|  |  |  |
| --- | --- | --- |
|  | **Transcripts** | compass pub-logo(word) |

**Integrate Listening & Speaking Basic 1 Transcript**

**Unit 1 – At the Market**

**STUDENT BOOK**

**🎧Track 002**

**Unit 1 At the Market**

**LESSON A**

**KEY WORDS**

**PART A. Listen, repeat, then write.**

**Number 1**. produce

**Number 2**. section

**Number 3**. discount

**Number 4**. shopper

**🎧Track 003**

**GENERAL LISTENING SECTION**

**PART A. Get ready to listen. Read the questions below, then listen and write notes.**

You will hear an announcement in a grocery store. The announcement is about buying and selling food.

**🎧Track 004**

**PART B. Listen and write short notes.**

Good afternoon, Food World Supermarket Shoppers.

We want to tell you about our discount sale on fresh fruit in the produce section of the store.

Oranges from Florida are buy one get one free.

Boxes of cherries from Washington are 50% off.

Oregon green apples are 25% percent off.

California grapes are 20% off.

There are lots of other great deals available in the fresh produce section.

We also want to let you know about our new, fresh fruit juice made right here in the store. The juice is healthy, delicious, and 100% natural!

So come to the produce section of the store and buy some fresh, healthy, and delicious fruit and juice, now.

Don’t forget to “like,” and “follow,” us on all of your favorite social media sites.

And visit our website for special coupons only available online.

Thank you for your attention, Food World Supermarket Shoppers.

Have a great day!

**🎧Track 005**

**GENERAL LISTENING QUESTIONS**

**PART C. Listen, use your notes, and choose the best answer.**

**Number 1.** Who is talking?

**a.** A worker in a grocery store

**b.** A shopper in a grocery store

**c.** A person who likes social media sites

**d.** A person who visits websites

**Number 2.** What is the speaker talking about?

**a.** States in the U.S.A.

**b.** Special prices on fruit in a grocery store

**c.** How to make fresh juice

**d.** How to visit websites

**Number 3.** What time of day is it?

**a.** Morning

**b.** Lunchtime

**c.** Afternoon

**d.** Nighttime

**Number 4.** How does the speaker sound?

**a.** Angry and upset

**b.** Sad and quiet

**c.** Happy and excited

**d.** Bored and tired

**🎧Track 006**

**DETAILED LISTENING SECTION**

**PART B. Read the questions below, then listen again and write notes.**

Good afternoon, Food World Supermarket Shoppers.

We want to tell you about our discount sale on fresh fruit in the produce section of the store.

Oranges from Florida are buy one get one free.

Boxes of cherries from Washington are 50% off.

Oregon green apples are 25% off.

California grapes are 25% off.

There are lots of other great deals available in the fresh produce section.

We also want to let you know about our new, fresh fruit juice made right here in the store.

The juice is healthy, delicious, and 100% natural! So come to the produce section of the store and buy some fresh, healthy, and delicious fruit and juice, now.

Don’t forget to “like,” and “follow,” us on all of your favorite social media sites.

And visit our website for special coupons only available online.

Thank you for your attention, Food World Supermarket Shoppers.

Have a great day!

**🎧Track 007**

**DETAILED LISTENING QUESTIONS**

**PART C. Listen, use your notes, and choose the best answer.**

**Number 1**. Where are the cherries from?

**a.** They are from Florida

**b.** They are from California

**c.** They are from Oregon

**d.** They are from Washington

**Number 2**. What is the deal on the apples?

**a.** They are buy one get one free

**b.** They are 20% off

**c.** They are 25% off

**d.** They are 50% off

**Number 3**. Where can shoppers buy fresh juice?

**a.** In the produce section

**b.** On the store’s website

**c.** From their favorite social media site

**d.** In Florida

**Number 4**. What can shoppers get on the grocery store’s website?

**a.** Cherries

**b.** Likes and followers

**c.** Juice

**d.** Coupons

**🎧Track 008**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing the final “s” sound

There are 3 ways a word that ends with the letter “s” can sound.

**Number 1.** “s” like in like in *bats* (bats), *rocks* (rocks), and *works* (works)

**Number 2.** “z” like in *bags* (bagz), *rings* (ringz), and *words* (wordz)

**Number 3.** “iz” like in *buses* (busiz), *races* (raciz), and *watches* (watchiz)

**🎧Track 009**

**PART B. Listen to the final “s” sound of each word, then write and say.**

oranges (x2)

Oranges from Florida are buy one get one free.

cherries (x2)

Cherries from Washington are fifty percent off.

boxes (x2)

Boxes are fifty percent off.

apples (x2)

Oregon green apples are twenty-five percent off.

grapes (x2)

California grapes are twenty percent off.

shoppers (x2)

Good afternoon, Food World Supermarket Shoppers. deals (x2)

There are lots of other great deals available in the fresh produce section.

delicious (x2)

Buy some fresh, healthy, and delicious fruit and juice now.

**🎧Track 010**

**Unit 1 At the Market**

**LESSON B**

**REVIEW**

**PART B. Now listen and check your answers.**

**Number 1.** Oranges (x2) is pronounced with the “iz” ending sound.

**Number 2.** Apples (x2) is pronounced with the “z” ending sound.

**Number 3.** Grapes (x2) is pronounced with the “s” ending sound.

**Number 4.** Coupons (x2) is pronounced with the “z” ending sound.

**🎧Track 011**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

You can link (↪) a word that ends with a consonant sound together with a word that begins with a vowel sound. When you link the words, you say them like they are one word.

**🎧Track 012**

**PART B. Listen, look, and say.**

Look at example one.

The ending sound of the word “apple” is the consonant sound “l”

The beginning sound of the word “is” is the vowel sound “i”

Link the sounds together:

“apple” + “is” = “apple↪is” *(* ***appuliz )***

Now try the example sentence:

“The apple↪is there.”

Look at example two.

The ending sound of the word “coupons” is the consonant “z” sound

The beginning sound of the word “are” is the vowel “a” sound

Link the sounds together:

“coupons” + “are” = “coupons↪are” ***( couponzar )***

The ending sound of the word “are” is the consonant “r” sound

The beginning sound of the word “in” is the vowel “i” sound

Link the sounds together:

“are” + “in” = “are↪in” ***( arin )***

Link all three together:

“coupons” + “are” + “in” = “coupons↪are↪in” ***( couponzarin )***

Now try the example sentence:

“The coupons↪are↪in the bag.”

**🎧Track 013**

**INTEGRATE IT**

**PART A. Scan, listen, watch, and fill in the blanks with the correct words.**

**A:** Um, excuse me, sir?

**B:** Oh, hi, how are you today? Can I help you with something?

**A:** Uh, yes, um I heard the announcement about the sale on fresh produce. But I see two kinds of cherries? Which ones are on sale?

**B:** Ah, yes, let me just check that out for you real quick.

OK...so the boxes of cherries are 50% off. And the other cherries are $5.99 per kilogram.

**A:** I see, thank you.

**B:** Sure. And how about some apples? They’re 25% off.

**A:** Hmmm...they look nice, but maybe next time. I already have some at home.

But where are these grapes from?

**B:** Ah, these are California grapes. They are 20% off.

You can try one, if you like.

**A:** OK. They look good, I think I will try one.

**A:** Wow! These are good. I will buy some of these, too. Thank you for your help.

**B:** You’re welcome. Have a great day!

**A:** Thanks, you too.

**🎧Track 014**

**HAVE A CONVERSATION**

**PART B. Work with a partner. Understand the context in part A. Then listen to the conversation, repeat, and fill in the blanks.**

**A**: Excuse me. I heard the announcement about the sale on fresh produce. May I ask you a question about some of the deals on fruit?

**B**: Oh, hello. Sure! What can I help you with today?

**A**: What is the deal on the apples?

**B:** OK. Let me just check that for you real quick.

So, the green apples are twenty-five percent off.

**A**: I see. Oh, and I have some buy one, get one free coupons for apples. Can I use them?

**B:** Yes, you can!

**A:** Thank you so much for your help! Have a great day!

**B**: It’s my pleasure. Thank you for shopping at Food World Supermarket, and have a great day!

**PRACTICE BOOK**

**🎧Track 102**

**Unit 1 At the Market**

**LESSON A**

**DICTATION I**

**PART A. Listen and write the missing word(s).**

**Number 1.** Good afternoon, shoppers.

**Number 2.** Buy some fresh fruit, now.

**Number 3.** There are many great deals in the produce section.

**🎧Track 103**

**LISTENING SKILL PRACTICE**

**PART A. Listen to the final “s” sound of each word, then write and say.**

Juices (x2)

Boxes (x2)

Coupons (x2)

Stores (x2)

Fruits (x2)

Sections (x2)

Discounts (x2)

**🎧Track 104**

**DICTATION II**

**Part A. Listen and write the missing word(s).**

**Number 1.** Get discounts on our fresh fruits and juices.

**Number 2.** Boxes of cherries from Washington are 50% off, and oranges are “buy one, get one free.”

**Number 3.** You can use coupons to get great deals in all the sections of our store.

**Unit 2 – Farming With AI**

**STUDENT BOOK**

**🎧Track 015**

**Unit 2 Farming with AI**

**LESSON A**

**KEY WORDS**

**PART A. Listen, repeat, then write.**

**Number 1**. crop

**Number 2**. robot

**Number 3**. change

**Number 4**. future

**🎧Track 016**

**GENERAL LISTENING SECTION**

**PART A. Get ready to listen.**

**Read the questions below, then listen and write notes.**

You will hear a news broadcast on TV.

