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**Integrate Listening & Speaking Basic 3 Transcript**

**Unit 1 – Law and Order**

**STUDENT BOOK**

**🎧Track 002**

**Unit 1 Law and Order**

**LESSON A**

**KEY WORDS**

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

**Number 1.** crime

**Number 2.** punish

**Number 3.** jail

**Number 4.** tax

**Number 5.** society

**Number 6.** criminal

**🎧Track 003**

**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 crime.

**🎧Track 004**

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

Good evening. In part one of our special report, we’ll look at the true cost of crime. There are many reasons why you shouldn’t break the law. Criminals hurt other people and society. You should follow the law because crime costs everyone a lot of money.

The government needs a lot of money to improve society and help keep it safe. The government must pay for the police who investigate crimes and catch criminals. The government must also pay for courts, and judges and lawyers who decide how to punish criminals. If criminals go to jail, the government pays for their clothes, food, and even their bed. Even criminals who don’t go to jail cost money.

So, where does the government get this money from? It’s all paid for with taxes. Taxes are the money people pay to the government. The government collects taxes and decides how to use the money.

If the government spends more money catching criminals, then there is less money to improve society. The more crime there is, the less money the government can use to build new schools, parks, gymnasiums, roads, and other things that we all need and enjoy.

Criminals hurt other people, but they also cost everyone money. So, remember that crime is expensive and we all have to pay for it. Follow the laws and try to tell people you know to do the same. For LJF News, I’m Dylan Hunter.

**🎧Track 005**

**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.** Afternoon

**c.** Evening

**d.** Night

**Number 2.** What is the topic of the special report?

**a.** How to pay for crime

**b.** The true cost of crime

**c.** How to pay taxes

**d.** The cost of building a new school

**Number 3.** Who do criminals hurt?

**a.** Police and lawyers

**b.** Other people and society

**c.** Judges and lawyers

**d.** Only people in the government

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

**a.** Police officer

**b.** Judge

**c.** News broadcaster

**d.** Lawyer

**🎧Track 006**

**DETAILED LISTENING SECTION**

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

Good evening. In part one of our special report, we’ll look at the true cost of crime. There are many reasons why you shouldn’t break the law. Criminals hurt other people and society. You should follow the law because crime costs everyone a lot of money.

The government needs a lot of money to improve society and help keep it safe. The government must pay for the police who investigate crimes and catch criminals. The government must also pay for courts, and judges and lawyers who decide how to punish criminals. If criminals go to jail, the government pays for their clothes, food, and even their bed. Even criminals who don’t go to jail cost money.

So, where does the government get this money from? It’s all paid for with taxes. Taxes are the money people pay to the government. The government collects taxes and decides how to use the money.

If the government spends more money catching criminals, then there is less money to improve society. The more crime there is, the less money the government can use to build new schools, parks, gymnasiums, roads, and other things that we all need and enjoy.

Criminals hurt other people, but they also cost everyone money. So, remember that crime is expensive and we all have to pay for it. Follow the laws and try to tell people you know to do the same. For LJF News, I’m Dylan Hunter.

**🎧Track 007**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** According to this news report, what do the police do?

**a.** Investigate crimes and catch criminals

**b.** Investigate crimes and decide how to punish criminals

**c.** Catch criminals and decide how to punish them

**d.** Pay taxes and build new roads

**Number 2.** How does the government pay for the police?

**a.** Jail

**b.** Crime

**c.** Society

**d.** Taxes

**Number 3.** Who decides how to punish criminals?

**a.** Judges and society

**b.** Police and lawyers

**c.** Lawyers and the government

**d.** Judges and lawyers

**Number 4.** If there is more crime, what will the government have less of?

**a.** Criminals hurting people

**b.** Taxes to fight crime

**c.** Police to catch criminals

**d.** Money to improve society

**🎧Track 008**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing the “y” sound.

There are 5 ways the letter “y” can sound in a word. The letter “y” can be a consonant sound or a vowel sound.

**Number 1.** “y” like in *yellow* (yellow), *yes* (yes), and *young* (young)

**Number 2.** “ai” like in *sky* (skai), *why* (whai), and *buy* (buai)

**Number 3.** “ee” like in *happy* (happee), *sunny* (sunee), and *city* (citee)

**Number 4.** “i” like in *gym* (gim), *system* (sistem), and *myth* (mith)

**Number 5.** “ay” like in *way* (way), *say* (say), and *play* (play)

**🎧Track 009**

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

many (x2)

There are many reasons not to break the law.

gymnasium (x2)

The government can build new schools, parks, and gymnasiums.

pay (x2)

So, remember that crime is expensive and we all have to pay for it.

lawyer (x2)

The courts, judges, and lawyers decide how to punish criminals.

society (x2)

The government uses taxes to improve society.

enjoy (x2)

These are things that we all need and enjoy.

try (x2)

Follow the laws and try to tell people you know to do the same.

you (x2)

You should also follow the law.

**🎧Track 010**

**Unit 1 Law and Order**

**LESSON B**

**REVIEW**

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

**Number 1.** Money (x2) is pronounced with the “ee” y sound.

**Number 2.** Gymnasium (x2) is pronounced with the “i” y sound.

**Number 3.** Try (x2) is pronounced with the “ai” y sound.

**Number 4.** Lawyer (x2) is pronounced with the “y” y sound.

**🎧Track 011**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

A list is 3 or more names or words that are part of a group, which are written or said in order.

When saying the words in a list, raise your voice up for each word, until the last one. Lower your voice for the last word.

**🎧Track 012**

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

Look at example 1.

Raise and lower your voice correctly.

The words clothes, food, and bed are part of a list of 3 words.

Raise your voice for the first 2 words in the list: clothes⇗, food ⇗

Lower your voice for the last word in the list: and even their bed ⇘

Now try the example sentence:

⇗ ⇗

“The government pays for their clothes, food,

 ⇘

and even their bed.”

Look at example 2.

Raise and lower your voice correctly.

The words police officers, police cars, jails, and courts are part of a list of 4 words.

Raise your voice for the first 3 words in the list: police officers ⇗, police cars ⇗, jails ⇗

Lower your voice for the last word in the list: and courts ⇘

Now try the example sentence:

 ⇗

“The government pays for police officers,

 ⇗ ⇗ ⇘

police cars, jails, and courts.”

**🎧Track 013**

**INTEGRATE IT**

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

Good evening, I’m Dylan Hunter for LJF News. Welcome to part two of our special report on crime. Tonight, we’ll look at ways you can protect yourself from online criminals.

Crimes don’t just happen on the street. Every day, criminals hurt people online. We call these kinds of criminals “cybercriminals.” Some cybercrimes include things like hacking, stealing information, stealing money, and going to websites that are against the law. They cause problems for society.

Cybercriminals can be hard to catch because they’re smart. Also, their crimes happen online, not in person. So, it costs a lot of money to investigate and catch them. But there are ways you can protect yourself from cybercriminals.

First, make sure you have a good password on your computer, smartphone, and tablet. A good password is something that only you know. Also, other people shouldn’t be able to easily guess your password. Using your name, birthday, or the name of your school isn’t a good idea for a password. People can easily guess those things.

Also, don’t click on any strange links, open any fishy emails, or communicate with any strangers online. Oftentimes, cybercriminals need you to download something or click something for them to hurt you. So, be careful. It’s better to ignore an email than to be hurt by a cybercriminal.

You can learn more about how to protect yourself online by going to our website and reading more about cybercrimes. For LJF News, I’m Dylan Hunter.

**🎧Track 014**

**GIVE A REPORT**

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

Hello. In our special report, we’ll look at the true cost of crime.

There are many reasons you should follow the law.

Criminals hurt other people and society, and crime costs everyone a lot of money.

Crimes happen on the street and online every day.

The government must pay for the police who investigate crimes and catch criminals.

The government also must pay for courts, judges, and lawyers who decide how to punish criminals.

This is all paid for with taxes.

Taxes are the money people pay to the government.

The government collects taxes and decides how to use the money.

The more the government has to spend to catch criminals, the less money there is to improve society.

Criminals hurt other people, but they also cost everyone money.

So, remember that crime is expensive and we all have to pay for it.

Follow the laws and protect yourself from criminals.

Tell people you know to do the same.

**PRACTICE BOOK**

**🎧Track 103**

**Unit 1 Law and Order**

**LESSON A**

**DICTATION I**

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

**Number 1.** Criminals hurt other people.

**Number 2.** Police investigate criminals.

**Number 3.** Judges and lawyers work in the court.

**🎧Track 104**

**LISTENING SKILL PRACTICE**

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

money (x2)

pay (x2)

lawyer (x2)

society (x2)

many (x2)

try (x2)

you (x2)

gymnasium (x2)

**🎧Track 105**

**DICTATION II**

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

**Number 1.** There are many reasons why you should follow the law.

**Number 2.** Crime costs everyone in society a lot of money.

**Number 3.** The government must pay for courts, judges, and lawyers.

**Unit 2 – Community Service**

**STUDENT BOOK**

**🎧Track 015**

**Unit 2 Community Service**

**LESSON A**

**KEY WORDS**

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

**Number 1.** earthquake

**Number 2.** opportunity

**Number 3.** victim

**Number 4.** motivation

**Number 5.** flea market

**Number 6.** volunteer

**🎧Track 016**

**GENERAL LISTENING SECTION**

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

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

You will hear an interview at a shopping mall.

