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**Integrate Listening & Speaking Basic 2 Transcript**

**Unit 1 – The Grand Canyon**

**STUDENT BOOK**

**🎧Track 002**

**Unit 1 The Grand Canyon**

**LESSON A**

**KEY WORDS**

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

**Number 1.** spray

**Number 2.** pack

**Number 3.** desert

**Number 4.** jacket

**🎧Track 003**

**GENERAL LISTENING SECTION**

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

You will hear a conversation in a home.

The conversation is about travel.

**🎧Track 004**

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

**A:** Mom, what do we need to pack for our trip to the Grand Canyon in Arizona?

**B:** Well, you definitely need to pack a jacket and some pants.

**A:** Really? It’s summer there. And the Grand Canyon is in the middle of a desert, right?

**B:** Yes. But the weather in the desert is really different than the weather here in Florida. Of course, deserts are hot in the day, but they can get pretty cold at night, even in summer.

**A:** I didn’t know that. OK, I’ll bring a jacket and some pants. Maybe I’ll also pack some thick socks to keep my feet warm.

**B:** Good idea! I’ll do that, too.

**A:** How about sunblock? Should I bring some?

**B:** Yes. Absolutely bring some, and your sunglasses, too. It’s very bright and sunny during the day there.

**A:** OK. Should I also bring this mosquito spray?

**B:** No, I don’t think we’ll need that. Mosquitoes like warm and wet places, but the Grand Canyon is quite hot and dry.

**A:** Well, if it’s dry, I should certainly bring some skin cream, right?

**B:** That’s a great idea! OK, is there anything else we need?

**A:** Nope. We’ve already packed all of our clothes, cameras, and other stuff. So, I think that’s it.

**B:** Great. Let’s go to bed early tonight. Our flight leaves early tomorrow morning. Good night!

**A:** Good night, mom.

**🎧Track 005**

**GENERAL LISTENING QUESTIONS**

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

**Number 1.** Who is talking?

**a.** A mom and her friend

**b.** A girl and her friend

**c.** A mom and daughter

**d.** A girl and her aunt

**Number 2.** What are they doing?

**a.** Coming home from a trip

**b.** Packing for a trip

**c.** Getting ready for bed

**d.** Going to the airport

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

**a.** Morning

**b.** Lunchtime

**c.** Afternoon

**d.** Nighttime

**Number 4.** When will they leave for their trip?

**a.** Next week

**b.** Today

**c.** Tomorrow

**d.** Next summer

**🎧Track 006**

**DETAILED LISTENING SECTION**

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

**A:** Mom, what do we need to pack for our trip to the Grand Canyon in Arizona?

**B:** Well, you definitely need to pack a jacket and some pants.

**A:** Really? It’s summer there. And the Grand Canyon is in the middle of a desert, right?

**B:** Yes. But the weather in the desert is really different than the weather here in Florida. Of course, deserts are hot in the day, but they can get pretty cold at night, even in summer.

**A:** I didn’t know that. OK, I’ll bring a jacket and some pants. Maybe I’ll also pack some thick socks to keep my feet warm.

**B:** Good idea! I’ll do that, too.

**A:** How about sunblock? Should I bring some?

**B:** Yes. Absolutely bring some, and your sunglasses, too. It’s very bright and sunny during the day there.

**A:** OK. Should I also bring this mosquito spray?

**B:** No, I don’t think we’ll need that. Mosquitoes like warm and wet places, but the Grand Canyon is quite hot and dry.

**A:** Well, if it’s dry, I should certainly bring some skin cream, right?

**B:** That’s a great idea! OK, is there anything else we need?

**A:** Nope. We’ve already packed all of our clothes, cameras, and other stuff. So, I think that’s it.

**B:** Great. Let’s go to bed early tonight. Our flight leaves early tomorrow morning. Good night!

**A:** Good night, mom.

**🎧Track 007**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** Where are they from?

**a.** They are from Florida.

**b.** They are from Arizona.

**c.** They are from the Grand Canyon.

**d.** They are from the desert.

**Number 2.** What is the weather like at night in the desert?

**a.** It’s hot and dry.

**b.** It’s hot and wet.

**c.** It’s cold and dry.

**d.** It’s cold and wet.

**Number 3.** What will the girl bring to keep her feet warm?

**a.** A jacket

**b.** Long pants

**c.** Thick socks

**d.** Sunglasses

**Number 4.** What do they not need to pack?

**a.** Some pants

**b.** Some sunblock

**c.** Some skin cream

**d.** Some mosquito spray

**🎧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 *hats* (hats), *rocks* (rocks), and *works* (works)

**Number 2.** “z” like in *toes* (toez), *breathes* (breathz), and *caves* (cavez)

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

**🎧Track 009**

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

pants (x2)

Well, you definitely need to pack a jacket and some pants.

socks (x2)

Maybe I’ll pack some thick socks.

sunglasses (x2)

Yes. Absolutely bring some, and your sunglasses, too.

mosquitoes (x2)

Mosquitoes like warm and wet places.

places (x2)

Mosquitoes like warm and wet places.

clothes (x2)

We’ve already packed all of our clothes, cameras, and other stuff.

leaves (x2)

Our flight leaves early tomorrow morning.

deserts (x2)

Of course, deserts are hot in the day, but they can get pretty cold at night.

**🎧Track 010**

**Unit 1 The Grand Canyon**

**LESSON B**

**REVIEW**

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

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

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

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

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

**🎧Track 011**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

You can use certain adverbs, like *absolutely, certainly, definitely, really, pretty, quite,* and *very*, to make what you say stronger.

Stress the first syllable in each adverb.

**🎧Track 012**

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

Look at example one.

Stress the first syllable in each adverb.

There are four syllables in the word “definitely.”

Say the syllables: “def-i-nite-ly”

The first syllable in the word is “def.”

Stress the first syllable in the word: “DEF-i-nite-ly”

Now try the example sentence:

“Well, you DEF-i-nite-ly need to pack a jacket and some pants.”

Look at example two.

Stress the first syllable in each adverb.

There are two syllables in the word “very.”

Say the syllables “ver-y”

The first syllable in the word is “ver”

Stress the first syllable in the word: “VER-y”

Now try the example sentence:

“It’s VER-y bright and sunny during the day there.”

**🎧Track 013**

**INTEGRATE IT**

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

**A:** Are you only going to wear those tennis shoes while we’re away?

**B:** Yes, I am.

**A:** Did you pack any hiking boots in your bag?

**B:** No. I’m just going to wear these tennis shoes the whole time. I want to be comfortable on the airplane. I think they are good for hiking, too.

**A:** Well, you can wear them on the plane, but you should definitely bring a pair of hiking boots, too.

**B:** Really? How come?

**A:** Because the desert is quite a dangerous place.

**B:** What’s so dangerous about it?

**A:** Well, as I told you before, the temperatures are really extreme.

**B:** Right, I remember that. You said it’s very hot and dry in the daytime, but at night it can get quite cold.

**A:** Yes. On top of that, there are some really dangerous plants and animals there. Like cactuses, snakes, and scorpions. So, you really need to protect your feet with hiking boots.

**B:** Oh, I didn’t know that. OK, I will certainly bring a pair of boots, too. Thanks, mom.

**A:** Sure! Don’t mention it.

**🎧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:** What do we need to pack for our trip to the desert?

**B:** Well, you definitely need to pack some sunblock and sunglasses.

**A:** Yes, I’ll absolutely bzzring those things. It’s very hot and sunny during the day in the desert.

**B:** Oh, then I should certainly bring some skin cream, too.

**A:** That’s a great idea! Should I bring this mosquito spray?

**B:** Nope. I don’t think we’ll need that. Mosquitoes don’t like the hot and dry weather in the desert.

**A:** That’s true. It’s really hot and dry there.

So, why are you packing a thick jacket?

**B:** Because it can get pretty cold in the desert at night.

**A:** Oh, I didn’t know that.

OK, I’ll bring a jacket and some long pants, too.