The news broadcast is about farming.

**🎧Track 017**

**PART B. Listen and write short notes.**

Welcome to LJF News. In part one of our special report tonight, we’ll look at the future of farming. How will Artificial Intelligence and robots change the way farmers grow food? Over the past century, farming has changed a lot. Farmers will soon use robots and AI to farm and grow crops.

The Earth’s temperatures and weather keep changing every year. And, by the year 2050, the Earth’s population could be around 10 billion people. This means we must double the amount of food we now grow.

Over the next two decades, we must invent new machines that will improve farming and help us grow more food. Scientists around the world are trying to do this. They are making robots that pick crops. They are making drones that fly over crops and destroy pests. Instead of using dangerous chemicals, these drones use lasers. The lasers zap harmful pests. Scientists are also making self-driving tractors that will save time, money, and fuel. These inventions will increase the amount of crops we can grow. With the use of AI and robots, the future of farming is looking great!

Watch next time for part two of our special report. For LJF News, I’m Maya Oh. I’ll see you next time. Good night.

**🎧Track 018**

**GENERAL LISTENING QUESTIONS**

**PART C. Listen, use your notes, and choose the best answer.**

**Number 1**. What type of report is this?

**a.** A weather report

**b.** A sports report

**c.** A special report

**d.** An economic report

**Number 2**. What time of day is it?

**a.** Night

**b.** Afternoon

**c.** Lunchtime

**d.** morning

**Number 3.** Who is talking?

**a.** A robot

**b.** A farmer

**c.** A scientist

**d.** A news reporter

**Number 4.** What does the speaker say we need to do with food in the future?

**a.** We need less food in the future.

**b.** We need the same amount of food inthe future.

**c.** We need to grow more food in the future.

**d.** We won’t need any food in the future.

**🎧Track 019**

**DETAILED LISTENING SECTION**

**PART B. Read the questions below, then listen again and write notes.**

Welcome to LJF News. In part one of our special report tonight, we’ll look at the future of farming. How will Artificial Intelligence and robots change the way farmers grow food? Over the past century, farming has changed a lot. Farmers will soon use robots and AI to farm and grow crops.

The Earth’s temperatures and weather keep changing every year. And, by the year 2050, the Earth’s population could be around 10 billion people. This means we must double the amount of food we now grow.

Over the next two decades, we must invent new machines that will improve farming and help us grow more food. Scientists around the world are trying to do this. They are making robots that pick crops. They are making drones that fly over crops and destroy pests. Instead of using dangerous chemicals, these drones use lasers. The lasers zap harmful pests. Scientists are also making self-driving tractors that will save time, money, and fuel. These inventions will increase the amount of crops we can grow. With the use of AI and robots, the future of farming is looking great!

Watch next time for part two of our special report. For LJF News, I’m Maya Oh. I’ll see you next time. Good night.

**🎧Track 020**

**DETAILED LISTENING QUESTIONS**

**PART C. Listen, use your notes, and choose the best answer.**

**Number 1.** What two things does the speaker say will change the way farmers grow food?

**a.** Pests and population

**b.** Lasers and chemicals

**c.** Scientists and temperatures

**d.** Artificial Intelligence and robots

**Number 2.** What does the speaker say keeps changing every year?

**a.** Temperatures and weather

**b.** Farmers and scientists

**c.** Crops and pests

**d.** Money and fuel

**Number 3.** When do some people think the Earth’s population will reach 10 billion?

**a.** Over the past century

**b.** 10 billion years from now

**c.** By the year 2050

**d.** In the last two decades

**Number 4.** What will destroy crop pests in the future?

**a.** Self-driving tractors

**b.** Drones with lasers

**c.** Farmers with chemicals

**d.** Scientists with robots

**🎧Track 021**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing the final “s” sound

Practice two of the three ways a word that ends with the letter “s” can sound.

**Number 1.** “s” like in *grapes* (grapes), *delicious* (delicious), and *works* (works)

**Number 2.** “z” like in *deals* (dealz), *has* (haz), and *words* (wordz)

**🎧Track 022**

**PART B. Listen to the final “s” sound of each word, then write and say.**

news (x2)

Welcome to LJF News.

robots (x2)

With the use of AI and robots, the future of farming is looking great!

farmers (x2)

Farmers will soon use robots and AI.

intelligence (x2)

How will Artificial Intelligence and robots change the way farmers grow food?

drones (x2)

They are making drones that fly over crops and destroy pests.

temperatures (x2)

Temperatures and weather keep changing every year.

lasers (x2)

Instead of using dangerous chemicals, these drones use lasers.

crops (x2)

These inventions will increase the amount of crops we can grow.

**🎧Track 023**

**Unit 2 Farming with AI**

**LESSON B**

**REVIEW**

**PART B. Now listen and check your answers.**

**Number 1.** robots (x2) is pronounced with the “s” ending sound.

**Number 2.** pests (x2) is pronounced with the “s” ending sound.

**Number 3.** lasers (x2) is pronounced with the “z” ending sound.

**Number 4.** farmers (x2) is pronounced with the “z” ending sound.

**🎧Track 024**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

You can link (↪) a word that ends with a consonant sound together with a word that begins with the same sound.

When you link the same sound, say it once and a little longer than normal. Say the words like they are one word.

**🎧Track 025**

**PART B. Listen, look, and say.**

Look at example one.

The ending sound of the word “we’ll” is the consonant sound “ll”.

The beginning sound of the word “look” is the same consonant sound “l”.

Link the sounds together:

“we’ll” + “look” = “we’ll↪look” ***( we-ll-ook )***

Now try the example sentence:

“We’ll↪look at the future of farming.”

Look at example two.

The ending sound of the word “next” is the consonant sound “t”.

The beginning sound of the word “two” is the same consonant sound “t”.

Link the sounds together:

“next” + “two” = “next↪two”  ( ***nex-too )***

Now try the example sentence:

“*Over the* ***next-two*** *decades, we must invent new machines that will improve farming and help us grow more food.”*

**🎧Track 026**

**INTEGRATE IT**

**PART A. Scan, listen, watch, and fill in the blanks with the correct words.**

In part two of our special report, we’ll look more at “smart farms.”

The smart farm may seem like science fiction, but they are real.

Farmers who work on these smart farms say the robots help them a lot. For example, crop picker robots pick fresh crops and work around the clock. They never need rest.

The farmers also like drones, like this one, that help them find and get rid of pests that affect crops.

Farming machines are also getting better by putting them together with new inventions. For example, tablets give farmers information about how much water the crops need. This helps save water.

Old machines, like tractors, are also changing. Farmers can drive tractors without being in the tractor. They use a control like the one they use to fly drones.

Furthermore, self-driving tractors, which don’t need human control, are already being used on some farms.

All of these new inventions help save time, money, and energy. So, it’s no wonder that many farmers like them.

Smart farms are here, and they’ll keep growing around the world.

For LJF News, I’m Maya Oh. That’s the end of our special report. See you next time.

**PRACTICE BOOK**

**🎧Track 105**

**Unit 2 Farming with AI**

**LESSON A**

**DICTATION I**

**PART A. Listen and write the missing word(s).**

**Number 1.** How will farming change in the future?

**Number 2.** We must double the amount of crops we grow.

**Number 3.** Farmers will soon use robots to help them.

**🎧Track 106**

**LISTENING SKILL PRACTICE**

**PART A. Listen to the final “s” sound of each word, then write and say.**

reports (x2)

chemicals (x2)

zaps (x2)

futures (x2)

populations (x2)

farms (x2)

tractors (x2)

picks (x2)

**🎧Track 107**

**DICTATION II**

**PART A. Listen and write the missing word(s).**

**Number 1.** LJF News has four special reports this month.

**Number 2.** Self-driving tractors and robots will work on farms.

**Number 3.** The drones use a laser that zaps pests.

**Unit 3 – Alaskan Beavers**

**STUDENT BOOK**

**🎧Track 027**

**Unit 3 Alaskan Beavers**

**LESSON A**

**KEY WORDS**

**PART A. Listen, repeat, then write.**

**Number 1**. dam

**Number 2**. lake

**Number 3**. flood

**Number 4**. build

**🎧Track 028**

**GENERAL LISTENING SECTION**

**PART A. Get ready to listen.**

**Read the questions below, then listen and write notes.**

You will hear a conversation in nature. The conversation is about beavers.