The interview is about community service.

**🎧Track 017**

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

**A:** Good evening, I’m Dylan Hunter for LJF News. We are live at the downtown EXCO shopping mall. There’s a temporary flea market happening inside the mall. All of the workers at this flea market are volunteers. Let’s talk to one of the volunteers right now.

Hello, sir. May I interview you?

**B:** Sure.

**A:** Thank you. May I ask your name, sir?

**B:** My name is Lewis Forester.

**A:** Mr. Forester, why are you and these other people volunteering here this evening?

**B:** We are volunteering to help the victims of the earthquake that happened two days ago in the southern part of our country.

**A:** I see. That’s pretty incredible. And what made you all decide to assist the earthquake victims?

**B:** Well, you see that woman over there?

**A:** Yes.

**B:** She is here because her sister lives nearby where the earthquake happened.

**A:** And what about you? What’s your motivation for volunteering?

**B:** Well, although the earthquake didn’t happen in the community I live in, I still want to help a community that needs it. So I decided to come here and volunteer. So everyone has their own motivations for helping today.

**A:** Where did you hear about the opportunity to volunteer here?

**B:** I saw it online at www.ivolunteernow.com.

**A:** Alright. Thank you for that and thank you for letting me interview you.

**B:** You are welcome.

**A:** That’s the end of this live report from the EXCO shopping mall downtown. For LJF news, I’m Dylan Hunter.

**🎧Track 018**

**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.** Afternoon

**c.** Evening

**d.** Night

**Number 2.** Who is the first speaker?

**a.** A volunteer

**b.** An earthquake victim

**c.** A shopping mall worker

**d.** A news broadcaster

**Number 3.** Why are people volunteering?

**a.** They want to work at the flea market.

**b.** They want to help earthquake victims.

**c.** They want to go shopping at the mall.

**d.** They want to live in a community downtown.

**Number 4.** How did the person learn about the volunteer flea market?

**a.** On the news

**b.** At the mall

**c.** On a website

**d.** In his community

**🎧Track 019**

**DETAILED LISTENING SECTION**

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

**A:** Good evening, I’m Dylan Hunter for LJF news. We are live at the downtown EXCO shopping mall. There’s a temporary flea market happening inside the mall. All of the workers at this flea market are volunteers. Let’s talk to one of the volunteers right now.

Hello, sir. May I interview you?

**B:** Sure.

**A:** Thank you. May I ask your name, sir?

**B:** My name is Lewis Forester.

**A:** Mr. Forester, why are you and these other people volunteering here this evening?

**B:** We are volunteering to help the victims of the earthquake that happened two days ago in the southern part of our country.

**A:** I see. That’s pretty incredible. And what made you all decide to assist the earthquake victims?

**B:** Well, you see that woman over there?

**A:** Yes.

**B:** She is here because her sister lives nearby where the earthquake happened.

**A:** And what about you? What’s your motivation for volunteering?

**B:** Well, although the earthquake didn’t happen in the community I live in, I still want to help a community that needs it. So I decided to come here and volunteer. So everyone has their own motivations for helping today.

**A:** Where did you hear about the opportunity to volunteer here?

**B:** I saw it online at www.ivolunteernow.com.

**A:** Alright. Thank you for that and thank you for letting me interview you.

**B:** You are welcome.

**A:** That’s the end of this live report from the EXCO shopping mall downtown. For LJF news, I’m Dylan Hunter.

**🎧Track 020**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** When did the earthquake happen?

**a.** This evening

**b.** Yesterday

**c.** Two days ago

**d.** Last week

**Number 2.** Where did the earthquake happen?

**a.** In the man’s community

**b.** In the southern part of the country

**c.** Nearby the EXCO shopping mall

**d.** Nearby the flea market downtown

**Number 3.** According to the man, what is the woman’s motivation for volunteering?

**a.** She wanted to help her community.

**b.** Her sister lives nearby where the earthquake happened.

**c.** She wanted to help any community affected by the earthquake.

**d.** She decided to help after she heard about the opportunity online.

**Number 4.** What is the man’s motivation for volunteering?

**a.** He wanted to help his community.

**b.** His sister lives nearby where the earthquake happened.

**c.** He wanted to help a community that needed it.

**d.** He wanted to help his country.

**🎧Track 021**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing linked words.

Words that end with a vowel sound can be linked (↪) together with words that begin with a vowel sound by adding a “y” or “w” sound between the words. Linked words sound like they are one word.

**Number 1.** “we” + “are” = “we↪are” ***“we-yar”***

**Number 2.** “to” + “one” = “to↪one” ***“to-wun”***

**🎧Track 022**

**PART B. Listen to the linked words, then write and say.**

pretty incredible (x2)

That’s pretty incredible.

So I (x2)

So I decided to come here and volunteer.

ago in (x2)

It happened two days ago in the southern part of our country.

May I interview (x2)

May I interview you?

She is (x2)

She is here because her sister lives nearby where it happened.

So everyone (x2)

So everyone has their own motivations for helping.

the opportunity (x2)

Where did you hear about the opportunity to volunteer here?

You are (x2)

You are welcome.

**🎧Track 023**

**Unit 2 Community Service**

**LESSON B**

**REVIEW**

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

**Number 1.** to assist (x2) is linked with the “w” sound.

**Number 2.** you all (x2) is linked with the “w” sound.

**Number 3.** saw it (x2) is linked with the “w” sound.

**Number 4.** the earthquake (x2) is linked with the “y” sound.

**🎧Track 024**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

A compound word is a word that is made of 2 smaller words.

When 2 words are put together, they make a new word and a new meaning.

There are “closed” compound words like interview and downtown.

There are also “open” compound words like shopping mall and flea market.

Stress the first part of both closed and open compound words.

**🎧Track 025**

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

Look at example 1.

Stress the first part of the compound word.

The word “inside” is a closed compound word.

The first part of this compound word is “in.”

Stress the first part of the word: “INside”

Now try the example sentence: “It’s happening INside the mall.”

Look at example 2.

Stress the first part of the compound word.

The word “flea market” is an open compound word.

The first part of this compound word is “flea.”

Stress the first part of the word: “FLEA market”

Now try the example sentence: “All of the workers at this FLEA market are volunteers.”

**🎧Track 026**

**INTEGRATE IT**

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

**A:** Hi. What are you doing on the computer?

**B:** Oh. I saw something on the news the other night. There’s a website you can visit to find opportunities to volunteer.

**A:** Oh, really? So are you going to volunteer?

**B:** Yeah. Would you like to join me?

**A:** Sure. What kind of volunteer work are you planning to do?

**B:** Look. There are many different opportunities. So we can decide what we want to do together.

**A:** Sounds good.

**B:** Oh, look at this one. We could assist a senior citizen in their home.

**A:** Hmmm. That sounds nice, but I think only one person is needed for that job. What else is there?

**B:** OK. How about this one? We can help build a new school in the community.

**A:** Hmmm. That would really help a lot of kids, but I think it might be a little dangerous. I don’t want to become an accident victim. What’s that one?

**B:** This one? Let’s see. This one is volunteering to help in a soup kitchen downtown. We make and give food to people who don’t have enough money to buy food.

**A:** I like that one. Does that sound good to you?

**B:** Sure! Sounds good to me. Let’s sign up for it.

**A:** Great!

**PRACTICE BOOK**

**🎧Track 106**

**Unit 2 Community Service**

**LESSON A**

**DICTATION I**

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

**Number 1.** I saw your interview on the news yesterday.

**Number 2.** I’m looking for an opportunity to volunteer in my community.

**Number 3.** Let's go to the flea market that's nearby.

**🎧Track 107**

**LISTENING SKILL PRACTICE**

**PART A. Listen to the linked words, then write and say.**

we are (x2)

She is (x2)

you all (x2)

why are (x2)

So I (x2)

So everyone (x2)

the end (x2)

ago in (x2)

**🎧Track 108**

**DICTATION II**

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

**Number 1.** Why are you all volunteering here this evening?

**Number 2.** She is here helping, so I decided to come here, too.

**Number 3.** It happened two days ago in the southern part of our country.

**Unit 3 – Volcanic Eruptions**

**STUDENT BOOK**

**🎧Track 027**

**Unit 3 Volcanic Eruptions**

**LESSON A**

**KEY WORDS**

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

**Number 1.** melt

**Number 2.** crash

**Number 3.** apart

**Number 4.** layer

**Number 5.** edge

**Number 6.** below

**🎧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 at school.

The conversation is about volcanoes.