**B:** Do we need to pack anything else?

**A:** Nope. We’ve already packed all of our clothes, cameras, and other stuff.

**B:** Great! We’re ready to go.

**PRACTICE BOOK**

**🎧Track 103**

**Unit 1 The Grand Canyon**

**LESSON A**

**DICTATION I**

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

**Number 1.** Let’s wake up early tomorrow.

**Number 2.** Did you pack your camera?

**Number 3.** You should bring a thick jacket with you.

**🎧Track 104**

**LISTENING SKILL PRACTICE**

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

creams (x2)

socks (x2)

sunglasses (x2)

jackets (x2)

places (x2)

clothes (x2)

canyons (x2)

deserts (x2)

**🎧Track 105**

**DICTATION II**

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

**Number 1.** Pack your socks and sunglasses.

**Number 2.** Bring two jackets and some warm clothes.

**Number 3.** Deserts are hot and dry places.

**Unit 2 – The National Park**

**STUDENT BOOK**

**🎧Track 015**

**Unit 2 The National Park**

**LESSON A**

**KEY WORDS**

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

**Number 1**. trail

**Number 2**. lose

**Number 3**. alone

**Number 4**. visitor

**🎧Track 016**

**GENERAL LISTENING SECTION**

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

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

You will hear an announcement at a national park.

The announcement is about safety.

**🎧Track 017**

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

Good morning, everyone. Welcome to Zion National Park. My name is Pedro Urzua. I’m a park ranger. For your safety, there are three important things to remember before you go inside the park.

First, unlike the city, there’s no WiFi or mobile phone signal on the hiking trails in the park. You can’t use the internet or make phone calls. There are over 100 hiking trails in this huge park, and it’s easy to get lost. Don’t go out alone, in the evening or at night, because you can get lost.

Second, please stay on the trail while you’re hiking. It’s easy to get lost if you go off the trail, even if you’re with other people. On top of that, there are dangerous plants and animals in the forest that can seriously injure you. Furthermore, walking off the trail causes erosion of the rocks and soil. Erosion destroys the natural home of small plants and animals.

Third, in the city there are many bathrooms and stores. You can drink water, use the bathroom, and buy stuff whenever you want. However, in the park, the visitor center is the only place where you can use the bathroom, buy things like bug spray, sunblock, and drinking water. Please stop by the visitor center before you go hiking.

Are there any questions?

**🎧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.** Night

**b.** Evening

**c.** Lunchtime

**d.** Morning

**Number 2.** What is the speaker’s job?

**a.** He is a park ranger.

**b.** He cleans the bathrooms.

**c.** He sells things at the visitor center.

**d.** He helps people make phone calls.

**Number 3.** How many important things does the speaker want to talk about?

**a.** One

**b.** Two

**c.** Three

**d.** Four

**Number 4.** Why is the speaker talking to the visitors?

**a.** He wants them to buy stuff.

**b.** He wants them to be safe.

**c.** He wants them to get lost.

**d.** He wants them to learn about plants and animals.

**🎧Track 019**

**DETAILED LISTENING SECTION**

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

Good morning, everyone. Welcome to Zion National Park. My name is Pedro Urzua. I’m a park ranger. For your safety, there are three important things to remember before you go inside the park.

First, unlike the city, there’s no WiFi or mobile phone signal on the hiking trails in the park. You can’t use the internet or make phone calls. There are over 100 hiking trails in this huge park, and it’s easy to get lost. Don’t go out alone, in the evening or at night, because you can get lost.

Second, please stay on the trail while you’re hiking. It’s easy to get lost if you go off the trail, even if you’re with other people. On top of that, there are dangerous plants and animals in the forest that can seriously injure you. Furthermore, walking off the trail causes erosion of the rocks and soil. Erosion destroys the natural home of small plants and animals.

Third, in the city there are many bathrooms and stores. You can drink water, use the bathroom, and buy stuff whenever you want. However, in the park, the visitor center is the only place where you can use the bathroom, buy things like bug spray, sunblock, and drinking water. Please stop by the visitor center before you go hiking.

Are there any questions?

**🎧Track 020**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** Why can’t you make a phone call on the hiking trails?

**a.** People always lose their phones.

**b.** There’s no WiFi or mobile phone signal.

**c.** For your safety.

**d.** It hurts small plants and animals.

**Number 2.** How many hiking trails are in the park?

**a.** Three

**b.** Less than one hundred

**c.** Exactly one hundred

**d.** More than one hundred

**Number 3.** What does erosion destroy?

**a.** People visiting the park

**b.** The hiking trails.

**c.** The natural home of plants and animals

**d.** Dangerous plants and animals

**Number 4.** Why should visitors go to the visitor center before they go hiking?

**a.** So they can use the internet and make phone calls.

**b.** So they can use the bathroom and buy things they need.

**c.** So they don’t get lost.

**d.** So they stay on the hiking trails.

**🎧Track 021**

**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 *ants* (ants), *socks* (socks), and *pants* (pants)

**Number 2.** “z” like in *balls* (ballz), *rings* (ringz), and *brooms* (broomz)

**Number 3.** “iz” like in *houses* (housiz), *faces* (faciz), and *boxes* (boxiz)

**🎧Track 022**

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

things (x2)

For your safety, there are three important things to remember.

trails (x2)

There’s no WiFi or mobile phone signal on the hiking trails.

calls (x2)

You can’t use the internet or make phone calls.

rocks (x2)

Erosion destroys the rocks and soil.

plants (x2)

Erosion destroys the natural home of small plants.

animals (x2)

Erosion destroys the natural home of animals.

causes (x2)

Walking off the trail causes erosion.

bathrooms (x2)

In the city, there are many bathrooms and stores.

**🎧Track 023**

**Unit 2 The National Park**

**LESSON B**

**REVIEW**

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

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

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

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

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

**🎧Track 024**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

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

When two words are put together, they make a new word with a new meaning.

There are “closed” compound words, like whenever and inside.

There are also “open” compound words, like mobile phone and bug spray.

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

**🎧Track 025**

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

Look at example one.

Stress the first part of the compound word.

The word “bathroom” is a closed compound word.

The firstpart of this compound word is “bath.”

Stress the first part of the word: “BATHroom” Now try the example sentence:

“You can drink water and use the BATHroom.”

Look at example two.

Stress the first part of the compound word.

The word “park ranger” is an open compound word.

The firstpart of this compound word is “park.”

Stress the first part of the word: “PARK ranger” Now try the example sentence:

“I’m a PARK ranger.”

**🎧Track 026**

**INTEGRATE IT**

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

The visitor center is a great place to get the things you need before you go hiking on one of the many trails in the national park. There are lots of bathrooms inside the visitor center. There’s also a store that sells things that you’ll need while hiking on the trails. You can get things like sunblock, bug spray, water, water bottles, and other important things. There are also maps that you can use so you won’t get lost in the park. Remember, your mobile phone won’t work on the trails because there’s no signal.

When you finish your hike, you can come back to the visitor center, where you can relax at the café and go shopping in the gift shop. There are also shuttle buses that can take you to the camping area, the parking area, or back into the city.

Most people come here to hike and enjoy the beauty of nature. But don’t forget that the visitor center is a place you should definitely go to before and after your hike.

Have fun, and remember you can never be too careful. Enjoy your hike!

**PRACTICE BOOK**

**🎧Track 106**

**Unit 2 The National Park**

**LESSON A**

**DICTATION I**

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

**Number 1.** A visitor is lost in the park.

**Number 2.** Some dangerous animals can injure you.

**Number 3.** You could get lost if you go hiking alone.

**🎧Track 107**

**LISTENING SKILL PRACTICE**

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

parks (x2)

trails (x2)

rangers (x2)

rocks (x2)

plants (x2)

animals (x2)

causes (x2)

forests (x2)

**🎧Track 108**

**DICTATION II**

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

**Number 1.** There are over a hundred hiking trails in the park.

**Number 2.** There are dangerous plants and animals in the park.

**Number 3.** People walking off the trail is one of the main causes of rock and soil erosion.

**Unit 3 – Life in the Deep**

**STUDENT BOOK**

**🎧Track 027**

**Unit 3 Life in the Deep**

**LESSON A**

**KEY WORDS**

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

**Number 1**. share

**Number 2**. energy

**Number 3**. ecosystem

**Number 4**. habitat

**🎧Track 028**

**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 nature.

**🎧Track 029**

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

Welcome to the National Nature Network. I’m your host, Victoria Cruz. Tonight, we’re talking about ecosystems.

Within the Earth’s five oceans there are five main zones: Sunlight, Twilight, Midnight, Abyss, and Trenches. Each zone is deeper, colder, and darker than the one before it. Some plants and animals like it sunny and warm. Others like it cold and dark. In each zone, there’s an ecosystem with a different habitat and different living things in it.

An ecosystem is a system of energy sharing between living things in a habitat. There are three kinds of living things in any ecosystem: producers, consumers, and decomposers. They are all different because of how they get food. Let’s look at the Sunlight Zone as an example.