**🎧Track 029**

**PART B. Listen and write short notes.**

**A:** Look, son. There’s a family of beavers living here. They made this lake.

**B:** Really? How did they make this lake?

**A:** This place used to be a river. The beavers liked it, so they started building. Beavers are some of the best builders in nature. They moved rocks and started building the bottom of this dam. Next, they put mud and plants between the rocks. Then, they used their powerful front teeth to cut down trees. Finally, they piled wood on top of the rocks. This stopped the river water from flowing. The water behind the dam flooded and made this lake.

**B:** Wow! They must have really strong teeth if they can cut down trees, huh?

**A:** Yes. A beaver’s teeth never stop growing. So, they must use them to cut down trees for building.

**B:** Do they live in the water or on land?

**A:** Beavers build their homes in the water. How they do it is similar to how they build dams. Their home is called a lodge. Look, it’s over there.

**B:** Oh, I see it! So, are beavers good swimmers?

**A:** Yes. Their webbed feet and paddle-like tail make them excellent swimmers.

**B:** Cool. Let’s go see the lodge, dad!

**🎧Track 030**

**GENERAL LISTENING QUESTIONS**

**PART C. Listen, use your notes, and choose the best answer.**

**Number1.** Who is talking?

**a.** A mother and daughter

**b.** A mother and son

**c.** A father and daughter

**d.** A father and son

**Number2.** Where are they?

**a.** At the beach

**b.** At a river

**c.** At a lake

**d.** In the forest

**Number3.** Where do beavers live?

**a.** In the mud

**b.** In the water

**c.** On the land

**d.** On the rocks

**Number4.** How do the speakers sound?

**a.** Scared and upset

**b.** Quiet and worried

**c.** Interested and happy

**d.** Sick and tired

**🎧Track 031**

**DETAILED LISTENING SECTION**

**PART B. Read the questions below, then listen again and write notes.**

**A:** Look, son. There’s a family of beavers living here. They made this lake.

**B:** Really? How did they make this lake?

**A:** This place used to be a river. The beavers liked it, so they started building. Beavers are some of the best builders in nature. They moved rocks and started building the bottom of this dam. Next, they put mud and plants between the rocks. Then, they used their powerful front teeth to cut down trees. Finally, they piled wood on top of the rocks. This stopped the river water from flowing. The water behind the dam flooded and made this lake.

**B:** Wow! They must have really strong teeth if they can cut down trees, huh?

**A:** Yes. A beaver’s teeth never stop growing. So, they must use them to cut down trees for building.

**B:** Do they live in the water or on land?

**A:** Beavers build their homes in the water. How they do it is similar to how they build dams. Their home is called a lodge. Look, it’s over there.

**B:** Oh, I see it! So, are beavers good swimmers?

**A:** Yes. Their webbed feet and paddle-like tail make them excellent swimmers.

**B:** Cool. Let’s go see the lodge, dad!

**🎧Track 032**

**DETAILED LISTENING QUESTIONS**

**PART C. Listen, use your notes, and choose the best answer.**

**Number1.** What do beavers use to build the bottom of the dam?

**a.** Wood

**b.** Trees

**c.** Rocks

**d.** Water

**Number2.** How do beavers cut down trees?

**a.** They use their paddle-like tail.

**b** They use their powerful front teeth.

**c.** They use their webbed feet.

**d.** They use rocks.

**Number3.** What is a beaver’s home called?

**a.** A dam

**b.** A lodge

**c.** A river

**d.** A lake

**Number4.** What makes beavers good swimmers?

**a.** Their feet and tail.

**b.** Their teeth and tail.

**c.** Their feet and teeth.

**d.** Their tail only

**🎧Track 033**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing the final “ed” sound

There are three ways a word that ends with the letters “ed” can sound.

**Number 1.** “t” like in *looked* (lookt), *helped* (helpt), and *missed* (misst)

**Number 2.** “d” like in *called* (calld), *exercised* (exercizd), and *loved* (lovd)

**Number 3.** “id” like in *wanted* (wantid) and *needed* (needid)

**🎧Track 034**

**PART B. Listen to the final “ed” sound of each word, then write and say.**

liked (x2)

The beavers liked it.

started (x2)

They started building.

used (x2)

They used their powerful front teeth to cut down trees.

stopped (x2)

This stopped the river water from flowing.

piled (x2)

They piled wood on top of the rocks.

flooded (x2)

The water behind the dam flooded and made this lake.

moved (x2)

They moved rocks.

webbed (x2)

Their webbed feet and paddle-like tail make them excellent swimmers.

**🎧Track 035**

**Unit 3 Alaskan Beavers**

**LESSON B**

**REVIEW**

**PART B. Now listen and check your answers.**

**Number 1.** flooded (x2) is pronounced with the “id” ending sound.

**Number 2.** piled (x2) is pronounced with the “d” ending sound.

**Number 3.** stopped (x2) is pronounced with the “t” ending sound.

**Number 4.** liked (x2) is pronounced with the “t” ending sound.

**🎧Track 036**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

You can link (↪) a word that ends with a consonant sound together with a word that begins with a vowel sound. When you link the words, you say them like they are one word.

**🎧Track 037**

**PART B. Listen, look, and say.**

Look at example one.

The ending sound of the word “liked” is the consonant sound “t”.

The beginning sound of the word “it” is the vowel sound “i”.

Link the sounds together:

“liked” + “it” = “liked↪it” ***( like-tit )***

Now try the example sentence:

“The beavers liked↪it, so they started building.”

Look at example two.

The ending sound of the word “flooded” is the consonant sound “id”.

The beginning sound of the word “and” is the vowel sound “a”.

Link the sounds together.

“flooded” + “and” = “flooded↪and”

***( fluh-di-dand )***

Now try the example sentence:

“The water behind the dam flooded↪and made this lake.”

**🎧Track 038**

**INTEGRATE IT**

**PART A. Scan, listen, watch, and fill in the blanks with the correct words.**

**B:** This beaver lodge looks like a lot of wood was just piled up. How do they get in and out of it?

**A:** They usually build a door under the water. Beavers can swim well underwater. When they feel that danger is near, they swim quickly to the safety of their lodge.

**B:** What kinds of animals are dangerous to beavers?

**A:** Bears, wolves, and mountain lions would all love to eat a beaver.

**B:** But, beavers live in the water. How could a bear eat a beaver?

**A:** Beavers have to go on land to get wood. Bears can run about 48 kilometers per hour, but they can’t swim as well as beavers. So, beavers build a dam and make a small lake to stay close to the water. It makes a safe place for them to live, swim, eat, and play.

**B:** I heard beavers can’t see very well. Is that true?

**A:** Yes, that’s true. But they can smell and hear really well. Beavers slap the water with their paddle-like tail if they feel danger is near. It makes a very loud sound. Then all the beavers swim back to the lodge and hide inside for safety.

**B:** Wow! What a cool animal.

**A:** You can say that again!

**🎧Track 039**

**HAVE A CONVERSATION**

**PART B. Work with a partner. Understand the context in part A. Then listen to the conversation, repeat, and fill in the blanks.**

**A:** Look over there. What animal is that?

**B:** Oh, that’s a beaver. There’s a whole family of them living here.

**A:** Wow. Really?

**B:** Yes, and they made this small lake.

**A:** Oh, I see. Why did they make the lake?

**B:** Look over there. Do you see all of that wood piled up in the water?

**A:** Yes.

**B:** That’s their home. It’s called a lodge.

**A:** Now I get it. They built a dam to make the lake, and then built the lodge on the lake.

**B:** That’s right. The lake is part of their home.

A: Wow! They worked really hard to build their home.

**B:** You can say that again!

**PRACTICE BOOK**

**🎧Track 108**

**Unit 3 Alaskan Beavers**

**LESSON A**

**DICTATION I**

**PART A. Listen and write the missing word(s).**

**Number 1.** A family of beavers made this lake.

**Number 2.** They built that dam.

**Number 3.** Beavers use their teeth to cut down trees and eat wood.

**🎧Track 109**

**LISTENING SKILL PRACTICE**

**PART A. Listen to the final “ed” sound of each word, then write and say.**

called (x2)

stopped (x2)

piled (x2)

flooded (x2)

moved (x2)

lived (x2)

liked (x2)

started (x2)

**🎧Track 110**

**DICTATION II**

**PART A. Listen and write the missing word(s).**

**Number 1.** The beavers liked this place, so they started to build a dam here.

**Number 2.** They piled wood on top of the rocks and stopped the water from flowing.

**Number 3.** Their home is called a lodge.

**Unit 4 – The Blue-Ringed Octopus**

**🎧Track 040**

**Unit 4 The Blue-Ringed Octopus**

**LESSON A**

**KEY WORDS**

**PART A. Listen, repeat, then write.**

**Number 1**. deadly

**Number 2**. bright

**Number 3**. skin

**Number 4**. warn

**🎧Track 041**

**GENERAL LISTENING SECTION**

**PART A. Get ready to listen.**

**Read the questions below, then listen and write notes.**

You will hear a podcast on the internet. The podcast is about animals.