**🎧Track 029**

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

**A:** Good morning, Tim. Can you help me?

**B:** Sure, Charlie.

**A:** I was sick last Thursday, so I missed the science lesson about volcanoes. I read chapter three in the science book, but I still don’t understand how volcanoes form.

**B:** Do you know the three layers of the Earth?

**A:** Yes. The first layer is the core, the second is the mantle, and the third is the crust. The core and the mantle are extremely hot. And the crust is the cool, outside layer where we live.

**B:** Right. The crust is made of several huge slabs of rock called tectonic plates. These plates move around sometimes.

**A:** So how does that make a volcano?

**B:** One way volcanoes are made is when the edges of the plates push against each other. When the edges of the plates crash against or grind together, they break apart. Then the magma…

**A:** Wait, what’s magma?

**B:** Magma is the melted rock and super-hot gases that are right below the crust. When magma shoots out of a volcano onto the crust, it’s called lava. When this happens, it’s called a volcanic eruption.

**A:** Alright. And what’s the other way volcanoes form?

**B:** The other way is when two tectonic plates pull away from each other. When two plates pull apart, it opens down to a pool of magma and an eruption happens.

**A:** Interesting.

**B:** Also, when plates crash together or rip apart, they cause earthquakes and tsunamis.

**A:** Now I understand! Thanks for explaining.

**B:** Sure.

**🎧Track 030**

**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.** Afternoon

**c.** Evening

**d.** Night

**Number 2.** Why doesn’t Charlie understand volcanoes very well?

**a.** He didn’t read the science book.

**b.** He didn’t listen in science class.

**c.** He missed a science lesson.

**d.** He lost his science book.

**Number 3.** How many layers of the Earth are there?

**a.** One

**b.** Two

**c.** Three

**d.** Four

**Number 4.** What is the Earth’s crust made of?

**a.** Volcanoes

**b.** Tectonic plates

**c.** Lava

**d.** Pools of magma

**🎧Track 031**

**DETAILED LISTENING SECTION**

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

**A:** Good morning, Tim. Can you help me?

**B:** Sure, Charlie.

**A:** I was sick last Thursday, so I missed the science lesson about volcanoes. I read chapter three in the science book, but I still don’t understand how volcanoes form.

**B:** Do you know the three layers of the Earth?

**A:** Yes. The first layer is the core, the second is the mantle, and the third is the crust. The core and the mantle are extremely hot. And the crust is the cool, outside layer where we live.

**B:** Right. The crust is made of several huge slabs of rock called tectonic plates. These plates move around sometimes.

**A:** So how does that make a volcano?

**B:** One way volcanoes are made is when the edges of the plates push against each other. When the edges of the plates crash against or grind together, they break apart. Then the magma…

**A:** Wait, what’s magma?

**B:** Magma is the melted rock and super-hot gases that are right below the crust. When magma shoots out of a volcano onto the crust, it’s called lava. When this happens, it’s called a volcanic eruption.

**A:** Alright. And what’s the other way volcanoes form?

**B:** The other way is when two tectonic plates pull away from each other. When two plates pull apart, it opens down to a pool of magma and an eruption happens.

**A:** Interesting.

**B:** Also, when plates crash together or rip apart, they cause earthquakes and tsunamis.

**A:** Now I understand! Thanks for explaining.

**B:** Sure.

**🎧Track 032**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** What is the second layer of the Earth called?

**a.** The core

**b.** The mantle

**c.** The crust

**d.** The plates

**Number 2.** What word does Charlie not understand?

**a.** Magma

**b.** Lava

**c.** Volcano

**d.** Mantle

**Number 3.** What is lava?

**a.** Plates that crash together

**b.** An opening down to a pool of magma

**c.** Plates that rip apart

**d.** Magma that shoots out of a volcano onto the crust

**Number 4.** According to the conversation, what is the main cause of a volcanic eruption?

**a.** Earthquakes

**b.** Tectonic plate movement

**c.** Tsunamis

**d.** The Earth’s core

**🎧Track 033**

**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 *kites* (kites), *cuts* (cuts), and *maps* (maps)

**Number 2.** “z” like in *heroes* (heroez), *hers* (herz), and *cans* (canz)

**Number 3.** “iz” like in *judges* (judgiz), *places* (placiz), and *bosses* (bossiz)

**🎧Track 034**

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

volcanoes (x2)

I still don’t understand how volcanoes form.

layers (x2)

Do you know the three layers of the Earth?

plates (x2)

These plates move around sometimes.

edges (x2)

When the edges of the plates crash against or grind together, they break apart.

earthquakes (x2)

When plates crash together or rip apart, they cause earthquakes.

tsunamis (x2)

When plates crash together or rip apart, they cause tsunamis.

shoots (x2)

When magma shoots out of a volcano onto the crust, it’s called lava.

slabs (x2)

The crust is made of several huge slabs of rock.

**🎧Track 035**

**Unit 3 Volcanic Eruptions**

**LESSON B**

**REVIEW**

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

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

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

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

**Number 4.** Volcanoes (x2) is pronounced with the “z” 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 1.

Link the sounds together.

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

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

Link the sounds together:

“crust” + “is” = “crust↪is” ***“crus-tiz”***

Now try the example sentence:

“The crust↪is the cool, outside layer where we live.”

***“The crus-tiz the cool, outside layer where we live”.***

Look at example 2.

Link the sounds together.

The ending sound of the word “make” is the consonant sound “k.”

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

Link the sounds together:

“make” + “a” = “make↪a” ***“may-kuh”***

Now try the example sentence:

“So how does that make↪a volcano?”

***“So how does that may-kuh volcano?”***

**🎧Track 038**

**INTEGRATE IT**

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

Globes and Layers: When most people think of the Earth, they think about the outer layer of it. It’s full of life. It has oceans, land, clouds, plants, animals, and more.

This outer layer is made of several huge slabs of rock called tectonic plates. Just below the crust of the Earth is a very different world. It’s full of melted rock and super-hot gases. The Earth’s three layers are the core, the mantle, and the crust. The core and the mantle are extremely hot, and the crust is cool.

Fault Lines: Sometimes tectonic plates move. When they do, the edges crash together, or rip apart. When this happens, the edges break apart. We can see places in the Earth’s crust where the edges meet. They often form huge mountains, trenches, or other natural landforms. The parts where the edges meet are called “fault lines.”

Volcanoes: When the edges of tectonic plates crash against, grind together, or pull away from each other, they break apart and magma shoots out through cracks in the Earth’s crust, causing a volcanic eruption. When magma shoots out of the volcano onto the crust, it’s called lava.

Earthquakes: When tectonic plates crash together or rip apart, they can cause earthquakes. Earthquakes can happen on land and in the ocean. Earthquakes and volcanic eruptions often happen together. Sometimes earthquakes are not very strong. Only people nearby can feel the earthquake. However, some earthquakes are extremely powerful. People from very far away can feel them, and they cause a lot of destruction.

Tsunamis: When large tectonic plates grind together or crash into each other, it can cause an earthquake to happen. Earthquakes can happen on land and in the ocean. If an underwater earthquake lifts or drops part of the bottom of the ocean, the water above rises, spreads across the ocean, and can cause a tsunami. Most tsunamis are caused by earthquakes. A huge amount of water moves very fast away from the place where the earthquake happened. The stronger the earthquake, the bigger and stronger the tsunami will be. If it reaches land, it can cause a lot of destruction.

**🎧Track 039**

**GIVE A PRESENTATION**

**PART B. Work with a partner. Understand the context in part A. Fill in the blanks and then listen and repeat.**

Today, I’ll give a presentation about the Earth’s tectonic plates.

The Earth has three layers.

The first layer is the core, the second is the mantle, and the third is the crust.

The core and the mantle are extremely hot.

The crust is the cool, outside layer where we live.

The crust is made of several huge slabs of rock called tectonic plates.

Sometimes these plates move around.

When they move, the edges of the plates crash together or rip apart.

When that happens, magma shoots out of the Earth’s crust.

This forms a volcano.

Magma that shoots out of the volcano onto the crust is called lava.

Earthquakes can happen, on land and in the ocean, when tectonic plates crash together or rip apart.

If an earthquake is extremely powerful, people from very far away can feel it.

If a powerful earthquake happens underwater, it can cause a tsunami, which is a huge wall of water.

The stronger the earthquake, the bigger and stronger the tsunami will be.

If a tsunami reaches land, it can cause a lot of destruction.

**PRACTICE BOOK**

**🎧Track 109**

**Unit 3 Volcanic Eruptions**

**LESSON A**

**DICTATION I**

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

**Number 1.** How many layers does the Earth have?

**Number 2.** Sometimes the edges of tectonic plates crash together.

**Number 3.** Magma shoots out of a volcano.

**🎧Track 110**

**LISTENING SKILL PRACTICE**

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

opens (x2)

shoots (x2)

volcanoes (x2)

layers (x2)

pushes (x2)

causes (x2)

makes (x2)

crashes (x2)

**🎧Track 111**

**DICTATION II**

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

**Number 1.** When a tectonic plate crashes against another plate, magma shoots out.

**Number 2.** When two plates pull apart, the Earth’s crust opens down to a pool of magma, and it causes an eruption to happen.