Plants in the Sunlight Zone, like seagrass, kelp, and seaweed are producers. They use energy from sunlight to make their own food.

Consumers in the Sunlight Zone, like sharks, sea turtles, and tuna fish, can’t make their own food, like producers can. They must eat producers, other consumers, or both, to get energy.

Decomposers in the Sunlight Zone, like shrimp, crabs, and starfish, turn dead plants and animals into soil. This helps new producers grow, and the system starts again.

Now you know how nonliving things affect a habitat, and the three kinds of living things in any ecosystem.

**🎧Track 030**

**DETAILED LISTENING QUESTIONS**

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

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

**a.** Nighttime

**b.** Evening

**c.** Lunchtime

**d.** Morning

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

**a.** Plants

**b.** Animals

**c.** Ecosystems

**d.** Nonliving things

**Number 3.** What place is the speaker talking about?

**a.** Lakes

**b.** Beaches

**c.** Oceans

**d.** Trenches

**Number 4.** How many main ocean zones are there?

**a.** Three

**b.** Four

**c.** Five

**d.** Six

**🎧Track 031**

**DETAILED LISTENING SECTION**

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

Welcome to the National Nature Network. I’m your host, Victoria Cruz. Tonight, we’re talking about ecosystems.

Within the Earth’s five oceans there are five main zones: Sunlight, Twilight, Midnight, Abyss, and Trenches. Each zone is deeper, colder, and darker than the one before it. Some plants and animals like it sunny and warm. Others like it cold and dark. In each zone, there’s an ecosystem with a different habitat and different living things in it.

An ecosystem is a system of energy sharing between living things in a habitat. There are three kinds of living things in any ecosystem: producers, consumers, and decomposers. They are all different because of how they get food. Let’s look at the Sunlight Zone as an example.

Plants in the Sunlight Zone, like seagrass, kelp, and seaweed are producers. They use energy from sunlight to make their own food.

Consumers in the Sunlight Zone, like sharks, sea turtles, and tuna fish, can’t make their own food, like producers can. They must eat producers, other consumers, or both, to get energy.

Decomposers in the Sunlight Zone, like shrimp, crabs, and starfish, turn dead plants and animals into soil. This helps new producers grow, and the system starts again.

Now you know how nonliving things affect a habitat, and the three kinds of living things in any ecosystem.

**🎧Track 032**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** How is each ocean zone different than the one before it?

**a.** Each zone is deeper and colder than the one before it.

**b.** Each zone is warmer and sunnier than the one before it.

**c.** Each zone has more plants and animals than the one before it.

**d.** Each zone has more habitats than the one before it.

**Number 2.** How many kinds of living things are there in any ecosystem?

**a.** One

**b.** Two

**c.** Three

**d.** Four

**Number 3.** What do producers use to make their own food?

**a.** Consumers

**b.** Energy from sunlight

**c.** Dead plants and animals

**d.** Seaweed and kelp

**Number 4.** Sharks, sea turtles, and tuna fish are all examples of what?

**a.** Habitats

**b.** Producers

**c.** Consumers

**d.** Decomposers

**🎧Track 033**

**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.** “like” + “it” = “like↪it” ***“li-kit”***

**Number 2.** “cold” + “and” = “cold↪and” ***“col-dand”***

**🎧Track 034**

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

**Number 1.** Others like**↪**it cold**↪**and dark. (x2)

 **“*li-kit*” “*col-dand*”**

**Number 2.** Each zone**↪**is deeper, colder, and darker than the one before**↪**it. (x2)

**“*zo-niz*” “*be-fo-rit*”**

**Number 3.** There↪are three kinds↪of living

things↪in↪any ecosystem. (x2)

***“The-rar “kine-zuv” “thing-zi-nany”***

**Number 4.** Let’s look↪at the Sunlight Zone↪as↪an↪example. (x2) **“*luh-kat*”**

 **“*zo-na-ze-neg-zam-pull*”**

**🎧Track 035**

**Unit 3 Life in the Deep**

**LESSON B**

**REVIEW**

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

**Number 1.**

Seagrass, kelp, and seaweed↪are↪all producers↪in↪an↪ecosystem. (x2)

**Number 2.**

Sharks, sea turtles, and↪other consumers↪eat living things to get↪energy. (x2)

**🎧Track 036**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

A list is three 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. On the last word, lower your voice.

**🎧Track 037**

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

Look at example one.

Raise and lower your voice correctly.

The words seagrass, kelp, and seaweed are part of a list of three words.

Raise your voice for the first two words in the list: seagrass, kelp

Lower your voice for the last word in the list: and seaweed

Now try the example sentence:

“Plants in the Sunlight Zone, like seagrass, kelp, and seaweed, are producers.”

Look at example two.

Raise and lower your voice correctly.

The words sharks, sea turtles, shrimp, and starfish are part of a list of four words.

Raise your voice for the first three words in the list: sharks, sea turtles, shrimp

Lower your voice for the last word in the list: and starfish

Now try the example sentence:

“Sharks, sea turtles, shrimp, and starfish all live in an ecosystem in the Sunlight Zone.”

**🎧Track 038**

**INTEGRATE IT**

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

Welcome back to the National Nature Network. I’m your host, Victoria Cruz. We’ve been talking about ecosystems on the show tonight.

As we learned in the first part of the show, there are five main zones in the Earth’s five oceans. Each zone is deeper, darker, and colder than the one before it. So, the deeper down you go, the more the plants and animals become different. When you get to the Midnight Zone and the Abyss, the ocean’s animals become downright weird, and even scary.

Starting in the Midnight Zone, there’s no sunlight. So, it’s very dark and cold there. Some fish in this zone, like the angler fish, make their own light. They are consumers. They use their light to make other fish come to them. When the other fish get close enough, the angler fish strikes. Some jellies also make their own light.

Other living things in these zones also glow in the dark. Some examples are producers like seaweed, and decomposers like plankton. They do this because of the cold, deep, dark ecosystem they live in.

Through these examples, we can see that nonliving things, like the temperature and amount of light in a habitat, affect the living things in any ecosystem.

**🎧Track 039**

**HOST A TV SHOW**

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

Welcome to the National Nature Network. I’m your host, Victoria Cruz.

Today, we’re talking about ecosystems in the Earth’s oceans.

There are five main zones in the Earth’s oceans.

They are the Sunlight, Twilight, Midnight, Abyss, and Trench zones.

Each zone is deeper, colder, and darker than the one before it.

In each zone, there’s an ecosystem with a different habitat and different living things in it.

An ecosystem is a system of energy sharing between living things in a habitat.

There are three kinds of living things in any ecosystem: producers, consumers, and decomposers.

Let’s look at some examples.

Plants, like seagrass, kelp, and seaweed, are producers.

They use energy from sunlight to make their own food.

Consumers, like sharks, sea turtles, and tuna fish, eat producers and other living things to get energy.

Decomposers, like shrimp, crabs, and starfish, turn dead plants and animals into soil.

This helps new producers grow, and the system starts again.

This is how nonliving and living things work together in an ecosystem.

**PRACTICE BOOK**

**🎧Track 109**

**Unit 3 Life in the Deep**

**LESSON A**

**DICTATION I**

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

**Number 1.** An ecosystem has both living and nonliving things in it.

**Number 2.** Plants and animals living in the same habitat share energy.

**Number 3.** There are producers, consumers, and decomposers in an ecosystem.

**🎧Track 110**

**LISTENING SKILL PRACTICE**

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

**Number 1.** plants↪and↪animals (x2)

**Number 2.** there↪are (x2)

**Number 3.** like↪it (x2)

**Number 4.** things↪in↪any (x2)

**Number 5.** kinds↪of (x2)

**Number 6.** living↪and (x2)

**Number 7.** in↪each (x2)

**Number 8.** there’s↪an↪ecosystem (x2)

**🎧Track 111**

**DICTATION II**

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

**Number 1.** Some plants↪and↪animals like↪it sunny and warm.

**Number 2.** There↪are three kinds↪of living things↪in↪any ecosystem: producers, consumers, and decomposers.

**Number 3.** In↪each zone, there’s↪an↪ecosystem with different living↪and nonliving things in it.

**Unit 4 – Dinosaurs**

**🎧Track 040**

**Unit 4 Dinosaurs**

**LESSON A**

**KEY WORDS**

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

**Number 1**. herbivore

**Number 2**. omnivore

**Number 3**. carnivore

**Number 4**. fossil

**🎧Track 041**

**GENERAL LISTENING SECTION**

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

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

You will hear a tour at a museum. The tour is about animals.