**🎧Track 042**

**PART B. Listen and write short notes.**

Welcome to the All-About-Animals-Podcast. Each week, we talk about amazing animals. I’m your host, Lynn Sanders.

Today, we are talking about the blue-ringed octopus. It lives in the warm parts of the Pacific and Indian Oceans.

Its skin is yellow with blue rings on it. It weighs about 25 grams and is about the size of a baseball. It doesn’t have any bones. So, it changes its body shape to hide between rocks and other places. It also changes its skin color to look the same as rocks, or other places it hides.

Although it’s small and shy, it’s one of the deadliest animals on Earth. When it feels scared, it swims away. But, if it is followed, it makes its body big and changes its skin to a bright color. It does this to warn other animals to stay away. If that doesn’t work, it bites with venom that is strong enough to kill 26 humans.

Several other dangerous animals, like the poison dart frog, black widow spider, and coral snake, also have bright colors that warn other animals to stay away.

So, if you see a bright-colored animal, on land or in water, stay away from it!

**🎧Track 043**

**GENERAL LISTENING QUESTIONS**

**PART C. Listen, use your notes, and choose the best answer.**

**Number 1.** How often is this podcast?

**a.** Once a day

**b.** Once a week

**c.** Once a month

**d.** Once a year

**Number 2.** Who is talking?

**a.** A woman

**b.** A man

**c.** A man and a woman

**d.** A child

**Number 3.** What animal is the speaker mostly talking about?

**a.** The poison dart frog

**b.** The blue-ringed octopus

**c.** The black widow spider

**d.** The coral snake

**Number 4.** What color is this animal?

**a.** Yellow and red

**b.** Blue and orange

**c.** Yellow and blue

**d.** Blue and green

**🎧Track 044**

**DETAILED LISTENING SECTION**

**PART B. Read the questions below, then listen again and write notes.**

Welcome to the All-About-Animals-Podcast. Each week, we talk about amazing animals. I’m your host, Lynn Sanders.

Today, we are talking about the blue-ringed octopus. It lives in the warm parts of the Pacific and Indian Oceans.

Its skin is yellow with blue rings on it. It weighs about 25 grams and is about the size of a baseball. It doesn’t have any bones. So, it changes its body shape to hide between rocks and other places. It also changes its skin color to look the same as rocks, or other places it hides.

Although it’s small and shy, it’s one of the deadliest animals on Earth. When it feels scared, it swims away. But, if it is followed, it makes its body big and changes its skin to a bright color. It does this to warn other animals to stay away. If that doesn’t work, it bites with venom that is strong enough to kill 26 humans.

Several other dangerous animals, like the poison dart frog, black widow spider, and coral snake, also have bright colors that warn other animals to stay away.

So, if you see a bright-colored animal, on land or in water, stay away from it!

**🎧Track 045**

**DETAILED LISTENING QUESTIONS**

**PART C. Listen, use your notes, and choose the best answer.**

**Number 1.** Where does the blue-ringed octopus live?

**a.** On warm land

**b.** In between rocks

**c.** In the cold parts of the ocean

**d.** In the warm parts of the ocean

**Number 2.** How big is the blue-ringed octopus?

**a.** About the size of a big rock

**b.** About the size of a human

**c.** About the size of a baseball

**d.** About the size of a spider

**Number 3.** What can a blue-ringed octopus’s skin do?

**a.** It can change color

**b.** It can turn into a ring

**c.** It can look like snakes

**d.** It can kill animals

**Number 4.** What kinds of animals does the speaker say we should stay away from?

**a.** Animals that are small

**b.** Animals with bright colors

**c.** Animals that live in the water

**d.** Animals that live on the land

**🎧Track 046**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing the final “s” sound

There are three ways a word that ends with the letter “s” can sound.

**Number 1.** “s” like in *hats* (hats), *socks* (socks), and *works* (works)

**Number 2.** “z” like in *rides* (ridez), *kings* (kingz), and *caves* (cavez)

**Number 3.** “iz” like in *oranges* (orangiz), *races* (raciz), and *boxes* (boxiz)

**🎧Track 047**

**PART B. Listen to the final “s” sound of each word, then write and say.**

rings (x2)

Its skin is yellow with blue rings on it.

rocks (x2)

It changes its skin color to look the same as rocks.

lives (x2)

It lives in the warm parts of the Pacific and Indian Oceans.

bites (x2)

It bites with venom that is strong enough to kill 26 humans.

hides (x2)

It hides between rocks.

places (x2)

It hides in other places, too.

grams (x2)

It weighs about 25 grams.

changes (x2)

It changes its skin color when it feels scared.

**🎧Track 048**

**Unit 4 The Blue-Ringed Octopus**

**LESSON B**

**REVIEW**

**PART B. Now listen and check your answers.**

**Number 1.** rings (x2) s pronounced with the “z” ending sound.

**Number 2.** warns (x2) is pronounced with the “z” ending sound.

**Number 3.** changes (x2) is pronounced with the “iz” ending sound.

**Number 4.** rocks (x2) is pronounced with the “s” ending sound.

**🎧Track 049**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

You can link (↪) a word that ends with a consonant sound together with a word that begins with a vowel sound.

When you link the words, you say them like they are one word.

**🎧Track 050**

**PART B. Listen, look, and say.**

Look at example one.

The ending sound of the word “lives” is the consonant sound “z”.

The beginning sound of the word “in” is the vowel sound “i”.

Link the sounds together:

“lives” + “in” = “lives↪in” ***( live-zin )***

The ending sound of the word “parts” is the consonant sound “s”.

The beginning sound of the word “of” is the vowel sound “uh”.

Link the sounds together:

“parts” + “of” = “parts↪of” ***( part-suv )***

Now try the example sentence:

“It lives↪in the warm parts↪of the ocean.”

Look at example two.

The ending sound of the word “changes” is the consonant sound “iz”.

The beginning sound of the word “its” is the vowel sound “i”.

Link the sounds together:

“changes” + “its” = “changes↪its”

 ***( chain-jeh-zits )***

The ending sound of the word “rocks” is the consonant sound “s”.

The beginning sound of the word “and” is the vowel sound “a”.

Link the sounds together:

“rocks” + “and” = “rocks↪and” ***( rock-sand )***

The ending sound of the word “and” is the consonant sound “d”.

The beginning sound of the word “other” is the vowel sound “uh”.

Link the sounds together:

“and” + “other” = “and↪other” ***( an-dother )***

Now try the example sentence:

“It changes↪its body shape to hide between rocks↪and↪other places.”

**🎧Track 051**

**INTEGRATE IT**

**PART A. Scan, listen, watch, and fill in the blanks with the correct words.**

Welcome back to the All-About-Animals-Podcast. Thank you for watching and listening. I’m your host, Lynn Sanders.

Let’s begin with the question of the day: What’s the difference between an animal with poison, and an animal with venom?

Here’s the answer: Both poison and venom are dangerous, toxic chemicals. The difference is the way the animals use the chemicals.

Poisonous animals hurt people when people touch or eat them. If a person doesn’t touch or eat a poisonous animal, then it can’t hurt a person. Some examples of poisonous animals are the poison dart frog, puffer fish, and cane toad.

Venomous animals, on the other hand, bite, sting, or spray people, which puts their toxic chemicals into people. Some examples of venomous animals are the blue-ringed octopus, black widow spider, and coral snake.

So, the difference is a poisonous animal can’t really hurt a person if the person doesn’t touch the poisonous animal, but a venomous animal can.

Many poisonous and venomous animals have bright colors, spikes, and other dangerous-looking body parts that warn other animals to stay away.

A good rule is, if you see a wild animal, especially one that looks dangerous, stay away from it!

**PRACTICE BOOK**

**🎧Track 111**

**Unit 4 The Blue-Ringed Octopus**

**LESSON A**

**VOCABULARY PRACTICE**

**PART A. Listen and number. Then say each word and match the word to its meaning.**

**Number 1.** skin (x2)

**Number 2.** venom (x2)

**Number 3.** warn (x2)

**Number 4.** deadly (x2)

**Number 5.** bright (x2)

**Number 6.** hide (x2)

**Number 7.** ring (x2)

**Number 8.** follow (x2)

**🎧Track 112**

**DICTATION I**

**PART A. Listen and write the missing word(s).**

**Number 1.** Its skin is bright yellow.

**Number 2.** It also has blue rings on its skin.

**Number 3.** It has a deadly venom that is strong enough to kill many people.

**🎧Track 113**

**LISTENING SKILL PRACTICE**

**PART A. Listen to the final “s” sound of each word, then write and say.**

oceans (x2)

parts (x2)

animals (x2)

rocks (x2)

swims (x2)

places (x2)

colors (x2

changes (x2)

**🎧Track 114**

**DICTATION II**

**PART A. Listen and write the missing word(s).**

**Number 1.** The blue-ringed octopus lives in the warm parts of the Pacific and Indian Oceans.

**Number 2.** It hides between rocks and in other places, too.

**Number 3.** It changes its skin to many different colors.

**Unit 5 – Baseball Fields**

**STUDENT BOOK**

**🎧Track 052**

**Unit Baseball Fields**

**LESSON A**

**KEY WORDS**

**PART A. Listen, repeat, then write.**

**Number 1**. field

**Number 2**. angle

**Number 3**. degree

**Number 4**. measure

**🎧Track 053**

**GENERAL LISTENING SECTION**

**PART A. Get ready to listen.**

**Read the questions below, then listen and write notes.**

You will hear a conversation at school.