**Number 3.** The Earth has three layers.

**Unit 4 – A Special Rock**

**🎧Track 040**

**Unit 4 A Special Rock**

**LESSON A**

**KEY WORDS**

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

**Number 1.** clean

**Number 2.** tool

**Number 3.** sponge

**Number 4.** pumice

**Number 5.** float

**Number 6.** smelly

**🎧Track 041**

**GENERAL LISTENING SECTION**

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

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

You will hear a commercial on TV.

The commercial is about a special rock.

**🎧Track 042**

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

Hi, I’m Anna from Volcanic Clean Systems.

Do you like using dirty, smelly, wet sponges or towels to clean your bathroom? Do you want to pay lots of money to buy new sponges after using the old ones just a few times? If not, then I have an amazing new cleaning tool for you! It’s called the Volcanic Clean Rock. Say goodbye to those smelly, old sponges and hello to the amazing Volcanic Clean Rock!

The Volcanic Clean Rock is made from a special kind of rock that forms after a volcanic eruption. As lava flows away from a volcano, it cools down and turns into rock. One kind of rock it makes is called pumice. The Volcanic Clean Rock is made of pumice. It uses the power of a volcanic eruption to remove strange colors and bad smells in your bathroom. It’s also safe to use and 100% natural!

How do you use it? It works just like an eraser works on paper. Lightly press the Volcanic Clean Rock to the dirty area that you want to clean. Then simply move it back and forth a few times. You can use it to clean your bathtub, sink, and toilet. Don’t press it too hard or it might scratch them. There’s no mess, bad smells, dirty water, or dangerous chemicals. It’s also light, floats on water, and even lasts for years. Amazing!

Don’t wait, call now or order online!

**🎧Track 043**

**GENERAL LISTENING QUESTIONS**

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

**Number 1.** What room does the speaker mention?

**a.** Kitchen

**b.** Bedroom

**c.** Living room

**d.** Bathroom

**Number 2.** What is the special tool used for?

**a.** Erupting

**b.** Cleaning

**c.** Cooling

**d.** Scratching

**Number 3.** Where does the rock the speaker is talking about come from?

**a.** Bathrooms

**b.** Volcanoes

**c.** Online

**d.** Paper

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

**a.** A teacher

**b.** A cleaner

**c.** A salesperson

**d.** A scientist

**🎧Track 044**

**DETAILED LISTENING SECTION**

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

Hi, I’m Anna from Volcanic Clean Systems.

Do you like using dirty, smelly, wet sponges or towels to clean your bathroom? Do you want to pay lots of money to buy new sponges after using the old ones just a few times? If not, then I have an amazing new cleaning tool for you! It’s called the Volcanic Clean Rock. Say goodbye to those smelly, old sponges and hello to the amazing Volcanic Clean Rock!

The Volcanic Clean Rock is made from a special kind of rock that forms after a volcanic eruption. As lava flows away from a volcano, it cools down and turns into rock. One kind of rock it makes is called pumice. The Volcanic Clean Rock is made of pumice. It uses the power of a volcanic eruption to remove strange colors and bad smells in your bathroom. It’s also safe to use and 100% natural!

How do you use it? It works just like an eraser works on paper. Lightly press the Volcanic Clean Rock to the dirty area that you want to clean. Then simply move it back and forth a few times. You can use it to clean your bathtub, sink, and toilet. Don’t press it too hard or it might scratch them. There’s no mess, bad smells, dirty water, or dangerous chemicals. It’s also light, floats on water, and even lasts for years. Amazing!

Don’t wait, call now or order online!

**🎧Track 045**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** What word does the speaker use to describe the new tool?

**a.** Dirty

**b.** Amazing

**c.** Smelly

**d.** Expensive

**Number 2.** The speaker says the rock is 100% what?

**a.** Safe

**b.** Dangerous

**c.** Natural

**d.** Cool

**Number 3.** What kind of rock is the tool made of?

**a.** Pumice

**b.** Sponge

**c.** Sink

**d.** Eraser

**Number 4.** What does the speaker say this rock can float on?

**a.** Towels

**b.** Chemicals

**c.** Lava

**d.** Water

**🎧Track 046**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing the “y” sound.

There are 5 ways the letter “y” can sound in a word.

**Number 1.** “y” like in *yard* (yard), *yak* (yak), and *yawn* (yawn)

**Number 2.** “ai” like in *fly* (flai), *why* (whai), and *try* (trai)

**Number 3.** “ee” like in *thirty* (thirtee), *funny* (funee), and *quietly* (quietlee)

**Number 4.** “i” like in *mystery* (mistery), *crystal* (cristal), and *lyrics* (lirics)

**Number 5.** “ay” like in *essay* (essay), *sway* (sway), and *ray* (ray)

**🎧Track 047**

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

system (x2)

Hi, I’m Anna from Volcanic Clean Systems.

you (x2)

How do you use it?

dirty (x2)

There’s no mess, bad smells, dirty water, or dangerous chemicals.

smelly (x2)

Do you like using smelly, wet sponges?

buy (x2)

Do you like to buy new sponges after using the old ones just a few times?

goodbye (x2)

Say goodbye to those old sponges.

simply (x2)

Then simply move it back and forth a few times.

away (x2)

As lava flows away from a volcano, it cools down and turns into rock.

**🎧Track 048**

**Unit 4 A Special Rock**

**LESSON B**

**REVIEW**

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

**Number 1.** system (x2) is pronounced with the “i” y sound.

**Number 2.** say (x2) is pronounced with the “ay” y sound.

**Number 3.** year (x2) is pronounced with the “y” y sound.

**Number 4.** buy (x2) is pronounced with the “ai” y sound.

**🎧Track 049**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

A list is 3 or more items that are part of a group, which are written or said in order.

When saying the items in a list, raise your voice up for each item, until the last item. On the last item, lower your voice.

**🎧Track 050**

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

Look at example 1.

Raise and lower your voice correctly.

The words dirty, smelly, and wet are a list of 3 items.

Raise your voice for the first 2 items in the list: dirty ⇗, smelly ⇗

Lower your voice for the last item in the list: and wet ⇘

Now try the example sentence:

 ⇗ ⇗ ⇘

“Do you like using dirty, smelly, and wet sponges or towels to clean your bathroom?”

Look at example 2.

Raise and lower your voice correctly.

The words no mess, bad smells, dirty water, or dangerous chemicals are a list of 4 items.

Raise your voice for the first 3 items in the list: no mess ⇗, bad smells ⇗, dirty water ⇗

Lower your voice for the last item in the list: or dangerous chemicals ⇘

Now try the example sentence:

 ⇗ ⇗ ⇗

“There’s no mess, bad smells, dirty water,

 ⇘

or dangerous chemicals.”

**🎧Track 051**

**INTEGRATE IT**

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

Hi, I’m Anna from Volcanic Clean Systems.

Are you tired of using dirty, smelly, wet sponges?

Are you also tired of using old towels, dangerous chemicals, and other cleaning tools just to clean your bathroom?

If you’re tired of this, then it’s time to use the new, amazing Volcanic Clean Rock!

Stop throwing away your money on those old cleaning tools. Start using the power of a volcanic eruption to knock out the strange colors and bad smells in your bathroom!

The Volcanic Clean Rock is safe, clean, and all natural! It’s made of a special kind of rock called pumice, which is formed after a volcanic eruption. As lava cools down, it turns into rock. One kind of rock it makes is called pumice. The Volcanic Clean Rock is made of pumice.

How do you use it? It works just like an eraser works on paper. Lightly press the Volcanic Clean Rock to the dirty area that you want to clean. Then simply move it back and forth a few times. You can use it to clean your bathtub, sink, and toilet.

This amazing rock is small and light! Look! It even floats on water.

No more mess, bad smells, dirty water, or dangerous chemicals!

The amazing Volcanic Clean Rock even lasts for years.

Don’t wait! Call or order online now!

**PRACTICE BOOK**

**🎧Track 112**

**Unit 4 A Special Rock**

**LESSON A**

**VOCABULARY PRACTICE**

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

**Number 1.** Tool (x2)

**Number 2.** Smelly (x2)

**Number 3.** Bathtub (x2)

**Number 4.** Clean (x2)

**Number 5.** Float (x2)

**Number 6.** Pumice (x2)

**Number 7.** Mess (x2)

**Number 8.** Scratch (x2)

**Number 9.** Order (x2)

**Number 10.** Sponge (x2)

**🎧Track 113**

**DICTATION I**

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

**Number 1.** Do you like using dirty, smelly, wet sponges to clean your bathroom?

**Number 2.** I have an amazing new cleaning tool for you!

**Number 3.** One kind of rock an eruption makes is called pumice.

**🎧Track 114**

**LISTENING SKILL PRACTICE**

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

buy (x2)

money (x2)

system (x2)

year (x2)

dirty (x2)

pay (x2)

goodbye (x2)

lightly (x2)

**🎧Track 115**

**DICTATION II**

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

**Number 1.** Do you want to pay lots of money to buy new sponges after using the old ones just a few times?

**Number 2.** Lightly press the Volcanic Clean Rock to the dirty area that you want to clean.

**Number 3.** And it even lasts for years.

**Unit 5 – Smart Sports**

**STUDENT BOOK**

**🎧Track 052**

**Unit 5 Smart Sports**

**LESSON A**

**KEY WORDS**

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

**Number 1.** defender

**Number 2.** athlete

**Number 3.** arc

**Number 4.** net

**Number 5.** miss

**Number 6.** practice

**🎧Track 053**

**GENERAL LISTENING SECTION**

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

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

You will hear a podcast online.