**🎧Track 042**

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

Good afternoon. Welcome to the Natural History Museum. I’m Joe. I’ll be your tour guide. Today, we’ll learn some cool stuff about animals.

First, look at this giant fossil from a dinosaur called *Brachiosaurus*. It lived roughly 155 million years ago. It was an herbivore, which means it only ate plants. *Brachiosaurus* had a long neck that helped it eat leaves from tall trees. Look at its big, round, and flat teeth. *Brachiosaurus* smashed and ground up plants. Its teeth helped it as it chewed plants. Herbivores living today have similar teeth.

Next, this fossil is of a terrifying dinosaur called *Tyrannosaurus rex*, or *T-rex* for short. It lived about 67 million years ago. Look at its long, sharp teeth. They look like knives. They cut and sliced meat. Animals that only eat meat are called carnivores. *T-rex* had strong legs. It chased other animals and ate them.

Finally, here’s a smaller dinosaur fossil. This dinosaur is called an *Oviraptor*. It walked the Earth approximately 75 million years ago. It ate both plants and animals. Animals that eat both of these foods are called omnivores. Many omnivores have round, flat teeth and sharp, long teeth.

Today, you’ve already started learning. So, the first lesson is, you can often tell what an animal eats just by looking at its teeth.**🎧Track 043**

**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.** Evening

**Number 2.** What is the speaker’s job?

**a.** A museum cleaner

**b.** A tour guide

**c.** A dentist

**d.** A dinosaur hunter

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

**a.** Leaves

**b.** Meat

**c.** Dinosaurs

**d.** Trees

**Number 4.** Why is the speaker talking to the visitors?

**a.** He wants them to be scared.

**b.** He wants them to eat.

**c.** He wants them to look.

**d.** He wants them to learn.

**🎧Track 044**

**DETAILED LISTENING SECTION**

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

Good afternoon. Welcome to the Natural History Museum. I’m Joe. I’ll be your tour guide. Today, we’ll learn some cool stuff about animals.

First, look at this giant fossil from a dinosaur called *Brachiosaurus*. It lived roughly 155 million years ago. It was an herbivore, which means it only ate plants. *Brachiosaurus* had a long neck that helped it eat leaves from tall trees. Look at its big, round, and flat teeth. *Brachiosaurus* smashed and ground up plants. Its teeth helped it as it chewed plants. Herbivores living today have similar teeth.

Next, this fossil is of a terrifying dinosaur called *Tyrannosaurus rex*, or *T-rex* for short. It lived about 67 million years ago. Look at its long, sharp teeth. They look like knives. They cut and sliced meat. Animals that only eat meat are called carnivores. *T-rex* had strong legs. It chased other animals and ate them.

Finally, here’s a smaller dinosaur fossil. This dinosaur is called an *Oviraptor*. It walked the Earth approximately 75 million years ago. It ate both plants and animals. Animals that eat both of these foods are called omnivores. Many omnivores have round, flat teeth and sharp, long teeth.

Today, you’ve already started learning. So, the first lesson is, you can often tell what an animal eats just by looking at its teeth.

**🎧Track 045**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** When did the *Brachiosaurus* live?

**a.** About 155 million years ago

**b.** About 67 million years ago

**c.** About 75 million years ago

**d.** It’s still alive today

**Number 2.** What kind of teeth do herbivores living today have?

**a.** Big, round, flat teeth

**b.** Long, sharp teeth

**c.** Both round and sharp teeth

**d.** They don’t have teeth.

**Number 3.** What kind of dinosaur was a carnivore?

**a.** *Brachiosaurus*

**b.** *T-rex*

**c.** *Oviraptor*

**d.** Omnivore

**Number 4.** How can we tell what an animal likes to eat?

**a.** By looking at how long ago it lived

**b.** By looking at how big it is

**c.** By looking at its long neck

**d.** By looking at its teeth

**🎧Track 046**

**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 *packed* (packt), *stopped* (stoppt), and *missed* (misst)

**Number 2.** “d” like in *viewed* (viewd), *yelled* (yelld), and *loved* (lovd)

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

**🎧Track 047**

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

lived (x2)

It lived roughly 155 million years ago.

helped (x2)

Brachiosaurus had a long neck that helped it eat leaves from tall trees.

smashed (x2)

They smashed and ground up plants.

chewed (x2)

It chewed plants.

sliced (x2)

They cut and sliced meat.

chased (x2)

It chased other animals and ate them.

walked (x2)

It walked the Earth approximately 75 million years ago.

started (x2)

Today, you’ve already started learning.

**🎧Track 048**

**Unit 4 Dinosaurs**

**LESSON B**

**REVIEW**

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

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

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

**Number 3.** guided (x2) is pronounced with the “id” ending sound.

**Number 4.** looked (x2) is pronounced with the “t” 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 the same sound.

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

**🎧Track 050**

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

Look at example one.

The ending sound of the word “animal” is the consonant sound “l.”

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

Link the sounds together:

“animal” + “likes” = “animal↪likes” ***“a-ni-mal-ikes”***

Now try the example sentence:

“You can tell what an animal↪likes to eat by looking at its teeth.”

***“You can tell what an a-ni-mal-ikes to eat by looking at its teeth.”***

Look at example two.

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

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

Link the sounds together:

“flat” + “teeth” = “flat↪teeth” ***“fla-teeth”***

Now try the example sentence:

“Look at its big, round, and flat↪teeth.”

***“Look at its big, round, and fla-teeth.”***

**🎧Track 051**

**INTEGRATE IT**

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

Animals on Earth are all very special and different. But, just like the dinosaurs of the past, many animals today can be categorized as herbivores, carnivores, or omnivores. We just have to look at their teeth to see what they eat. For example, just like the *Brachiosaurus*, elephants are herbivores. So, they have big, round, and flat teeth. These kinds of teeth are called molars. Molars are great for crushing and smashing plants as herbivores chew. In fact, elephants eat between 90 and over 270 kilograms of plants per day!

Today, carnivores, like alligators, also have similar-looking teeth to the carnivores of the past, like the *T-rex*. They have long, sharp teeth that look like knives. Their teeth are made for slicing and cutting meat. American alligators have between 74 and 80 of these terrifying, razor-sharp teeth. That’s more than double the amount of teeth a human has.

Speaking of humans, we have both molars for crushing, like herbivores, and sharp teeth for cutting and slicing, like carnivores. That’s because, just like the *Oviraptor* that lived 75 million years ago, human beings are omnivores. We may have more in common with wild animals, past and present, than meets the eye.

**PRACTICE BOOK**

**🎧Track 112**

**Unit 4 Dinosaurs**

**LESSON A**

**VOCABULARY PRACTICE**

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

**Number 1.** knife (x2)

**Number 2.** carnivore (x2)

**Number 3.** smash (x2)

**Number 4.** meat (x2)

**Number 5.** herbivore (x2)

**Number 6.** slice (x2)

**Number 7.** omnivore (x2)

**Number 8.** fossil (x2)

**🎧Track 113**

**DICTATION I**

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

**Number 1.** Herbivores have big, round, and flat teeth that they use to smash plants with as they chew.

**Number 2.** Carnivores have long, sharp teeth that look like knives.

**Number 3.** Omnivores eat plants and meat.

**🎧Track 114**

**LISTENING SKILL PRACTICE**

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

started (x2)

looked (x2)

lived (x2)

learned (x2)

smashed (x2)

chewed (x2)

sliced (x2)

chased (x2)

**🎧Track 115**

**DICTATION II**

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

**Number 1.** We looked at dinosaur fossils at the museum.

**Number 2.** The *T-rex*’s sharp teeth sliced meat as it chewed.

**Number 3.** They chased other dinosaurs.

**Unit 5 – At the Airport**

**STUDENT BOOK**

**🎧Track 052**

**Unit 5 At the Airport**

**LESSON A**

**KEY WORDS**

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

**Number 1.** luggage

**Number 2.** weight

**Number 3.** limit

**Number 4.** scale

**🎧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 an airport. The conversation is about travel.

**🎧Track 054**

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

**A**: Good afternoon, sir.

**B:** Hi.

**A:** What’s your destination today, sir?

**B:** I’m flying to San Diego, California.

**A:** OK. Do you have your ticket?

**B:** No. I made the reservation with a travel agent over the phone. She told me to get my ticket at the airport.

**A:** I see. May I see your passport, please?

**B:** Sure. Here it is.

**A:** Thank you.

And is a window seat OK, sir?