The conversation is about homework.

**🎧Track 054**

**PART B. Listen and write short notes.**

**A:** Hey, Jeff. What’re you doing in the library? You look upset. What’s wrong?

**B:** Hi, Max. I don’t understand this problem on my math homework.

**A:** Maybe I can help. What’s it say?

**B:** It says, “How many right angles are on a baseball field?”

What’s a right angle?

**A:** An angle is the part where two lines meet.

**B:** Yeah, but I don’t know what a right angle is.

**A:** Well, you know how we use a ruler to measure a line in centimeters?

**B:** Yeah.

**A:** For angles, we use a different kind of ruler called a protractor. It looks like a half-circle. We use it to measure degrees of an angle.

**B:** I get it now. I use a ruler to measure centimeters of a line, and a protractor to measure degrees of an angle. But, I still don’t know what a right angle is.

**A:** A right angle is an angle that’s ninety degrees.

**B:** Alright. Let’s try to measure this baseball field with my protractor.

**A:** OK, first draw a line here, then draw another line here, and another one here. Finally, it looks like the last one is here.

**B:** OK, so it seems there are four right angles on a baseball field.

**A:** That’s right! Nice work!

**🎧Track 055**

**GENERAL LISTENING QUESTIONS**

**PART C. Listen, use your notes, and choose the best answer.**

**Number1.** Where are they?

**a.** At a baseball field

**b.** In math class

**c.** At the library

**d.** At home

**Number2.** Who is upset at first?

**a.** Jeff

**b.** Max

**c.** The librarian

**d.** Their math teacher

**Number3.** What are they trying to measure?

**a.** The library

**b.** Their homework

**c.** A line

**d.** A baseball field

**Number4.** What do they use to measure it?

**a.** A centimeter

**b.** A ruler

**c.** A protractor

**d.** A half circle

**🎧Track 056**

**DETAILED LISTENING SECTION**

**PART B. Read the questions below, then listen again, and write notes.**

**A:** Hey, Jeff. What’re you doing in the library? You look upset. What’s wrong?

**B:** Hi, Max. I don’t understand this problem on my math homework.

**A:** Maybe I can help. What’s it say?

**B:** It says, “How many right angles are on a baseball field?”

What’s a right angle?

**A:** An angle is the part where two lines meet.

**B:** Yeah, but I don’t know what a right angle is.

**A:** Well, you know how we use a ruler to measure a line in centimeters?

**B:** Yeah.

**A:** For angles, we use a different kind of ruler called a protractor. It looks like a half-circle. We use it to measure degrees of an angle.

**B:** I get it now. I use a ruler to measure centimeters of a line, and a protractor to measure degrees of an angle. But, I still don’t know what a right angle is.

**A:** A right angle is an angle that’s ninety degrees.

**B:** Alright. Let’s try to measure this baseball field with my protractor.

**A:** OK, first draw a line here, then draw another line here, and another one here. Finally, it looks like the last one is here.

**B:** OK, so it seems there are four right angles on a baseball field.

**A:** That’s right! Nice work!

**🎧Track 057**

**DETAILED LISTENING QUESTIONS**

**PART C. Listen, use your notes, and choose the best answer.**

**Number1.** What is an angle?

**a.** It’s a long line.

**b.** It’s four lines.

**c.** It’s a half circle.

**d.** It’s the part where two lines meet.

**Number2.** If we use centimeters to measure lines, what measurement is for angles?

**a.** Right angles

**b.** Lines

**c.** Degrees

**d.** Half-circles

**Number3.** What is a right angle?

**a.** Any angle that is ninety degrees

**b.** Any group of four angles

**c.** Any correct angle

**d.** Any angle that isn’t a left angle

**Number4.** How many right angles are on a baseball field?

**a.** Ninety

**b.** Four

**c.** Two

**d.** Nine

**🎧Track 058**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

A reduction is when certain words are blended together with other words. When this happens, we say the two words together quickly. Here are two words that we often blend with other words.

**Number 1.** “know” like in “you know” which sounds like “yuhno”

**Number 2.** “of” like in “sort of” which sounds like “sorta”

**🎧Track 059**

**PART B. Listen to the reduction of the blended words, then write and say.**

you ... know ...

yuhno (x2)

Yuhno what I mean?

don’t ... know ...

dunno (x2)

I dunno the answer.

sort ... of ...

sorta (x2)

I sorta understand now.

kind ... of ...

kinda (x2)

I’m kinda upset.

one ... of ...

wunna (x2)

This is wunna the problems from my homework.

**🎧Track 060**

**Unit 5 Baseball Fields**

**LESSON B**

**REVIEW**

**PART B. Now listen and check your answers.**

**Number 1.** don’t ... know (x2) can be pronounced dunno, d-u-n-n-o, dunno

**Number 2.** you ... know (x2) can be pronounced yuhno, y-u-h-n-o, yuhno

**Number 3.** half ... of (x2) can be pronounced hafa, h-a-f-a, hafa

**Number 4.** piece ... of (x2) can be pronounced peesa, p-e-e-s-a, peesa

**🎧Track 061**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

You can link (↪) a word that ends with a consonant sound together with a word that begins with the same sound.

When you link the same sound, say it once and a little longer than normal. Say the words like they are one word.

**🎧Track 062**

**PART B. Listen, look, and say.**

Look at example one.

The ending sound of the word “it” is the consonant sound “t.”

The beginning sound of the word “to” is the same consonant sound “t”.

Link the sounds together:

“it” + “to” = “it↪to” ***(ih-too)***

Now try the example sentence:

“We use it↪to measure degrees of an angle.”

Look at example two.

The ending sound of the word “four” is the consonant sound “r”.

The beginning sound of the word “right” is the same consonant sound “r”.

Link the sounds together:

“four” + “right” = “four↪right” ***( fo-right)***

Now try the example sentence:

“There are four↪right-angles.”

**🎧Track 063**

**INTEGRATE IT**

**PART A. Scan, listen, watch, and fill in the blanks with the correct words.**

**A:** Hello, Nick. What are you doing in the library? Is everything OK? You look upset.

**B:** Hi, Betty. I don’t understand this problem on my math homework.

**A:** Maybe I can help you. What’s it say?

**B:** It says, “How many right angles are on a tennis court?”

But, I don’t know what a right angle is.

**A:** An angle is the part where two lines meet.

**B:** Right, I know that. But I don’t know what a right angle is.

**A:** Oh, that’s easy. It’s an angle that’s ninety degrees.

**B:** Degrees? What are degrees?

**A:** Well, you know how we use a ruler to measure a line in centimeters?

**B:** Yeah.

**A:** For angles, we use a different kind of measurement called degrees. And we use a different kind of ruler called a protractor. That’s what this half-circle thing is. We use it to measure degrees of an angle.

**B:** OK. I think I get it now. I use a ruler to measure centimeters of a line, and a protractor to measure degrees of an angle.

**A:** Right! And a right angle is an angle that’s ninety degrees.

Alright then, now let’s try to measure this tennis court with my protractor.

**B:** OK, so I think that there are forty right angles on a tennis court.

**A:** Let me see. Yes. I think that’s right.

**B:** Thanks for helping me, Betty!

**A:** Don’t mention it.

**🎧Track 064**

**HAVE A CONVERSATION**

**PART B. Work with a partner. Understand the context in part A. Then listen to the conversation, repeat, and fill in the blanks.**

**A:** Hey, Nate. What are you doing in the library? Is everything OK?

**B:** Hi, Nick. I don’t understand this problem on my math homework.

**A:** Maybe I can help you. What’s it say?

**B:** It says, “How many right angles are on a soccer field?”

But, I don’t know what a right angle is.

**A:** An angle is the part where two lines meet.

**B:** Right, but what’s a right angle?

**A:** Easy. It’s an angle that’s ninety degrees.

**B:** Alright then, now let’s try to measure this soccer field with my protractor.

OK, so I think that there are thirty-two right angles on a soccer field.