The podcast is about math and basketball.

**🎧Track 054**

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

Welcome to the Saturday Math podcast! I’m Skyler, your host.

Today we’re talking about math and basketball. Understanding how math is related to basketball can help you become a better, smarter athlete. In basketball, you try to shoot a ball through a net. In order to do this, you need to shoot it at the correct angle.

First, look at the rim of the basketball hoop. Then throw the ball at the correct angle to make it go through the air and fall through the net.

A normal shot is within about 6 meters of the basket and is worth 2 points. A 3-point shot is when you get the ball into the net from further than about 6 meters from the basket.

So how do you make a 3-point shot? When you shoot a basketball, it goes up then back down. That’s called an arc. A degree is a part of an angle. If you keep your wrist at 85 degrees, the ball goes up and over the other players when you shoot. To create an excellent arc, jump straight up and shoot the ball toward the net. If the arc is too low, defenders will catch the ball. If it’s too high, the ball will completely miss the net. Aim for the net and try to shoot the ball in an arc so that it will go into the net. Then practice shooting until your arc is perfect!

**🎧Track 055**

**GENERAL LISTENING QUESTIONS**

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

**Number 1.** What day of the week is it?

**a.** Wednesday

**b.** Saturday

**c.** Tuesday

**d.** Friday

**Number 2.** What is the topic of the podcast?

**a.** Math and baseball

**b.** Math and basketball

**c.** Math and soccer

**d.** Math and tennis

**Number 3.** What does a player shoot the ball toward?

**a.** A defender

**b.** A coach

**c.** A basket

**d.** An arc

**Number 4.** How should a player jump to shoot the ball?

**a.** Straight up

**b.** To the right

**c.** To the left

**d.** Toward the defender

**🎧Track 056**

**DETAILED LISTENING SECTION**

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

Welcome to the Saturday Math podcast! I’m Skyler, your host.

Today we’re talking about math and basketball. Understanding how math is related to basketball can help you become a better, smarter athlete. In basketball, you try to shoot a ball through a net. In order to do this, you need to shoot it at the correct angle.

First, look at the rim of the basketball hoop. Then throw the ball at the correct angle to make it go through the air and fall through the net.

A normal shot is within about six meters of the basket and is worth two points. A three-point shot is when you get the ball into the net from further than about six meters from the basket.

So how do you make a three-point shot? When you shoot a basketball, it goes up then back down. That’s called an arc. A degree is a part of an angle. If you keep your wrist at 85 degrees, the ball goes up and over the other players when you shoot. To create an excellent arc, jump straight up and shoot the ball towards the net. If the arc is too low, defenders will catch the ball. If it’s too high, the ball will completely miss the net. Aim for the net and try to shoot the ball in an arc so that it will go into the net. Then practice shooting until your arc is perfect!

**🎧Track 057**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** What part of your body should be at 85 degrees when shooting?

**a.** Yourankle

**b.** Your elbow

**c.** Your foot

**d.** Your wrist

**Number 2.** If the ball’s arc is too high, what will happen?

**a.** The player will make a three-point shot.

**b.** The player will make a basket.

**c.** The player will hit a defender.

**d.** The player will miss the net.

**Number 3.** How far away from the basket is a three-point shot?

**a.** About two meters

**b.** About six meters

**c.** About five meters

**d.** About four meters

**Number 4.** What kind of shot does the speaker talk about at the end?

**a.** A 2-point shot

**b.** A 3-point shot

**c.** A 1-point shot

**d.** A 6-point shot**🎧Track 058**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing syllable emphasis

Many English words have three or more syllables.

Emphasize (talk louder) the beginning or middle of a longer word.

**Number 1.** basketball (BAS-ket-ball)

**Number 2.** understanding (un-der-STAND-ing)

**🎧Track 059**

**PART B. Listen for the stressed syllable in each word, then write and say.**

Basketball (BAS-ket-ball) (x2) has three syllables.

Emphasize the beginning syllable.

Defenders (de-FEND-urs) (x2) has three syllables.

Emphasize the middle syllable.

Excellent (EX-uh-lent) (x2) has three syllables.

Emphasize the beginning syllable.

Related (re-LATE-ud) (x2) has three syllables.

Emphasize the middle syllable.

Completely (com-PLETE-ly) (x2) has three syllables.

Emphasize the middle syllable.

Understanding (un-der-STAND-ing) (x2) has four syllables.

Emphasize the third syllable.

**🎧Track 060**

**Unit 5 Smart Sports**

**LESSON B**

**REVIEW**

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

**Number 1.** Related (x2) Emphasize the middle syllable: “Basketball and math are related.”

**Number 2.** Completely (x2) Emphasize the middle syllable: “If the arc is too high, the ball will completely miss the net.”

**Number 3.** Understanding (x2) Emphasize the third syllable: “Understanding how to make a shot is important in basketball.”

**Number 4.** Excellent (x2) Emphasize the beginning syllable: “That’s an excellent shot!”

**🎧Track 061**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

Contracted verbs are common in English speaking, like wanna (want to) or gonna (going to). Stress the main verb when you use a reduction.

The “to” in “has to” and “have to” is often pronounced “ta.”

The words are also said together. So “has to” sounds like “hasta” and “have to” sounds like “hafta.”

For example: You have to (hafta) throw the ball in an arc.

The ball has to (hasta) go over their head.

**🎧Track 062**

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

Look at example 1.

Need to (needta)

Now try the example sentence: “In order to get the ball into the net, you need to (needta) shoot it at the correct angle.”

Look at example 2.

Try to (tryta)

Now try the example sentence: “In basketball, you try to (tryta) shoot a ball into a net that is high off the ground.”

**🎧Track 063**

**INTEGRATE IT**

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

**A:** Coach, how do I make 3-point shots?

**B:** Well, it’s about the arc from when you let go of the ball to the rim.

**A:** You mean, the ball goes over the rim?

**B:** Yes. You see the net? You have to shoot the ball into the net. Think about how high the arc has to be for the ball to leave your hands, go through the air, and then drop over the rim.

**A:** OK, so I have to shoot the ball up?

**B:** That’s right! The arc is the ball going up and then back down.

**A:**I’m short. How do I get the ball into the net?

**B:** First, hold the ball over your head. Then, jump straight up as high as you can. Then shoot the ball before your body starts to go back down to the ground. See the arc in your head from your hand to the net.

**A:** Like this?

**B:** Exactly! Practice over and over until you get your arcs right for 3-point shots.

**A:** OK. I will see the rim, jump up, and get the ball in the net. I will make more shots in the games.

**B:** Great! Try it out! You will see that math and basketball are great friends.

**🎧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:** Coach, I think I know how to make 3-point shots now.

**B:** Really? How?

**A:** I need the ball to go over the rim of the basket and into the net.

**B:** Yes, exactly. How do you do that?

A: I have to jump straight up, hold my wrist at an angle, and shoot the ball in an arc.

**B:** That’s right! The arc is the ball going up high and then back down.

**A:** I’m learning to throw the ball over my head, too.

**B:** Excellent! So are you getting the arc right?

**A:** I think so. I’m getting more shots in the basket from about 6 meters away.

**B:** That’s great! Let me see your shot.

**A:** OK, Coach. Watch this!

**B:** Great shot! Right into the net! Your arc was perfect!

**PRACTICE BOOK**

**🎧Track 116**

**Unit 5 Smart Sports**

**LESSON A**

**DICTATION I**

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

**Number 1.** Understanding how math is related to basketball can help you become a better, smarter athlete.

**Number 2.** First, look at the rim of the basketball hoop.

**Number 3.** If the arc is too low, other defenders will catch the ball.

**🎧Track 117**

**LISTENING SKILL PRACTICE**

**PART A. Listen for the stressed syllable in each word, then write and say.**

Saturday (SA-tur-day) (x2)

Defenders (de-FEND-urs) (x2)

Excellent (EX-uh-lent) (x2)

Related (re-LATE-ud) (x2)

Completely (come-PLETE-ly) (x2)

Understanding (un-der-STAND-ing) (x2)

Basketball (BAS-ket-ball) (x2)

**🎧Track 118**

**DICTATION II**

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

**Number 1.** In BAS-ket-ball, you try to shoot a ball into a net that is high off the ground.

**Number 2.** To create an EX-uh-lent arc, jump straight up and shoot the ball toward the net.

**Number 3.** If the arc is too high, the ball will com-PLETE-ly miss the net.

**Unit 6 – Office Design**

**STUDENT BOOK**

**🎧Track 065**

**Unit 6 Office Design**

**LESSON A**

**KEY WORDS**

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

**Number 1.** frame

**Number 2.** across

**Number 3.** window

**Number 4.** container

**Number 5.** calculate

**Number 6.** fit

**🎧Track 066**

**GENERAL LISTENING SECTION**

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

You will hear a conversation between people at work.