**B:** Yes, that’s fine.

**A:** Alright. Your seat number is A28. Is your luggage check-in or carry-on?

**B:** I have my backpack, so I’ll carry it on. I also have this small suitcase.

**A:** Hmmm. This suitcase looks small enough, but there’s a weight limit of ten kilograms for carry-on luggage. Anything over ten kilograms must be checked in. Please put your suitcase on the scale so I can weigh it.

**B:** OK.

**A:** It weighs 11 kilograms.

**B:** Can I move a few things from my suitcase to my backpack to lower the weight?

**A:** Sure.

**B:** OK.

Let’s see, I’ll move a couple of shirts, this book, and my laptop into my backpack.

OK, let’s try it again.

**A:** Perfect. Now it’s 9.5 kilograms, so you can carry it on the plane. You’re all set. You can go through the security checkpoint and board the plane at Gate 25 at 5:15 PM. Thank you, sir. Have a nice flight.

**B:** Great, thank you so much.

**🎧Track 055**

**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.** Nighttime

**Number 2.** Why is the woman at the airport?

**a.** She is meeting a friend.

**b.** She is traveling somewhere.

**c.** She works at the airport.

**d.** She works as a travel agent.

**Number 3.** How many pieces of luggage does the man have?

**a.** Two

**b.** Eleven

**c.** Nine

**d.** Ten

**Number 4.** What are they trying to weigh?

**a.** The man’s luggage

**b.** The man’s backpack

**c.** The man’s book

**d.** The man’s laptop

**🎧Track 056**

**DETAILED LISTENING SECTION**

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

**A**: Good afternoon, sir.

**B**: Hi.

**A:** What’s your destination today, sir?

**B:** I’m flying to San Diego, California.

**A:** OK. Do you have your ticket?

**B:** No. I made the reservation with a travel agent over the phone. She told me to get my ticket at the airport.

**A:** I see. May I see your passport please?

**B**: Sure. Here it is.

**A**: Thank you. And is a window seat OK, sir?

**B**: Yes, that’s fine.

**A:** Alright. Your seat number is A28. Is your luggage check-in or carry-on?

**B:** I have my backpack, so I’ll carry it on. I also have this small suitcase.

**A:** Hmmm. This suitcase looks small enough, but there’s a weight limit of ten kilograms for carry-on luggage. Anything over ten kilograms must be checked in. Please put your suitcase on the scale so I can weigh it.

**B**: OK.

**A**: It weighs 11 kilograms.

**B:** Can I move a few things from my suitcase to my backpack to lower the weight?

**A**: Sure.

**B**: OK. Let’s see, I’ll move a couple of shirts, this book, and my laptop into my backpack.

OK, let’s try it again.

**A**: Perfect. Now it’s 9.5 kilograms, so you can carry it on the plane. You’re all set. You can go through the security checkpoint and board the plane at Gate 25 at 5:15 PM. Thank you, sir. Have a nice flight.

**B:** Great, thank you so much.

**🎧Track 057**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** What does the man give the woman?

**a.** His ticket

**b.** His passport

**c.** His book

**d.** His laptop

**Number 2.** What is the weight limit for carry-on luggage?

**a.** 9.5 kilograms

**b.** 10 kilograms

**c.** 11 kilograms

**d.** 25 kilograms

**Number 3.** What items did the man move from his suitcase to his backpack?

**a.** His ticket, passport, and laptop

**b.** His laptop, book, and backpack

**c.** His shirts, book, and ticket

**d.** His shirts, book, and laptop

**Number 4.** Where is the next place the man will probably go?

**a.** To see the travel agent

**b.** To San Diego, California

**c.** To the security checkpoint

**d.** To seat A28

**🎧Track 058**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

People link (↪) together a word that ends with a consonant sound if the next word begins with the same sound. They only say the linked sound once, a little longer than normal. Listen.

**Number 1.** “this” + “small” = “this↪small”

 ***“thi-small”***

**🎧Track 059**

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

**Number 1.** And ... do ... An-do (x2)

An-do you have your ticket?

**Number 2.** this ... suitcase ... thi-suit-case (x2)

looks ... small ... looks-mall (x2)

Thi-suit-case looks-mall enough.

**Number 3.** gate ... twenty-five ... ga-twenty-five (x2)

Board the plane at ga-twenty-five at five fifteen p.m.

**🎧Track 060**

**Unit 5 At the Airport**

**LESSON B**

**REVIEW**

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

**Number 1.** This ... suitcase (x2) is pronounced like thi-suit-case.

**Number 2.** That ... ticket (x2) is pronounced like tha-tick-et.

**Number 3.** Gate ... twenty-two (x2) is pronounced like ga-twenty-two.

**Number 4.** All ... luggage (x2) is pronounced like aw-llug-age.

**🎧Track 061**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

A compound word is a word that is made of two smaller words. When two words are put together, they make a new word with a new meaning.

There are “closed” compound words, like *backpack* and *kilogram.*

There are also “open” compound words, like *window seat* and *carry on*.

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

**🎧Track 062**

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

Look at example one.

Stress the first part of the compound word.

The word “airport” is a closed compound word.

The firstpart of this compound word is “air.”

Stress the first part of the word: “AIRport”

Now try the example sentence:

“She told me to get my ticket at the AIRport.”

Look at example two.

Stress the first part of the compound word.

The word “travel agent” is an open compound word.

The firstpart of this compound word is “travel.”

Stress the first part of the word: “TRA-vel agent”

Now try the example sentence:

“I made a reservation with a TRA-vel agent over the phone.” **🎧Track 063**

**INTEGRATE IT**

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

**A:** Attention, all travelers. Please make sure you have your ticket and passport ready for the security check. Next in line, please. Hello, sir.

**B:** Hi.

**A:** Can I see your passport and ticket, please?

**B:** Yes, here they are.

**A:** Thank you. And what is your destination today, sir?

**B:** I’m going to San Diego, California.

**A:** OK, thank you. Please put all luggage here so we can check it.

**B:** OK.

**A:** Are your suitcase and backpack under the weight limit?

**B:** Yes, they are. I already weighed them on the scale when I got my plane ticket just a few minutes ago.

**A:** Alright, well, just to be safe, we will double-check them on our scale here.

**B:** OK. That’s fine with me.

**A:** Alright, it weighs about 9.5 kilograms. Now we want to look in your luggage. Is that OK, sir?

**B:** Yes. It’s OK. Go ahead.

**A:** OK, sir. Thank you for waiting. You’re all clear. You can go to gate twenty-five. Your flight is at five fifteen p.m. Don’t be late. Please keep your bags with you at all times.

**B:** OK. Thank you.

**A:** Have a safe flight.

**🎧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:** Good afternoon. What’s your destination today?

**B:** Hello. I’m flying to Seoul, South Korea.

**A:** Great. And do you have your passport and ticket?

**B:** Yes. Here is my ticket and here is my passport.

**A:** Thank you. Alright. Your seat number is E15. Is your luggage check-in or carry-on?

**B:** I have my backpack, so I’ll carry that on. I also have this small suitcase.

**A:** OK. There’s a weight limit of ten kilograms for carry-on luggage.

Please put your suitcase on the scale so I can weigh it.

**B:** OK, sure.

**A:** It weighs 11 kilograms.

**B:** Can I move a few things from my suitcase to my backpack to lower the weight?

**A:** Sure, no problem.

**B:** OK, let’s try it again.

**A:** Perfect. Your suitcase is now 9.5 kilograms, so you can carry it on.

**B:** Great, thank you so much.

**A:** You’re welcome.

**PRACTICE BOOK**

**🎧Track 116**

**Unit 5 At the Airport**

**LESSON A**

**DICTATION I**

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

**Number 1.** I will buy my ticket online.

**Number 2.** The weight limit is 10 kilograms.

**Number 3.** Please put your luggage on the scale.

**🎧Track 117**

**LISTENING SKILL PRACTICE**

**PART A. Listen and write the words that are linked by the same consonant sound.**

**Number 1.** travel agent↪told (x2)

**Number 2.** this↪scale (x2)

**Number 3.** all↪luggage (x2)

**Number 4.** gate↪twelve (x2)

**Number 5.** small↪laptop (x2)

**Number 6.** backpack↪can (x2)

**Number 7.** our↪reservation (x2)

**Number 8.** that↪ticket (x2)

**🎧Track 118**

**DICTATION II**

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

**Number 1.** We made our↪reservation online.

**Number 2.** All↪luggage must be weighed on this↪scale.

**Number 3.** Go to gate↪twelve, and your backpack↪can be carried on.

**Unit 6 – Welcome Aboard**

**STUDENT BOOK**

**🎧Track 065**

**Unit 6 Welcome Aboard**

**LESSON A**

**KEY WORDS**

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

**Number 1.** take off

**Number 2.** climb

**Number 3.** altitude

**Number 4.** speed

**🎧Track 066**

**GENERAL LISTENING SECTION**

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

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

You will hear an announcement on an airplane.