**A:** Let me look. Yes. I think that’s right.

**B:** Thanks for helping me, Nick!

**A:** Don’t mention it.

**PRACTICE BOOK**

**🎧Track 115**

**Unit 5 Baseball Fields**

**LESSON A**

**DICTATION I**

**PART A. Listen and write the missing word(s).**

**Number 1.** I don’t understand this math problem on my homework.

**Number 2.** An angle is the part where two lines meet.

**Number 3.** Use a protractor to measure a right angle.

**🎧Track 116**

**LISTENING SKILL PRACTICE**

**PART A. Listen to the reduction of the blended words, then write and say.**

yuhno (x2)

dunno (x2)

peesa (x2)

kinda (x2)

hafa (x2)

**🎧Track 117**

**DICTATION II**

**PART A. Listen and write the missing word(s).**

**Number 1.** I don’t know what a right angle is.

**Number 2.** You know how we use a ruler to measure centimeters of a line?

**Number 3.** For angles, we use a different kind of ruler called a protractor.

**Unit 6 – The Deep Ocean**

**STUDENT BOOK**

**🎧Track 065**

**Unit 6 The Deep Ocean**

**LESSON A**

**KEY WORDS**

**PART A. Listen, repeat, then write.**

**Number 1**. trench

**Number 2**. zone

**Number 3**. compare

**Number 4**. deep

**🎧Track 066**

**GENERAL LISTENING SECTION**

**PART A. Get ready to listen.**

**Read the questions below, then listen and write notes.**

You will hear a show on TV.

The show is about oceans.

**🎧Track 067**

**PART B. Listen and write short notes.**

Welcome to the National-Nature-Network. I’m Victoria Cruz. Tonight, our interesting topic is, how deep the Earth’s oceans are.

The Earth’s five oceans, the Pacific, Atlantic, Indian, Arctic, and Antarctic, cover 71% of Earth. 97% of all water on Earth is ocean water. There are five main zones in every ocean. Each zone gets deeper than the next.

The Sunlight Zone is about 200 meters deep. Next is the Twilight Zone. It’s 200 meters to 1,000 meters deep. Compare it to the tallest building in the world, the Burj Khalifa, which is 830 meters tall. The Midnight Zone is 1,000 meters to 4,000 meters deep, and there’s no sunlight from here. Compare this to the average international airport runway, which is between 2,000 meters to 3,000 meters long. The next zone, called the Abyss, is 4,000 meters to 6,000 meters deep. Compare this to the highest mountain in the world, Mount Everest, which is 8,848 meters high.

The deepest zone is several long and narrow trenches at the bottom of the oceans. The deepest place in the world is a trench called Challenger Deep in the Pacific Ocean. It’s about 10,994 meters deep. Compare this to large jets that fly about 11,500 meters high. Now you know how deep the oceans really are.

**🎧Track 068**

**GENERAL LISTENING QUESTIONS**

**PART C. Listen, use your notes, and choose the best answer.**

**Number 1.** What is the name of the TV network?

**a.** The Victoria Cruz Network

**b.** The National Nature Network

**c.** The Challenger Network

**d.** The Ocean Network

**Number 2.** What time of day is it?

**a.** Morning

**b.** Lunchtime

**c.** Afternoon

**d.** Nighttime

**Number 3.** Why is the speaker talking about oceans?

**a.** To explain where the oceans are.

**b.** To explain about the animals that live in the oceans.

**c.** To explain how deep the oceans are.

**d.** To explain the names of the oceans.

**Number 4.** What do you think the speaker’s job is?

**a.** A TV announcer

**b.** A builder

**c.** A mountain climber

**d.** An airplane pilot

**🎧Track 069**

**DETAILED LISTENING SECTION**

**PART B. Read the questions below, then listen again and write notes.**

Welcome to the National-Nature-Network. I’m Victoria Cruz. Tonight, our interesting topic is, how deep the Earth’s oceans are.

The Earth’s five oceans, the Pacific, Atlantic, Indian, Arctic, and Antarctic, cover 71% of Earth. 97% of all water on Earth is ocean water. There are five main zones in every ocean. Each zone gets deeper than the next.

The Sunlight Zone is about 200 meters deep. Next is the Twilight Zone. It’s 200 meters to 1,000 meters deep. Compare it to the tallest building in the world, the Burj Khalifa, which is 830 meters tall. The Midnight Zone is 1,000 meters to 4,000 meters deep, and there’s no sunlight from here. Compare this to the average international airport runway, which is between 2,000 meters to 3,000 meters long. The next zone, called the Abyss, is 4,000 meters to 6,000 meters deep. Compare this to the highest mountain in the world, Mount Everest, which is 8,848 meters high.

The deepest zone is several long and narrow trenches at the bottom of the oceans. The deepest place in the world is a trench called Challenger Deep in the Pacific Ocean. It’s about 10,994 meters deep. Compare this to large jets that fly about 11,500 meters high. Now you know how deep the oceans really are.

**🎧Track 070**

**DETAILED LISTENING QUESTIONS**

**PART C. Listen, use your notes, and choose the best answer.**

**Number 1.** How many oceans are there in the world?

**a.** There are four oceans.

**b.** There are five oceans.

**c.** There are seventy-one oceans.

**d.** There are ninety-seven oceans.

**Number 2.** How many main ocean zones are there?

**a.** There is one zone.

**b.** There are two zones.

**c.** There are four zones.

**d.** There are five zones.

**Number 3.** From which zone is there no longer any sunlight?

**a.** The Sunlight Zone

**b.** The Twilight Zone

**c.** The Midnight Zone

**d.** The Abyss

**Number 4.** What is the name of the deepest place on Earth?

**a.** The Pacific Ocean

**b.** Challenger Deep

**c.** The Burj Khalifa

**d.** Mount Everest

**🎧Track 071**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing the final “s” sound

There are three ways a word that ends with the letter “s” can sound.

**Number 1.** “s” like in *hats* (hats), *sets* (sets), and *pots* (pots)

**Number 2.** “z” like in *drones* (dronez), *pens* (penz), and *farmers* (farmerz)

**Number 3.** “iz” like in *oranges* (orangiz), *places* (placiz), and *beaches* (beachiz)

**🎧Track 072**

**PART B. Listen to the final “s” sound of each word, then write and say.**

oceans (x2)

There are five oceans in the world.

trenches (x2)

Trenches are the deepest places in the world.

jets (x2)

Compare this to large jets that fly as high as 11,500 meters.

zones (x2)

There are five main zones in every ocean.

averages (x2)

The averages for different runways are between 2,000 meters to 3,000 meters long.

gets (x2)

Each ocean zone gets deeper than the next.

meters (x2)

The deepest place on Earth is about 10,994 meters deep.

airports (x2)

International airports have long runways.

**🎧Track 073**

**Unit 6 The Deep Ocean**

**LESSON B**

**REVIEW**

**PART B. Now listen and check your answers.**

**Number 1.** oceans (x2) is pronounced with the “z” ending sound.

**Number 2.** trenches (x2) is pronounced with the “iz” ending sound.

**Number 3.** jets (x2) is pronounced with the “s” ending sound.

**Number 4.** zones (x2) is pronounced with the “z” ending sound.

**🎧Track 074**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

Each syllable usually has at least one vowel.

Sometimes there is a silent (X) syllable in the middle of a word.

Do not say this vowel sound.

When you say these words, delete the “e” sound before the “r” sound in the middle of the word.

**🎧Track 075**

**PART B. Listen, look, and say.**

Look at example one.

Say all of the syllables.

How many syllables are there?

“a-ver-age”(x2)

There are three syllables.

Now, don’t say the “e” sound before the “r” sound in the middle of the word.

How many syllables are there now?

“av-rage” (x2) ***av-ridge***

There are now two syllables.

Now try the example sentence:

“The avXrage runway is between 2,000 and 3,000 meters long.”

Look at example two.

Say all of the syllables.

How many syllables are there?

“In-te-res-ting”(x2)

There are four syllables.

Now, don’t say the “e” sound before the “r” sound in the middle of the word.

How many syllables are there now?

“In-tre-sting” (x2) ***in-truh-sting***

There are now three syllables.

Now try the example sentence:

“Oceans↪are inXtresting.”

**🎧Track 076**

**INTEGRATE IT**

**PART A. View, listen, watch, and fill in the blanks with the correct words.**

Welcome to the deep ocean submarine tour. We will tour different ocean zones.

First is the Sunlight Zone. It is about 200 meters deep. There is a lot of sunlight in the water, and there’s a lot of plant and animal life here.

Next is the Twilight Zone. It’s 200 meters to 1,000 meters deep.

Compare it to the tallest building in the world, which is 830 meters tall.

The Midnight Zone is 1,000 meters to 4,000 meters deep, and there’s no sunlight from here. Compare this to the average international airport runway, which is between 2,000 meters to 3,000 meters long.

The next zone, called the Abyss, is 4,000 meters to 6,000 meters deep. Compare this to the highest mountain in the world, Mount Everest, which is 8,848 meters high.

This is a long and narrow trench at the bottom of the ocean floor. Trenches are the deepest part of the ocean.

The deepest place in the world is a trench called Challenger Deep in the Pacific Ocean. It’s about 10,994 meters deep. Compare this to large jets that fly about 11,500 meters high. Now you know how deep the oceans really are.