The conversation is about measurements.

**🎧Track 067**

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

**A:** Hey, did you see that basketball game last night on TV?

**B:** Yeah, what an exciting game!

**A:** Right! So what’s different about this new office?

**B:** Well, we’re making an office out of a shipping container. The customer decided they wanted an office with only one door and two windows. First, we have to cut out two holes for the windows. They should be 91 centimeters wide and 61 centimeters high.

**A:** Right. So, since a meter is 100 centimeters, that is almost a meter across and a little over half a meter tall.

**B:** Yes. Also, the windows will be about 2 millimeters smaller than we thought. They have to fit perfectly, so we need to calculate the holes correctly before we cut them.

**A:** Two millimeters? Wow, that’s tiny! There are 10 millimeters in one centimeter, so a millimeter is one-tenth of a centimeter.

**B:** Yes, and then we have to cut out a door.

**A:** How big will it be?

**B:** A normal door is 203 centimeters tall and 91 centimeters wide. So about 2 meters tall and almost one meter wide. But the frame around the door is about 4 centimeters wide, so that means the hole should be 207 centimeters tall and 95 centimeters wide.

**A:** OK, let’s measure the hole for the door, and then we’ll do the same for the windows.

**B:** Sounds good! I’ll get a measuring tape.

**🎧Track 068**

**GENERAL LISTENING QUESTIONS**

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

**Number 1.** What did both speakers see on television last night?

**a.** A baseball game

**b.** A basketball game

**c.** A soccer game

**d.** A tennis match

**Number 2.** What are the speakers changing into an office?

**a.** A ship

**b.** A house

**c.** An apartment

**d.** A shipping container

**Number 3.** How many holes do they need to cut?

**a.** One

**b.** Two

**c.** Three

**d.** Four

**Number 4.** What does one speaker think is tiny?

**a.** Two centimeters

**b.** Two millimeters

**c.** Two kilometers

**d.** Two meters

**🎧Track 069**

**DETAILED LISTENING SECTION**

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

**A:** Hey, did you see that basketball game last night on TV?

**B:** Yeah, what an exciting game.

**A:** Right! So what’s different about this new office?

**B:** Well, we’re making an office out of a shipping container. The customer decided they wanted an office with only one door and two windows. First, we have to cut out two holes for the windows. They should be 91 centimeters wide and 61 centimeters high.

**A:** Right. So, since a meter is 100 centimeters, that is almost a meter across and a little over half a meter tall.

**B:** Yes. Also, the windows will be about two millimeters smaller than we thought. They have to fit perfectly, so we need to calculate the holes correctly before we cut them.

**A:** Two millimeters? Wow, that’s tiny! There are ten millimeters in one centimeter, so a millimeter is one-tenth of a centimeter.

**B:** Yes, and then we have to cut out a door.

**A:** How big will it be?

**B:** A normal door is 203 centimeters tall and 91 centimeters wide. So about 2 meters tall and almost one meter wide. But, the frame around the door is about 4 centimeters wide, so that means the hole should be 207 centimeters tall and 95 centimeters wide.

**A:** Okay, let’s measure the hole for the door, and then we’ll do the same for the windows.

**B:** Sounds good! I’ll get a measuring tape.

**🎧Track 070**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** What is 91 centimeters wide and 61 centimeters high?

**a.** A door

**b.** A window

**c.** A container

**d.** An office

**Number 2.** How wide will the frame around the door be?

**a.** Ninety-five centimeters

**b.** One-tenth of a centimeter

**c.** Four centimeters

**d.** Two centimeters

**Number 3.** How many doors do they need?

**a.** One

**b.** Two

**c.** Three

**d.** Four

**Number 4.** What do they need before they get started?

**a.** A measuring tape

**b.** A hole

**c.** A frame

**d.** An office

**🎧Track 071**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing reductions

A reduction is when certain words are blended together with other words.

When this happens, we say the 2 words together quickly.

Here is a word that we often blend with other words.

**Number 1.** “a” like in “of a,” which sounds like “ova”

**Number 2.** “a” like in “get a,” which sounds like “geta”

**🎧Track 072**

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

since a ... sinsa (x2)

So, sinsa meter is 100 centimeters.

almost a ... almosta (x2)

That is almosta meter across.

half a ... hafa (x2)

It’s a little over hafa meter long.

of a ... ova (x2)

We’re making an office out ova shipping container.

out a… owta (x2)

We have to cut owta door.

get a … geta (x2)

I’ll geta measuring tape.

**🎧Track 073**

**Unit 6 Office Design**

**LESSON B**

**REVIEW**

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

**Number 1.** Get a (x2) can be pronounced geta, g-e-t-a, geta.

**Number 2.** Of a (x2) can be pronounced ova, o-v-a, ova.

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

**Number 4.** Almost a (x2) can be pronounced almosta, a-l-m-o-s-t-a, almosta.

**🎧Track 074**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

“So” is a word that can be used in four different ways.

**Number 1.** To introduce a topic

**Number 2.** To check understanding

**Number 3.** To give a reason for something

**Number 4.** To close a topic

**🎧Track 075**

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

Look at example 1.

“So” can be used to introduce a topic.

Now try the example sentence:

“So what do you think of my new office?

Look at example 2.

“So” can be used to check understanding.

Now try the example sentence:

“So will the desk be along the short wall or long wall?”

Look at example 3.

“So” can be used to give a reason for something.

Now try the example sentence:

“It will be along the short wall, so I also have room for a desk, chair, couch, and shelves.”

Look at example 4.

“So” can be used to close a topic.

Now try the example sentence:

“So this should be finished in no time at all.”

**🎧Track 076**

**INTEGRATE IT**

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

**A:** So, what do you think of my new office?

**B:** I like it a lot.

**A:** Thanks. I need to choose the furniture to go inside of it. Do you want to help me?

**B:** Sure, I’d love to.

**A:** Thanks. So, do you like this desk?

**B:** Maybe. Is this for your new container office?

**A:** Yes. I like this style, but I have to be sure it fits.

**B:** How wide is a shipping container?

**A:** It is 2.43 meters wide, and mine is a little over 6 meters long.

**B:** So, will the desk be on the short wall or long wall?

**A:** It will be on the short one so I have room for a desk, chair, couch, and shelves.

**B:** How wide is your door?

**A:** It is 203 centimeters tall and 91 centimeters wide. Oh, I see the problem. All my furniture has to fit inside the door!

**B:** Exactly! Since your fingers are 3 centimeters wide on each side, I would only get a desk, couch, or shelf less than 195 centimeters wide.

**A:** Thank you! So , this should be finished in no time at all. I need smaller furniture. How about this style?

**B:** I like it! Now you just need a couch for me to sit in while you work. And, a little refrigerator for sodas.

**A:** Hey! It’s my office!

**B:** Yeah, but I want to visit, too!

**PRACTICE BOOK**

**🎧Track 119**

**Unit 6 Office Design**

**LESSON A**

**DICTATION I**

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

**Number 1.** The customer decided they wanted an office with one door and two windows.

**Number 2.** So, since a meter is 100 centimeters, that is almost a meter across and a little over half a meter tall.

**Number 3.** The frame around the door is about 4 centimeters wide, so that means the hole should be 207 centimeters tall and 95 centimeters wide.

**🎧Track 120**

**LISTENING SKILL PRACTICE**

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

since a ... sinsa (x2)

almost a ... almosta (x2)

half a ... hafa (x2)

of a ... ova (x2)

out…a...owta (x2)

get a … geta (x2)

**🎧Track 121**

**DICTATION II**

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

**Number 1.** We’re making an office out ova shipping container.

**Number 2.** We have to cut owta door.

**Number 3.** It’s a little over hafa meter long.

**Unit 7 – My New Song**

**STUDENT BOOK**

**🎧Track 077**

**Unit 7 My New Song**

**LESSON A**

**KEY WORDS**

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

**Number 1**. rhythm

**Number 2**. memorable

**Number 3**. rhyme

**Number 4**. express

**Number 5**. rap

**Number 6**. emotion

**🎧Track 078**

**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 079**

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

**A:** Good afternoon and welcome to Summer Music Camp! I’m Fred.

**B:** And I’m Emma. Let’s talk about music!

**A:** There are a lot of different kinds of music. Like classical, pop, rock, and rap, just to name a few.

**B:** Today you will learn about rap, and how you can express yourself through rhythm and rhyme.

**A:** First, let’s learn about rhythm and beats. Now put your hand on your heart and feel it beat, pum-pum. Do you feel that? That’s a rhythm.