The announcement is about travel.

**🎧Track 067**

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

Good afternoon, ladies and gentlemen.

This is your captain speaking.

The flight attendants and I want to welcome you aboard the airplane.

We’ll take off from Narita International Airport, here in Tokyo, Japan. And we will land at San Diego International Airport, in California, USA.

After takeoff, the airplane will climb higher in the sky. We’ll climb for about ten minutes until we reach our flying altitude. We’ll be flying at an altitude of around 11.5 kilometers above the ground. We’ll be flying at a speed of around 900 kilometers per hour.

Our flight time from Tokyo to San Diego is about ten hours. We are expecting clear and sunny skies during our flight today.

Before, during, and ten minutes after takeoff, please keep your seat belt fastened. Also, please stay seated with your seat in the upright position. Once we’ve reached our flying altitude of roughly 11,500 meters, I’ll turn off the seat belt sign. Then you can move your seat back, and get up to use the bathroom.

But, for your safety, we ask that you keep your seat belt on at all times.

We’ll be taking off shortly, in about ten minutes. We hope that you sit back, relax, and enjoy the flight. Thank you for flying with LJF Airlines. We hope to see you again soon.

**🎧Track 068**

**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.** Nighttime

**Number 2.** Who is speaking?

**a.** A traveler

**b.** A travel agent

**c.** A flight attendant

**d.** The captain

**Number 3.** What will the weather be like during the flight?

**a.** Clear and windy

**b.** Clear and sunny

**c.** Cloudy and rainy

**d.** Cloudy and sunny

**Number 4.** Why is she speaking?

**a.** To welcome people aboard and give them information about the flight

**b.** To teach people about airports and airplanes

**c.** To ask everyone to get off the plane in a few minutes

**d.** To say goodbye to everyone

**🎧Track 069**

**DETAILED LISTENING SECTION**

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

Good afternoon ladies and gentlemen.

This is your captain speaking.

The flight attendants and I want to welcome you aboard the airplane.

We’ll take off from Narita International Airport, here in Tokyo, Japan. And we will land at San Diego International Airport, in California, USA.

After takeoff, the airplane will climb higher in the sky. We’ll climb for about ten minutes until we reach our flying altitude. We’ll be flying at an altitude of around 11.5 kilometers above the ground. We’ll be flying at a speed of around 900km/h.

Our flight time from Tokyo to San Diego is about ten hours. We are expecting clear and sunny skies during our flight today.

Before, during, and ten minutes after takeoff, please keep your seat belt fastened. Also, please stay seated with your seat in the upright position. Once we’ve reached our flying altitude of roughly 11,500 meters, I’ll turn off the seat belt sign. Then you can move your seat back, and get up to use the bathroom.

But, for your safety, we ask that you keep your seat belt on at all times.

We’ll be taking off shortly, in about ten minutes. We hope that you sit back, relax, and enjoy the flight. Thank you for flying with LJF Airlines. We hope to see you again soon.

**🎧Track 070**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** Where is the airplane during the announcement?

**a.** It’s at Narita International Airport.

**b.** It’s at San Diego International Airport.

**c.** It’s flying in the sky.

**d.** It’s landing at an airport.

**Number 2.** How long will the airplane climb for until it reaches the flying altitude?

**a.** About 10 hours

**b.** About 10 minutes

**c.** About 11 minutes

**d.** About 11 hours

**Number 3.** What will be the airplane’s flying altitude?

**a.** About 11,500 kilometers high

**b.** About 11.5 meters high

**c.** About 11.5 kilometers high

**d.** About 900 kilometers high

**Number 4.** How fast will they be flying?

**a.** Around 11,500km/h

**b.** About 10km/h

**c.** About 11.5km/h

**d.** About 900km/h

**🎧Track 071**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

People link (↪) together a word that ends with a consonant sound if the next word begins with the same sound. They only say the linked sound once, a little longer than normal. Listen.

**Number 1.** “about” + “ten” = “about↪ten”

 ***“a-bou-ten”***

**🎧Track 072**

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

**Number 1.** take off ... from ... take-off-rom (x2)

We’ll take-off-rom Narita International Airport.

**Number 2.** will ... land ... will-and (x2) And we will-and at San Diego International Airport.

**Number 3.** about ... ten ... a-bou-ten (x2)

We’ll be taking off shortly, in a-bou-ten minutes.**🎧Track 073**

**Unit 6 Welcome Aboard**

**LESSON B**

**REVIEW**

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

**Number 1.** Flight ... time (x2) is pronounced like fligh-time.

**Number 2.** About ... ten (x2) is pronounced like a-bou-ten.

**Number 3.** Will ... land (x2) is pronounced like will-and.

**🎧Track 074**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

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

When two words are put together, they make a new word with a new meaning.

There are “closed” compound words, like airport and kilometers.

There are also “open” compound words, like take off and seat belt.

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

**🎧Track 075**

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

Look at example one.

Stress the first part of the compound word.

The word “kilometers” is a closed compound word.

The firstpart of this compound word is “kilo.”

Stress the first part of the word: “KI-lometers”

Now try the example sentence: “We’ll be flying at an altitude of about 11.5 KI-lometers.”

Look at example two.

Stress the first part of the compound word.

The word “seat belt” is an open compound word.

The firstpart of this compound word is “seat.”

Stress the first part of the word: “SEAT belt”

Now try the example sentence:

“We ask that you keep your SEAT belt fastened.” **🎧Track 076**

**INTEGRATE IT**

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

Good afternoon, ladies and gentlemen. We will take off in a minute, so please fasten your seat belt. Also, please put your seat in the upright position.

Alright, ladies and gentlemen. We are now flying at an altitude of 11.5 kilometers. We’re flying at a speed of about 900 kilometers an hour. You can now get up and use the bathroom if you need to. And you can sit back, relax, and enjoy the flight.

Ladies and gentlemen, we have almost reached our destination. We are going to land in about fifteen minutes at San Diego International Airport. I’ve turned on the seat belt sign. Please stay seated until after landing when I turn off the seat belt sign again. Thank you for flying LJF Airlines. We hope you enjoyed the flight, and we hope to see you again.

**PRACTICE BOOK**

**🎧Track 119**

**Unit 6 Welcome Aboard**

**LESSON A**

**DICTATION I**

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

**Number 1.** After takeoff, we’ll be flying at an altitude of about 11.5 kilometers above the ground.

**Number 2.** We’ll be flying at a speed of around 900 kilometers per hour.

**Number 3.** Please keep your seat belt fastened.

**🎧Track 120**

**LISTENING SKILL PRACTICE**

**PART A. Listen and write the words that are linked by the same consonant sound.**

**Number 1.** take off↪from (x2)

**Number 2.** want↪to (x2)

**Number 3.** will↪land (x2)

**Number 4.** about↪ten (x2)

**Number 5.** we’re↪reaching (x2)

**Number 6.** flight↪time (x2)

**Number 7.** this↪sign (x2)

**Number 8.** until↪landing (x2)

**🎧Track 121**

**DICTATION II**

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

**Number 1.** We will take off ↪ from Narita International Airport in about ↪ ten minutes.

**Number 2.** We want ↪ to tell you that our flight ↪ time is twelve hours.

**Number 3.** We will ↪ land soon.

**Unit 7 – America’s Finest City**

**STUDENT BOOK**

**🎧Track 077**

**Unit 7 America’s Finest City**

**LESSON A**

**KEY WORDS**

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

**Number 1**. multicultural

**Number 2**. border

**Number 3**. outside

**Number 4**. downtown

**🎧Track 078**

**GENERAL LISTENING SECTION**

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

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

You will hear a greeting at a hotel.

The greeting is about travel.

**🎧Track 079**

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

Welcome to San Diego, California, also known as America’s Finest City.