**PRACTICE BOOK**

**🎧Track 118**

**Unit 6 The Deep Ocean**

**LESSON A**

**DICTATION I**

**PART A. Listen and write the missing word(s).**

**Number 1.** The average international airport runway is between 2,000 meters to 3,000 meters long.

**Number 2.** Compare this to the highest mountain in the world, Mount Everest, which is 8,848 meters high.

**Number 3.** There are several long and narrow trenches at the bottom of the Earth’s oceans.

**🎧Track 119**

**LISTENING SKILL PRACTICE**

**PART A. Listen to the final “s” sound of each word, then write and say.**

oceans (x2)

trenches (x2)

mountains (x2)

zones (x2)

places (x2

topics (x2)

meters (x2)

airports (x2)

**🎧Track 120**

**DICTATION II**

**PART A. Listen and write the missing word(s).**

**Number 1.** There are many interesting topics we talk about on our show.

**Number 2.** There are five main zones in each of the Earth’s oceans.

**Number 3.** The deepest places in the world are the trenches at the bottom of the Earth’s oceans.

**Unit 7 – Top-10 Songs**

**STUDENT BOOK**

**🎧Track 077**

**Unit 7 Top-10 Songs**

**LESSON A**

**KEY WORDS**

**PART A. Listen, repeat, then write.**

**Number 1**. confused

**Number 2**. band

**Number 3**. search

**Number 4**. lyrics

**🎧Track 078**

**GENERAL LISTENING SECTION**

**PART A. Get ready to listen.**

**Read the questions below, then listen and write notes.**

You will hear a conversation at school. The conversation is about music.

**🎧Track 079**

**PART B. Listen and write short notes.**

**A:** Hey Matt, have you listened to that new song by the band STB? The song is called “Work and Play.”

**B:** Hey Jack!Yeah, I listened to it this morning. It was on the radio. I really liked it!

**A:** Did you know it made the Music World Top-10 List?

**B:** I didn’t know that. That’s incredible!

**A:** They started to get popular last year.

**B:** People all around the world listen to their music.

**A:** Yeah, they’re really famous now.

**B:** But, when I listened to their new song I was confused about some of the lyrics in it.

**A:** Oh really,which part?

**B:** The part where they say, “We played and we worked. We worked hard,” and then I don’t know the next part.

**A:** Hmm, I can’t remember that part. I have an idea. Let’s use my phone to search for the lyrics online.

**B:** Good idea!

**A:** Alright, let’s see. “STB,” “Work and Play,” “lyrics.” Ah, here they are. OK, so they say, “we played and we worked. We worked hard to get where we are. We worked really hard to be here, where we are.”

**B:** Oh, cool. I like those lyrics. They make me feel good!

**A:** Me too! I’m glad we looked up the lyrics online.

**🎧Track 080**

**GENERAL LISTENING QUESTIONS**

**PART C. Listen, use your notes, and choose the best answer.**

**Number 1.** What band are the speakers talking about?

**a.** Work and Play

**b.** STB

**c.** Music World

**d.** Top 10

**Number 2.** Where did the second speaker hear the new song?

**a.** On the radio

**b.** At school

**c.** On his phone

**d.** On the internet

**Number 3.** Why do the friends use a phone?

**a.** To listen to the song

**b.** To call another friend

**c.** To search for other Top-10 bands

**d.** To search for the song lyrics

**Number 4.** How does the song make them feel?

**a.** Good

**b.** Confused

**c.** Popular

**d.** Smart

**🎧Track 081**

**DETAILED LISTENING SECTION**

**PART B. Read the questions below, then listen again and write notes.**

**A:** Hey Matt, have you listened to that new song by the band STB? The song is called “Work and Play.”

**B:** Hey Jack!Yeah, I listened to it this morning. It was on the radio. I really liked it!

**A:** Did you know it made the Music World Top-10 List?

**B:** I didn’t know that. That’s incredible!

**A:** They started to get popular last year.

**B:** People all around the world listen to their music.

**A:** Yeah, they’re really famous now.

**B:** But, when I listened to their new song I was confused about some of the lyrics in it.

**A:** Oh really,which part?

**B:** The part where they say, “We played and we worked. We worked hard,” and then I don’t know the next part.

**A:** Hmm, I can’t remember that part. I have an idea. Let’s use my phone to search for the lyrics online.

**B:** Good idea!

**A:** Alright, let’s see. “STB,” “Work and Play,” “lyrics.” Ah, here they are. OK, so they say, “we played and we worked. We worked hard to get where we are. We worked really hard to be here, where we are.”

**B:** Oh, cool. I like those lyrics. They make me feel good!

**A:** Me too! I’m glad we looked up the lyrics online.

**🎧Track 082**

**DETAILED LISTENING QUESTIONS**

**PART C. Listen, use your notes, and choose the best answer.**

**Number 1.** What’s the name of the song the speakers are talking about?

**a.** STB

**b.** Music World

**c.** A Good Idea

**d.** Work and Play

**Number 2.** What does the second speaker think about the band making the Top-10 List?

**a.** It’s confusing

**b.** It’s incredible

**c.** It’s not good

**d.** It’s hard

**Number 3.** When did the band start to get popular?

**a.** This morning

**b.** Last week

**c.** Now

**d.** Last year

**Number 4.** What are the lyrics they found online?

**a.** We don’t like to work hard.

**b.** We worked really hard to be here, where we are.

**c.** We just want to play where we are.

**d.** We played and we played hard.

**🎧Track 083**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing the final “ed” sound

There are three ways a word that ends with the letters “ed” can sound.

**Number 1.** “t” like in *cooked* (cookt), *helped* (helpt), and *missed* (misst)

**Number 2.** “d” like in *cleaned* (cleaned), *piled* (piled), and *played* (played)

**Number 3.** “id” like in *invented* (inventid), *ended* (endid), and *sounded* (soundid)

**🎧Track 084**

**PART B. Listen to the final “ed” sound of each word, then write and say.**

liked (x2)

I really liked it.

started (x2)

They started to get popular last year.

listened (x2)

I listened to it this morning.

called (x2)

The song is called “Work and Play.”

worked (x2)

We worked hard to get where we are.

confused (x2)

I was confused about some of the lyrics.

looked (x2)

I’m glad we looked up the lyrics online.

played (x2)

We played.

**🎧Track 085**

**Unit 7 Top-10 Songs**

**LESSON B**

**REVIEW**

**PART B. Now listen and check your answers.**

**Number 1.** confused (x2) is pronounced with the “d” ending sound.

**Number 2.** listened (x2) is pronounced with the “d” ending sound.

**Number 3.** looked (x2) is pronounced with the “t” ending sound.

**Number 4.** started (x2) is pronounced with the “id” ending sound.

**🎧Track 086**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

You can link (↪) a word that ends with a consonant sound together with a word that begins with a vowel sound.

When you link the words, you say them like they are one word.

**🎧Track 087**

**PART B. Listen, look, and say.**

Look at example one.

The ending sound of the word “liked” is the consonant sound “t”.

The beginning sound of the word “it” is the vowel sound “i”.

Link the sounds together:

“liked” + “it” = “liked↪it” ***like-tit***

Now try the example sentence:

“I really liked↪it.”

Look at example two.

The ending sound of the word “played” is the consonant sound “d”.

The beginning sound of the word “and” is the vowel sound “a”.

Link the sounds together:

“played” + “and” = “played↪and” ***play-dand***

Now try the example sentence:

“We played↪and worked.”

**🎧Track 088**

**INTEGRATE IT**

**PART A. Scan, listen, watch, and fill in the blanks with the correct words.**

A: So, have you watched the video for that new song called “Work and Play” by the band STB?

B: No, I haven’t watched it yet.

A: Really? The video is incredible. It’s trending on YouTube’s Top-10 right now. It’s a hit!

B: Wow! I didn’t know that.

A: Yeah, it’s a really popular song. Let me search for the video on my phone.

B: Cool, let’s watch it together.

A: Good idea! Alright, let’s see. “STB,” “Work and Play,” “music video.” Oh, here it is. Let’s watch it now.

B: Wow, this video is great! No wonder STB is so famous.

A: Yeah, you can say that again!

A&B: “We played and we worked. We worked hard to get where we are. We worked really hard to be here, where we are.”

B: I like those lyrics.

A: Me too!

**🎧Track 089**

**HAVE A CONVERSATION**

**PART B. Work with a partner. Understand the context in part A. Then listen to the conversation, repeat, and fill in the blanks.**

A: Hey, have you listened to the new song by the band STB?

The song is called “Work and Play.”

B: Yeah, I listened to it this morning. It was on the radio. I really liked it!

A: Did you know it made the Music World Top-10 List?

B: I didn’t know that. That’s incredible!

A: Have you watched the music video yet?

B: Yes, I’ve already searched for it on my phone.

A: That’s cool. STB is really popular right now. Their new song is a hit!

B: You can say that again.

People all around the world listen to their music now.

A: Yeah. I really like the lyrics of their new song when they say, “We played and we worked. We worked hard to get where we are.”