**B:** Yeah. When you rap, you also follow a simple rhythm.

**A:** Right, and you need to rhyme, too. In a rhyme, the last part of a word sounds the same as another word. For example, “rhyme” and “time.” Rhyming makes the lyrics in your song more fun and memorable.

**B:** Music is about expressing yourself. You can use words to do that. You can communicate your emotions, like sadness and happiness.

**A:** Yeah, and rap is special and different from other kinds of music. Rap focuses more on rhyming along to the rhythm of a beat.

**B:** People can rap about anything. They can rap about their friends, emotions, or their hobbies, like basketball, art, or reading, for example.

**A:** So let’s write a rap song about your hobby! Make it rhyme, if you can.

**B:** And don’t forget the rhythm!

**A:** Use a dictionary or your smartphone to look up words.

**B:** Make the words into a song and then rap!

**A:** Alright! Let’s get started.

**🎧Track 080**

**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.** Afternoon

**c.** Evening

**d.** Night

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

**a.** Spring

**b.** Summer

**c.** Fall

**d.** Winter

**Number 3.** What kind of music are they going to learn about?

**a.** Classical

**b.** Pop

**c.** Rock

**d.** Rap

**Number 4.** What do you think the speakers’ jobs are?

**a.** Rappers

**b.** Teachers

**c.** Basketball players

**d.** Artists

**🎧Track 081**

**DETAILED LISTENING SECTION**

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

**A:** Good afternoon and welcome to Summer Music Camp! I’m Fred.

**B:** And I’m Emma. Let’s talk about music!

**A:** There are a lot of different kinds of music. Like classical, pop, rock, and rap, just to name a few.

**B:** Today you will learn about rap, and how you can express yourself through rhythm and rhyme.

**A:** First, let’s learn about rhythm and beats. Now put your hand on your heart and feel it beat, pum-pum. Do you feel that? That’s a rhythm.

**B:** Yeah. When you rap, you also follow a simple rhythm.

**A:** Right, and you need to rhyme, too. In a rhyme, the last part of a word sounds the same as another word. For example, “rhyme” and “time.” Rhyming makes the lyrics in your song more fun and memorable.

**B:** Music is about expressing yourself. You can use words to do that. You can communicate your emotions, like sadness and happiness.

**A:** Yeah, and rap is special and different from other kinds of music. Rap focuses more on rhyming along to the rhythm of a beat.

**B:** People can rap about anything. They can rap about their friends, emotions, or their hobbies, like basketball, art, or reading, for example.

**A:** So let’s write a rap song about your hobby! Make it rhyme, if you can.

**B:** And don’t forget the rhythm!

**A:** Use a dictionary or your smartphone to look up words.

**B:** Make the words into a song and then rap!

**A:** Alright! Let’s get started.

**🎧Track 082**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** How many different types of music does the first speaker mention?

**a.** One

**b.** Two

**c.** Three

**d.** Four

**Number 2.** What can make a song more fun and memorable?

**a.** Rhythm

**b.** Rhyme

**c.** Beat

**d.** Communication

**Number 3.** How is rap special and different from other kinds of music?

**a.** It uses words.

**b.** It’s used to express emotions.

**c.** It’s more fun.

**d.** It focuses on rhyming and rhythm.

**Number 4.** What topic will they write a rap song about?

**a.** Sports

**b.** Hobbies

**c.** Kinds of music

**d.** Art

**🎧Track 083**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing linked words.

Words that end with a consonant sound can be linked (↪) together with words that begin with a vowel sound. Linked words sound like they are one word.

For example:

**Number 1.** “and” + “I’m” = “and↪I’m” ***“an-dime”***

**Number 2.** “there” + “are” + “a” = “there↪are↪a”

 ***“they-rar-uh”***

**🎧Track 084**

**PART B. Listen to the linked words, then write and say.**

**Number 1.** Let’s talk↪about music! (x2)

 ***“taw-ka-bout”***

**Number 2.** You can↪express yourself through rhythm↪and rhyme. (x2)

***“ca-nex-press” \*“ri-thi-mand”***

**Number 3.** 3. In↪a rhyme, the last part↪of↪a word sounds the same↪as↪another word. (x2)  ***“i-nuh” “par-tuv-uh”***

 ***“say-maz-uh-nuh-ther”***

**Number 4.** Use↪a dictionary or your smartphone to look↪up words. (x2)

 ***Yew-zuh” “luh-cup”***

**🎧Track 085**

**Unit 7 My New Song**

**LESSON B**

**REVIEW**

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

**Number 1.** Today you will learn↪about rap, and how you can↪express yourself. (x2)

**Number 2.** Rap↪is special because↪it focuses↪on rhyming to a rhythm↪and beat. (x2)

**🎧Track 086**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

“y” is a special letter that can sometimes be a vowel and sometimes can be a consonant.

As a consonant, “y” usually comes at the beginning of a word, and it makes the “y” sound.

As a vowel, “y” usually comes in the middle or at the end of a word, and it can make several different sounds.

Try to recognize and say the correct “y” sound.

**🎧Track 087**

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

Look at example 1.

Say the correct “y” sound.

As a consonant, “y” can make the “y” sound, like in the words yellow and you.

Look at example 2.

Say the correct “y” sound.

As a vowel, “y” can make the “ai” sound, like in the words fly and cry.

Look at example 3.

Say the correct “y” sound.

As a vowel, “y” can make the “ee” sound, like in the words baby and happy.

Look at example 4.

Say the correct “y” sound.

As a vowel, “y” can make the “i” sound, like in the words gym and myth.

**🎧Track 088**

**INTEGRATE IT**

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

**A:** Writing a rap is hard.

**B:** I know! I have to use a dictionary and my phone to look up so many words. I have to think of words that rhyme.

**A:** It’s easier if you talk about your hobby. Mine is soccer. My rap is about the emotion I feel before I score a goal.

**B:** I’m not an athlete, but I like watching basketball games. I like science, too. So maybe I’ll talk about that or something. But I need to think about it a little more. What have you written so far?

**A:** Well, like I said, I’ve been writing about my hobby, soccer. So here’s what I wrote down so far. “It’s a penalty kick. The crowd is screaming, hear me breathing, the game is tied up, four to four, we have got to score…” But I don’t know what to write next.

**B:** I think the next few lines could be, “at least one more, and then the crowd will roar!”

**A:** Oh!  I like that! Wow, you’re good at this!

**B:** Really? Thanks! It’s my first time to try it. Now I can see how writing about a hobby makes it easier.

**A:** Yeah. It makes it a little more simple when you talk about stuff you like. Let’s finish writing the lyrics for mine and then work on writing yours.

**B:** OK. Cool!

**🎧Track 089**

**HAVE A CONVERSATION**

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

**A:** Let’s write your rap song. What’s your hobby?

**B:** My hobby is learning about science. I enjoy learning about the Earth.

**A:** What do you mean?

**B:** Well, you know, like volcanoes and the ocean and stuff.

**A:** Oh, OK. Now I get it. Well, I’m pretty good at rhyming. Have you written anything yet?

**B:** Yes. This is what I’ve written so far. *“This is a tectonic plate, it’s really big and great, and when it starts to move, then everything will shake.”* That’s all I’ve written so far. I don’t know what to write next.

**A:** Really? You don’t know what to write next? It’s so simple!

**B:** OK, tell me. What should I write?

**A:** I think you should write, “*It’s an earthquake!*”

**B:** Of course! Thank you!

**A:** Sure. Let’s look up some more words in a dictionary.

**B:** Sounds good!

**PRACTICE BOOK**

**🎧Track 122**

**Unit 7 My New Song**

**LESSON A**

**DICTATION I**

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

**Number 1.** Let’s talk about rap today.

**Number 2.** You can express your emotions through music.

**Number 3.** It’s simple if you write about your hobby.

**🎧Track 123**

**LISTENING SKILL PRACTICE**

**PART A. Listen to the linked words, then write and say.**

talk about (x2)

kinds of (x2)

rhythm and (x2)

hand on (x2)

rap is (x2)

learn about (x2)

from other (x2)

feel it (x2)

**🎧Track 124**

**DICTATION II**

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

**Number 1.** Let’s talk about and learn about rap.

**Number 2.** Put your hand on your heart and feel it beat.

**Number 3.** Rap is special and different from other kinds of music.

**Unit 8 – Musical Miracle**

**STUDENT BOOK**

**🎧Track 090**

**Unit 8 Musical Miracle**

**LESSON A**

**KEY WORDS**

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

**Number 1.** exercise

**Number 2.** concert

**Number 3.** talented

**Number 4.** perform

**Number 5.** prefer

**Number 6.** charity

**🎧Track 091**

**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 092**

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

**A:** Hi. What are you listening to?

**B:** Hey. I’m listening to Ivan Dracco.

**A:** Who’s that?

**B:** He makes electronic music. He’s a really talented musician. His music is great to listen to while I exercise. I’m about to go to gym class, so I’m listening to it now to get ready.