In San Diego, you’ll have a multicultural trip. One great thing about this city is all the delicious multicultural food. For example, if you want to eat traditional Italian food, you can visit Little Italy in downtown San Diego. If you feel like eating Vietnamese or Korean food, you can go to Convoy Street. San Diego is well-known for having some of the best Mexican dishes in the US. But the best place to try Mexican food is Mexico, of course! From downtown San Diego, you can take a forty-five-minute ride on a trolley all the way to the US-Mexico border. Don’t forget to bring your passport! Try learning a few Spanish words before you go.

You can also watch a baseball game at the stadium in downtown. Another great place to visit just outside of the downtown area is Balboa Park. It has museums where you can learn about the multicultural history of the city. Balboa Park also has the famous San Diego Zoo.

Finally, complete your visit to San Diego by going to one of its world-famous beaches. Make sure you bring your sunblock and remember to be safe in the water.

We hope you have a great visit to San Diego, America’s Finest City!

**🎧Track 080**

**GENERAL LISTENING QUESTIONS**

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

**Number 1.** What city is the speaker talking about?

**a.** Mexico

**b.** San Diego

**c.** California

**d.** America

**Number 2.** What kind of trip does the speaker say you can have in this city?

**a.** A delicious trip

**b.** A historical trip

**c.** A multicultural trip

**d.** A safe trip

**Number 3.** How does the speaker sound?

**a.** Angry

**b.** Sad

**c.** Bored

**d.** Happy

**Number 4.** Why is the speaker talking?

**a.** To give information about the city

**b.** To teach people about the history of the city

**c.** To keep people safe in the city

**d.** To warn people about the city

**🎧Track 081**

**DETAILED LISTENING SECTION**

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

Welcome to San Diego, California, also known as America’s Finest City.

In San Diego, you’ll have a multicultural trip. One great thing about this city is all the delicious multicultural food. For example, if you want to eat traditional Italian food, you can visit Little Italy in downtown San Diego. If you feel like eating Vietnamese or Korean food, you can go to Convoy Street. San Diego is well-known for having some of the best Mexican dishes in the US. But, the best place to try Mexican food is Mexico, of course! From downtown San Diego, you can take a forty-five minute ride on a trolley all the way to the US-Mexico border. Don’t forget to bring your passport! Try learning a few Spanish words before you go.

You can also watch a baseball game at the stadium in downtown. Another great place to visit just outside of the downtown area is Balboa Park. It has museums where you can learn about the multicultural history of the city. Balboa Park also has the famous San Diego Zoo.

Finally, complete your visit to San Diego by going to one of its world-famous beaches. Make sure you bring your sunblock and remember to be safe in the water.

We hope you have a great visit to San Diego, America’s Finest City!

**🎧Track 082**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** Where can you eat traditional Italian food in this city?

**a.** Downtown

**b.** Just outside of the downtown area

**c.** In Balboa Park

**d.** At the US-Mexico border

**Number 2.** How long does it take to get to the US-Mexico border on the trolley?

**a.** 14 minutes

**b.** 5 minutes

**c.** 40 minutes

**d.** 45 minutes

**Number 3.** Where is Balboa Park?

**a.** On Convoy Street

**b.** In Little Italy

**c.** In the San Diego Zoo

**d.** Just outside of the downtown area

**Number 4.** What is the last place the speaker suggests visiting?

**a.** A Korean restaurant

**b.** One of the world-famous beaches

**c.** The baseball stadium

**d.** Mexico

**🎧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.** “known” + “as” = “known↪as”

 ***“know-naz”***

**Number 2.** “safe” + “in” = “safe↪in” ***“say-fin”***

**🎧Track 084**

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

**Number 1.** Make sure you bring your sunblock↪and remember to be safe↪in the water. (x2) ***“sun-blah-kand “say-fin”***

**Number 2.** We hope you have↪a great visit to San Diego! (x2) ***“ha-vuh”***

**Number 3.** Balboa Park↪also has the famous San Diego Zoo. (x2) ***“Par-kal-so”***

**Number 4.** You can↪also watch↪a baseball game↪at the stadium↪in downtown. (x2)

***“ca-nal-so” “wah-chuh”***

***“gay-mat” “stay-di-yuh-min”***

**🎧Track 085**

**Unit 7 America’s Finest City**

**LESSON B**

**REVIEW**

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

**Number 1.** You can have↪a multicultural↪and traditional dish↪at one↪of the restaurants↪in downtown San Diego. (x2)

**Number 2.** You can travel↪outside↪of the US by taking↪a trolley to the US-Mexico border. (x2)

**🎧Track 086**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

When you talk about people, places, and things from a country, you add a special ending sound to the name of the country those things come from. This special ending sound is called a suffix.

Different places have different suffixes. Some common ones are -*ish*, -*ese*, -*an*, or -*ean* / -*ian*.

**🎧Track 087**

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

Look at example one.

The name of the country is “England.”

The suffix for people, places, and things from “England” is “-ish.”

So people, places, and things that come from “England” are “Engl-ish.”

Now try the example sentence: “I like the English language.”

Look at example two.

The name of the country is “Mexico.”

The suffix for people, places, and things from “Mexico” is “-an.”

So people, places, and things that come from “Mexico” are “Mexic-an.”

Now try the example sentence: “I love Mexican food.”

**🎧Track 088**

**PART C. Listen and check (✓) the box with the correct suffix. Then write the correct word in the blank, and say the sentence.**

**Number 1.** People, places, and things that come from Korea are Korean. (x2)

**Number 2.** People, places, and things that come from Vietnam are Vietnamese. (x2)

**Number 3.** People, places, and things that come from Spain are Spanish. (x2)

**Number 4.** People, places, and things that come from America are American. (x2)

**🎧Track 089**

**INTEGRATE IT**

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

**A:** Next in line, please.

**B:** Hi. How much is it for two trolley tickets from downtown to the US-Mexico border?

**A:** It’s forty-two dollars per ticket. So, two tickets is eighty-four dollars.

**B:** Wow! That’s a little expensive.

**A:** Yes, but it’s not just a ride to the border. You get a lot more.

**B:** What else do we get?

**A:** The tickets are for the city’s Get On, Get Off trolley tour. So, you can get on and off the trolley whenever you want. The trolley runs every 30 minutes from morning to night. It includes 10 different stops. You can also use the tickets for 2 days.

**B:** That sounds pretty good. What are the ten stops?

**A:** The stops are well-known places like the San Diego Zoo, Little Italy, Balboa Park, the downtown baseball stadium, Mission Beach, the US-Mexico border, and a few other great places. Here’s an information booklet.

**B:** Thanks. We also want to eat some traditional Mexican food in Mexico. Can you recommend any delicious restaurants?

**A:** I can’t. I’m sorry. But the trolley tour also has an on-board guide. The guide can probably tell you a good place to eat in Mexico. So, what do you say?

**B:** It sounds great! Here’s ninety dollars.

**A:** Thanks, here is six dollars change, and your two trolley tickets. Enjoy!

**B:** Thank you. Have a nice day.

**🎧Track 090**

**GIVE A TOUR ANNOUNCEMENT**

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

Welcome aboard the Get On, Get Off trolley city tour.

We’d like to show you around San Diego, also known as America’s Finest City.

We hope you have a fun and multicultural trip.

One great thing about San Diego is all the delicious multicultural food.

For example, if you want to eat traditional Italian food, you can get off at our first stop, which is Little Italy in downtown San Diego.

Or, maybe you came to San Diego to try our well-known Mexican dishes.

But the best place to try Mexican food is Mexico, of course!

If you’d like to go to the Mexican border, we’ll be there in about forty-five minutes. It’s our last stop on the trolley.

Don’t forget to bring your passport!

I also have this information booklet. You can learn a few things about Mexico if you read it.

It has good information about shopping and restaurants. It also has some Spanish words you can use while talking to the friendly Mexican people!

We hope you have a great visit to San Diego, and enjoy the city trolley tour!