B: Me too! At first, I was confused about what they were saying, so I searched online for the lyrics.

A: Yeah, I like those lyrics. They make me feel good!

**PRACTICE BOOK**

**🎧Track 121**

**Unit 7 Top-10 Songs**

**LESSON A**

**DICTATION I**

**PART A. Listen and write the missing word(s).**

**Number 1.** I like that popular new song by the band STB.

**Number 2.** I was confused by the lyrics.

**Number 3.** He told me his idea to search for them online.

**🎧Track 122**

**LISTENING SKILL PRACTICE**

**PART A. Listen to the final “ed” sound of each word, then write and say.**

remembered (x2)

liked (x2)

started (x2)

listened (x2)

called (x2)

searched (x2)

looked (x2)

played (x2)

**🎧Track 123**

**DICTATION II**

**PART A. Listen and write the missing word(s).**

**Number 1.** I started listening to the band after their new song was played on the radio.

**Number 2.** I liked their music the first time I listened to it.

**Number 3.** I just remembered what their new song is called.

**Unit 8 – The Performance**

**STUDENT BOOK**

**🎧Track 090**

**Unit 8 The Performance**

**LESSON A**

**KEY WORDS**

**PART A. Listen, repeat, then write.**

**Number 1**. members

**Number 2**. prepare

**Number 3**. instrument

**Number 4**. break

**🎧Track 091**

**GENERAL LISTENING SECTION**

**PART A. Get ready to listen.**

**Read the questions below, then listen and write notes.**

You will hear a lesson at school. The lesson is about music.

**🎧Track 092**

**PART B. Listen and write short notes.**

**A:** Good afternoon, everybody. Welcome back to school! Did you all have a nice summer break?

**B:** Yes!

**A:** Great! Today’s a special day. It’s the first day of our school’s band practice after the summer break. Today we’ll be practicing the new song “Work and Play” by the band STB. Have you all listened to this song?

**B:** Yes!

**A:** Good, it’s really popular right now. So, all band members should have your sheet music in front of you. Rosa and Sharon, you’re both playing the flute. Jennifer, you’re playing the piano. Dylan, you’re playing the drums. Connie, you’re playing the guitar. Nick, you’re playing the violin. Please prepare your instruments and we’ll get started in a minute.

We’ll practice the song for about twenty minutes and then take a ten-minute break. During the break you can take a rest, go to the bathroom, get a drink of water, and ask a question. After the break, I’ll give you some advice about how to improve and then we’ll practice again for about ten more minutes. Any questions before we start?

**B:** No.

**A:** OK then, are you ready to practice?

**B:** Yes.

**A:** Alright. Everyone pick up your instruments. And five, six, seven, eight...

**🎧Track 093**

**GENERAL LISTENING QUESTIONS**

**PART C. Listen, use your notes, and choose the best answer.**

**Number 1.** What time of day is it?

**a.** Morning

**b.** Lunchtime

**c.** Afternoon

**d.** Night

**Number 2.** What season is mentioned?

**a.** Spring

**b.** Summer

**c.** Fall

**d.** Winter

**Number 3.** What are the band members doing in class?

**a.** Learning to play a new song

**b.** Listening to a new song

**c.** Taking a break

**d.** Asking questions

**Number 4.** What do you think the first speaker’s job is?

**a.** A music teacher

**b.** A band member

**c.** A songwriter

**d.** A singer

**🎧Track 094**

**DETAILED LISTENING SECTION**

**PART B. Read the questions below, then listen again and write notes.**

**A:** Good afternoon, everybody. Welcome back to school! Did you all have a nice summer break?

**B:** Yes!

**A:** Great! Today’s a special day. It’s the first day of our school’s band practice after the summer break. Today we’ll be practicing the new song “Work and Play” by the band STB. Have you all listened to this song?

**B:** Yes!

**A:** Good, it’s really popular right now. So, all band members should have your sheet music in front of you. Rosa and Sharon, you’re both playing the flute. Jennifer, you’re playing the piano. Dylan, you’re playing the drums. Connie, you’re playing the guitar. Nick, you’re playing the violin. Please prepare your instruments and we’ll get started in a minute.

We’ll practice the song for about twenty minutes and then take a ten-minute break. During the break you can take a rest, go to the bathroom, get a drink of water, and ask a question. After the break, I’ll give you some advice about how to improve and then we’ll practice again for about ten more minutes. Any questions before we start?

**B:** No.

**A:** OK then, are you ready to practice?

**B:** Yes.

**A:** Alright. Everyone pick up your instruments. And five, six, seven, eight...

**🎧Track 095**

**DETAILED LISTENING QUESTIONS**

**PART C. Listen, use your notes, and choose the best answer.**

**Number 1.** Why is it a special day?

**a.** It’s the first day of summer break.

**b.** It’s the first band practice after summer break.

**c.** It’s the first day of STB’s new song.

**d.** There is a new, popular student.

**Number 2.** How many band members are there?

**a.** Five

**b.** Six

**c.** Seven

**d.** Eight

**Number 3.** Who is playing the guitar?

**a.** Jennifer

**b.** Dylan

**c.** Connie

**d.** Nick

**Number 4.** How long is the music class?

**a.** 10 minutes

**b.** 20 minutes

**c.** 30 minutes

**d.** 40 minutes

**🎧Track 096**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

A reduction is when certain words are blended together with other words. When this happens, we say the words together quickly. Here is a word that is often blended with the words that come before and after it. “and” sounds like “n” like when we say “him-n-her”

**🎧Track 097**

**PART B. Listen to the reduction of the blended words, then write and say.**

work-n-play (x2)

Today we’ll be practicing the new song “Work and Play” by the band STB.

Rosa-n-Sharon (x2)

Rosa and Sharon, you’re both playing the flute.

water-n-ask (x2)

During the break you can take a rest, go to the bathroom, get a drink of water, and ask a question.

instruments-n-we’ll (x2)

Please prepare your instruments and we’ll get started in a minute.

**🎧Track 098**

**Unit 8 The Performance**

**LESSON B**

**REVIEW**

**PART B. Now listen and check your answers.**

**Number 1.** work-n-play (x2)

**Number 2.** teacher-n-students (x2)

**Number 3.** violin-n-flute (x2)

**Number 4.** drums-n-guitar(x2)

**🎧Track 099**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

You can link (↪) a word that ends with a consonant sound together with

a word that begins with the same sound.

When you link the same sound, say it once a little longer than normal. Say the words like they are one word.

**🎧Track 100**

**PART B. Listen, look, and say.**

Look at example one.

Link the sounds together.

“nice” + “summer” = “nice↪summer” ***ni-sum-er***

Now try the example sentence:

“Did you all have a nice↪summer break?”

Look at example two.

Link the sounds together.

“all” + “listened” = “all↪listened” ***all-is-ind***

“this” + “song” = “this↪song” ***thi-song***

Now try the example sentence:

“Have you all↪listened to this↪song?”

**🎧Track 101**

**INTEGRATE IT**

**PART A. Scan, listen, watch, and fill in the blanks with the correct words.**

A: Alright everyone, please pay attention.

Let’s try it again from the beginning. And one, two, three, four...

Great job, everyone!

Five, six, seven, eight...

OK, hold it.

Alright, everyone is doing great.

Please try to play it again by yourself, and this time please look at your fingers on your left hand while you play.

B: OK, sure.

A: Great!

Excellent work. That sounded much better!

Now Sebastian, can you play the beginning again by yourself, and this time please play it a little bit louder.

C: OK.

A: Good!

Wonderful job. Now David, can you play the beginning again by yourself, and this time please play it a little bit softer.

D: OK, no problem.

A: Alright, good!

OK everyone, great work! That will all help us improve a lot.

Now, let’s practice it again one more time from the beginning.

**PRACTICE BOOK**

**🎧Track 124**

**Unit 8 The Performance**

**LESSON A**

**VOCABULARY PRACTICE**

**PART A. Listen and number. Then say each word and match the word to its meaning.**

**Number 1.** members (x2)

**Number 2.** flute (x2)

**Number 3.** drums (x2)

**Number 4.** pick up (x2)

**Number 5.** advice (x2)

**Number 6.** prepare (x2)

**Number 7.** instrument (x2)

**Number 8.** break (x2)

**🎧Track 125**

**DICTATION I**

**PART A. Listen and write the missing word(s).**

**Number 1.** We need to prepare to go back to school after winter break.

**Number 2.** Please pick up your instruments, everyone.

**Number 3.** You play the drums and I’ll play the flute.

**🎧Track 126**

**LISTENING SKILL PRACTICE**

**PART A. Listen to the reduction of the blended words, then write and say.**

work-n-play (x2)

violin-n-guitar (x2)

rest-n-go (x2)

pick up-n-play (x2)

**🎧Track 127**

**DICTATION II**

**PART A. Listen and write the missing word(s).**

**Number 1.** Let’s pick up and play the instruments.

**Number 2.** The violin and guitar are both string instruments.

**Number 3.** Take a rest and go to the bathroom.