**A:** Cool.

**B:** So what are you listening to these days?

**A:** I prefer pop and rock music. My favorite music groups are the Zoo Animals and the Bizzy Macs.

**B:** I see. Why do you like them?

**A:** Well, I’ve been trying some new hobbies lately.

**B:** Oh yeah? Like what?

**A:** I’m learning how to sing and dance. I like to dance to Bizzy Macs’ music, and they are talented singers, too. So, that’s the main reason, I guess.

**B:** That’s cool. Hey, I heard they are going to have a charity concert downtown this weekend? Are you going?

**A:** Yes! I got tickets today. Are you going too?

**B:** Well, I’ve been wondering about it. What’s the charity for?

**A:** All the money they collect from ticket sales will be used to assist people in communities that need help.

**B:** Wow! That’s great. Let me look this event up on my phone. Cool! Ivan Dracco will be performing there! Now I want to go, too.

**A:** I’m going with two other classmates. Let me text you my seat number so you can try to sit next to us.

**B:** Sounds great! Do you want to meet for dinner before the concert?

**A:** Sure!

**🎧Track 093**

**GENERAL LISTENING QUESTIONS**

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

**Number 1.** What kind of music is the second speaker listening to?

**a.** Electronic

**b.** Pop

**c.** Rock

**d.** Rap

**Number 2.** What hobbies does one of the speakers talk about?

**a.** Exercising

**b.** Singing and dancing

**c.** Going to concerts

**d.** Helping people in the community

**Number 3.** Where will the charity concert be?

**a.** At their school

**b.** At a gym

**c.** In another community

**d.** Downtown

**Number 4.** When is the concert?

**a.** This weekend

**b.** Next weekend

**c.** Today

**d.** Next month

**🎧Track 094**

**DETAILED LISTENING SECTION**

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

**A:** Hi. What are you listening to?

**B:** Hey. I’m listening to Ivan Dracco.

**A:** Who’s that?

**B:** He makes electronic music. He’s a really talented musician. His music is great to listen to while I exercise. I’m about to go to gym class, so I’m listening to it now to get ready.

**A:** Cool.

**B:** So what are you listening to these days?

**A:** I prefer pop and rock music. My favorite music groups are the Zoo Animals and the Bizzy Macs.

**B:** I see. Why do you like them?

**A:** Well, I’ve been trying some new hobbies lately.

**B:** Oh yeah? Like what?

**A:** I’m learning how to sing and dance. I like to dance to Bizzy Macs’ music, and they are talented singers, too. So, that’s the main reason, I guess.

**B:** That’s cool. Hey, I heard they are going to have a charity concert downtown this weekend? Are you going?

**A:** Yes! I got tickets today. Are you going too?

**B:** Well, I’ve been wondering about it. What’s the charity for?

**A:** All the money they collect from ticket sales will be used to assist people in communities that need help.

**B:** Wow! That’s great. Let me look this event up on my phone. Cool! Ivan Dracco will be performing there! Now I want to go, too.

**A:** I’m going with two other classmates. Let me text you my seat number so you can try to sit next to us.

**B:** Sounds great! Do you want to meet for dinner before the concert?

**A:** Sure!

**🎧Track 095**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** Why is the second speaker listening to music before gym class?

**a.** She likes singing along with the music.

**b.** She likes dancing to the music.

**c.** She likes listening to it to get ready to exercise.

**d.** She likes going to concerts.

**Number 2.** What is special about the concert?

**a.** It’s free to get in.

**b.** It’s a rock concert.

**c.** It’s a dinner concert.

**d.** It’s a charity concert.

**Number 3.** How many classmates will go to the concert together?

**a.** One

**b.** Two

**c.** Three

**d.** Four

**Number 4.** What will they do before going to the concert?

**a.** Eat dinner

**b.** Sing songs

**c.** Listen to music

**d.** Text each other

**🎧Track 096**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing linked words.

Words that end with a vowel sound can be linked (↪) together with words that begin with a vowel sound by adding a “y” or “w” sound between the words.

Linked words sound like they are one word.

**Number 1.** “she” + “is” = “she↪is” ***“she-yiz”***

**Number 2.** “to” + “everyone” = “to↪everyone”

 **“*to-wev-ree-wun*”**

**🎧Track 097**

**PART B. Listen to the linked words, then write and say.**

I exercise (x2)

His music is great to listen to while I exercise.

to it (x2)

I’m listening to it now to get ready.

zoo animals (x2)

My favorite group is the Zoo Animals.

they are (x2)

I like to dance to their music, and they are talented singers.

to assist (x2)

The money will be used to assist people in communities that need help.

now I (x2)

So now I want to go, too.

two other (x2)

I’m going with two other classmates.to us (x2)

Let me text you my seat number so you can try to sit next to us.

**🎧Track 098**

**Unit 8 Musical Miracle**

**LESSON B**

**REVIEW**

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

**Number 1.** He is (x2) is linked with the “y” sound.

**Number 2.** Two other (x2) is linked with the “w” sound.

**Number 3.** To assist (x2) is linked with the “w” sound.

**Number 4.** We exercise (x2) is linked with the “y” sound.

**🎧Track 099**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

Words that end with the letters “ed” are pronounced differently.

There are 3 ways a word that ends with the letters “ed” can sound.

Words that end with the letters “ed” can be pronounced like “t,” “d,” or “id.”

**🎧Track 100**

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

Look at example 1.

Say the correct “ed” sound.

Sometimes “ed” can make the “t” sound, like in the word finished.

Look at example 2.

Say the correct “ed” sound.

Sometimes “ed” can make the “d” sound, like in the word used.

Look at example 3.

Say the correct “ed” sound.

Sometimes “ed” can make the “id” sound, like in the word talented.

**🎧Track 101**

**PART C. Listen and check (✓) the box with the correct “ed” ending sound, then write the word in the blank.**

**Number 1.** I liked all of the different types of singers and music groups. (x2)

**Number 2.** So what did you think about the concert you just watched tonight? (x2)

**Number 3.** And what do you think about all of the money that was collected from ticket sales going to charity? (x2)

**Number 4.** Everyone in the crowd loved them. (x2)

**🎧Track 102**

**INTEGRATE IT**

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

**A:** Welcome to the downtown Performing Arts Center. I’m Dylan Hunter for LJF News. The charity concert has just finished, so we’re going to interview some people who watched it.

Hello, sir. May I interview you?

**B:** Sure.

**A:** What’s your name, sir?

**B:** I’m Drew.

**A:** So what did you think about the concert you just watched tonight?

**B:** I was sitting in the fifth row. I thought it was amazing! I liked all of the different types of singers and music groups. They were really talented.

**A:** And what do you think about all of the money that was collected from ticket sales going to charity?

**B:** Well, that’s one of the main reasons my friends and I decided to buy tickets to this concert. We preferred to support a charity concert because it helps people who need to be assisted.

**A:** OK, thank you, Drew.

And may I interview you, ma’am?

**C:** Sure.

**A:** What is your name?

**C:** I’m Alyssa.

**A:** OK, and what was your favorite performance at this concert?

**C:** Oh, I think the Bizzy Macs stole the show. Everyone in the crowd loved watching them perform. I also think people were really happy tonight.

**A:** And why do you think that?

**C:** Because the money they used to buy their tickets is going to help people who need it. I really hope that there are more concerts for charity.

**A:** I agree! More concerts for charity! Let’s have fun and help people. For LJF News, I’m Dylan Hunter.

**PRACTICE BOOK**

**🎧Track 125**

**Unit 8 Musical Miracle**

**LESSON A**

**VOCABULARY PRACTICE**

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

**Number 1.** prefer (x2)

**Number 2.** charity (x2)

**Number 3.** text (x2)

**Number 4.** wonder (x2)

**Number 5.** classmate (x2)

**Number 6.** exercise (x2)

**Number 7.** concert (x2)

**Number 8.** talented (x2)

**Number 9.** perform (x2)

**Number 10.** lately (x2)

**🎧Track 126**

**DICTATION I**

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

**Number 1.** I like listening to music while I exercise.

**Number 2.** We will all go to the charity concert tonight.

**Number 3.** I have been trying a new hobby lately.

**🎧Track 127**

**LISTENING SKILL PRACTICE**

**Part A. Listen to the linked words, then write and say.**

to↪us (x2)

to↪it (x2)

we↪all (x2)

two↪other (x2)

to↪assist (x2)

now↪I (x2)

know↪it (x2)

we↪exercise (x2)

**🎧Track 128**

**DICTATION II**

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

**Number 1.** We all listen to music when we exercise.

**Number 2.** I didn’t know it was for charity, so now I want to go, too.

**Number 3.** I’m going with two other classmates. Let me text you my seat number so you can try to sit next to us.