions 3. percent 4. compound 5. reduced

Ⓑ

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: 1

MAKE A VIDEO (15 minutes) *Pages 68–69*

Ⓐ–Ⓒ

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

Have students create a video script using words from the word box. Refer them to the video script on page 112 as a sample.

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

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 "ed" ending sound.

Answers:

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

Ⓒ–Ⓔ

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

Answers:

1. In today's video, we'll learn about something called compound interest.

2. In a previous video, I explained how simple interest works.

3. What makes compound interest different from simple interest is that it gets calculated each year and the amount you earn in interest grows after each year.

4. It's one-hundred over twenty, which, when reduced, is $5.

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