**PRACTICE BOOK**

**🎧Track 122**

**Unit 7 America’s Finest City**

**LESSON A**

**DICTATION I**

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

**Number 1.** In San Diego, you can try many different traditional dishes.

**Number 2.** There are a lot of great places outside of the downtown area as well.

**Number 3.** You can take the trolley to the border.

**🎧Track 123**

**LISTENING SKILL PRACTICE**

**PART A. Listen and write the words that link a vowel sound with a consonant sound.**

**Number 1.** have↪a (x2)

**Number 2.** things↪about (x2)

**Number 3.** kinds↪of (x2)

**Number 4.** traditional↪Italian (x2)

**Number 5.** Korean↪or (x2)

**Number 6.** some↪of (x2)

**Number 7.** food↪in (x2)

**Number 8.** one↪of (x2)

**🎧Track 124**

**DICTATION II**

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

**Number 1.** You can eat Korean ↪ or traditional ↪ Italian, and many other kinds ↪ of food, in San Diego.

**Number 2.** Our city has some ↪ of the best Mexican food ↪ in America.

**Number 3.** One ↪ of the best things ↪ about San Diego is its beaches.

**Unit 8 – The Cooking Show**

**STUDENT BOOK**

**🎧Track 091**

**Unit 8 The Cooking Show**

**LESSON A**

**KEY WORDS**

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

**Number 1.** sauce

**Number 2.** remove

**Number 3.** ingredients

**Number 4.** blender

**🎧Track 092**

**GENERAL LISTENING SECTION**

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

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

You will hear a YouTube video online. The YouTube video is about cooking.

**🎧Track 093**

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

Hello, everyone. Welcome to my YouTube channel, Delicious International Dishes. Please click the “like” button and the red “subscribe” button.

Today, I’m going to teach you how to make two more delicious dishes.

The first dish is a Mexican dish called guacamole salsa. It’s a sauce and it’s super easy to make.

First, get all the ingredients together. The ingredients you need are an avocado, an onion, a tomato, a lemon, a lime, salt, pepper, and garlic.

Now follow the directions. Remove the skin off the onion and the avocado. Remove the big seed from the avocado. Cut the avocado, onion, and tomato into little cubes. Next, put them into the blender. Then cut up the garlic and put that into the blender. After that, cut the lemon and lime in half and squeeze the juice into the blender. Finally, add salt and pepper. Next put the lid on and turn on the blender. Blend everything for about two to three minutes, until you get a nice, green sauce.

You can put guacamole on corn chips as a snack. You can also add it to tacos, tortas, and many other Mexican dishes, to make them taste more delicious.

I hope you enjoyed learning about our first dish for today. Stay tuned for our second dish, which comes from Italy!

**🎧Track 094**

**GENERAL LISTENING QUESTIONS**

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

**Number 1.** How many dishes is the speaker going to talk about?

**a.** One

**b.** Two

**c.** Three

**d.** Four

**Number 2.** Where is the first dish from?

**a.** Italy

**b.** Mexico

**c.** International

**d.** America

**Number 3.** What color does the speaker say the first dish will be?

**a.** Black

**b.** Red

**c.** Yellow

**d.** Green

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

**a.** Fun and happy

**b.** Tired and hungry

**c.** Sad and upset

**d.** Angry and frustrated

**🎧Track 095**

**DETAILED LISTENING SECTION**

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

Hello, everyone. Welcome to my Youtube channel, Delicious International Dishes. Please click the like button and the red subscribe button.

Today, I’m going to teach you how to make two more delicious dishes.

The first dish is a Mexican dish called guacamole salsa. It’s a sauce and it’s super easy to make.

First, get all the ingredients together. The ingredients you need are, an avocado, an onion, a tomato, a lemon, a lime, salt, pepper, and garlic.

Now follow the directions. Remove the skin off the onion and the avocado. Remove the big seed from the avocado. Cut the avocado, onion, and tomato into little cubes. Next, put them into the blender. Then cut up the garlic and put that into the blender. After that, cut the lemon and lime in half and squeeze the juice into the blender. Finally, add salt and pepper. Next put the lid on and turn on the blender. Blend everything for about two to three minutes, until you get a nice, green, sauce.

You can put guacamole on corn chips as a snack. You can also add it to tacos, tortas, and many other Mexican dishes, to make them taste more delicious.

I hope you enjoyed learning about our first dish for today. Stay tuned for our second dish, which comes from Italy!

**🎧Track 096**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** How many ingredients are needed to make guacamole?

**a.** Seven

**b.** Eight

**c.** Nine

**d.** Ten

**Number 2.** What two things does the speaker say we need to remove from the avocado?

**a.** The seed and the lime

**b.** The skin and the seed

**c.** The skin and the garlic

**d.** The seed and the guacamole

**Number 3.** What does the speaker say we need to put on the blender before we turn it on?

**a.** Onions

**b.** Lemon and lime juice

**c.** The lid

**d.** Salt and pepper

**Number 4.** How many minutes does the speaker say to blend the ingredients for?

**a.** 1 to 2 minutes

**b.** 2 to 3 minutes

**c.** 3 to 4 minutes

**d.** 4 to 5 minutes

**🎧Track 097**

**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 *jackets* (jackets), *shops* (shops), and *works* (works)

**Number 2.** “z” like in *signs* (signz), *crabs* (crabz), and *speeds* (speedz)

**Number 3.** “iz” like in *fishes* (fishiz), *races* (raciz), and *fixes* (fixiz)

**🎧Track 098**

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

dishes (x2)

Today, I’m going to teach you how to make two delicious dishes.

ingredients (x2)

First, get all the ingredients together.

directions (x2)

Now follow the directions.

cubes (x2)

Cut the avocado, onion, and tomato into little cubes.

minutes (x2)

Blend everything for about two to three minutes.

seeds (x2)

Remove the seeds.

chips (x2)

You can put guacamole on corn chips as a snack.

sauces (x2)

It’s one of my favorite sauces, and it’s very easy to make.

**🎧Track 099**

**Unit 8 The Cooking Show**

**LESSON B**

**REVIEW**

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

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

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

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

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

**🎧Track 100**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

A reduction is when certain words are blended together with other words. When this happens, we say the words together quickly. We often do this when we are talking about two things that are a pair.

For example: “and” sounds like “n” when it is blended with the words that come before and after it.

**🎧Track 101**

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

Look at example one.

 “salt” and “pepper” are a pair.

Blend them together and they sound like “salt↪n↪pepper.”

Now try the example sentence:

“Add the salt↪n↪pepper.”

Look at example two.

“seed” and “skin” are a pair.

Blend them together and they sound like “seed↪n↪skin.”

Now try the example sentence:

“Remove the seed↪n↪skin from the avocado.”

**🎧Track 102**

**INTEGRATE IT**

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

Alright. Now, let’s learn how to make the second dish. This is an Italian dish. It’s a famous dish all around the world. You may have heard of it already. Can you guess what it is? Its name starts with a *P* and ends with an *A*. That’s right! It’s pizza!

The great thing about pizza is that you can use many different kinds of ingredients! So, if you don’t like some of the ingredients I use, just use

ones you think are delicious.

These are the ingredients I’ll use: a crust, a can of tomato sauce, some cheese, an onion, and a few mushrooms.

Now, follow my directions. Remove the skin from the onion. Slice the onion and mushrooms. Put the crust on a pan. Remove the lid from the can of tomato sauce. Pour the sauce onto the crust. Put the cheese on top of the sauce. Then put some of the sliced onion and mushrooms on top of that.

Bake it in the oven for about fifteen minutes. Before you know it, the pizza is ready!

Be careful! It’ll be hot. Let it cool down for five minutes before you cut it and eat it. Thank you for watching my video! Don’t forget to “like” my video and subscribe to my channel. See you next time!

**PRACTICE BOOK**

**🎧Track 125**

**Unit 8 The Cooking Show**

**LESSON A**

**VOCABULARY PRACTICE**

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

**Number 1.** ingredients (x2)

**Number 2.** lid (x2)

**Number 3.** blender (x2)

**Number 4.** remove (x2)

**Number 5.** sauce (x2)

**Number 6.** snack (x2)

**Number 7.** cube (x2)

**Number 8.** seed (x2)

**🎧Track 126**

**DICTATION I**

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

**Number 1.** Put all of the ingredients into the blender, and then put the lid on.

**Number 2.** Remove the seeds from the watermelon.

**Number 3.** Cut the fruit into cubes and let’s have a snack.

**🎧Track 127**

**LISTENING SKILL PRACTICE**

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

tomatoes (x2)

dishes (x2)

chips (x2)

ingredients (x2)

directions (x2)

blenders (x2)

seeds (x2)

sauces (x2)

**🎧Track 128**

**DICTATION II**

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

**Number 1.** Tomatoes have very small seeds in them.

**Number 2.** You can use different ingredients to make different sauces.

**Number 3.** Follow the directions to make both dishes.