Integrate Listening & Speaking Building 1 Transcript

Unit 1 – Rosa Parks

STUDENT BOOK

🎧Track 002

Unit 1 Rosa Parks

LESSON A
KEY WORDS

PART A. Listen and match. Then write and say.

Number 1. boycott
Number 2. freedom
Number 3. discrimination
Number 4. activist
Number 5. equal
Number 6. guarantee

🎧Track 003

GENERAL LISTENING
SECTION & QUESTIONS

PART A. Get ready to listen.

You will hear a show on TV. The show is about human rights.

🎧Track 004

PART B. Read the questions below, then listen and write notes as needed.

Welcome to the World History Network. In part one of tonight's program, we're focusing on human rights. Human rights, which are also sometimes called civil rights, are the basic rights of citizens. These rights are protected by laws. They include things such as laws that guarantee all citizens the right to vote, laws that protect people's freedom of speech, and laws that protect people from discrimination. Many people believe that all citizens should have these rights.

However, sometimes people have different opinions about human rights. When people can't agree about civil rights, they fight for what they believe is fair. So, they do things like march, boycott, and communicate with the government.

One human rights activist was an African American woman named Rosa Parks. She has been called the "mother of the freedom movement" in the US. She has also been called "the first lady of civil rights." She fought for the human rights of African Americans in the US. She did so during the Civil Rights Movement of the 1950s and 60s. In particular, she helped to end discrimination under the law against African Americans. She protested and helped to start boycotts. These acts eventually helped African Americans gain more equal treatment under the law.

Parks worked with famous civil rights leaders like Dr. Martin Luther King Jr. Due to her work in civil rights, Parks became a well-known figure in American history. There are countless public places named after her to help people remember what she did. She also received many awards to acknowledge her bravery. Parks is a figure that we can all look to and learn from to understand the struggle for human rights.

🎧Track 005

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. According to the speaker, what are human rights also sometimes called?
a. Discrimination rights
b. Opinion rights
c. Civil rights
d. Freedom rights

Number 3. What did Rosa Parks help end?
a. Protests
b. Freedom
c. Boycotts
d. Discrimination

Number 4. What did Rosa Parks receive a lot of?
a. Awards
b. Guarantees
c. Rights
d. Votes

Track 006

DETAILED LISTENING SECTION & QUESTIONS

PART A. Read the questions below, then listen again and write short notes.

Welcome to the World History Network. In part one of tonight's program, we're focusing on human rights. Human rights, which are also sometimes called civil rights, are the basic rights of citizens. These rights are protected by laws. They include things such as laws that guarantee all citizens the right to vote, laws that protect people's freedom of speech, and laws that protect people from discrimination. Many people believe that all citizens should have these rights. However, sometimes people have different opinions about human rights. When people can't agree about civil rights, they fight for what they believe is fair. So, they do things like march, boycott, and communicate with the government.

One human rights activist was an African American woman named Rosa Parks. She has been called the "mother of the freedom movement" in the US. She has also been called "the first lady of civil rights." She fought for the human rights of African Americans in the US. She did so during the Civil Rights Movement of the 1950s and 60s. In particular, she helped to end discrimination under the law against African Americans. She protested and helped to start boycotts. These acts eventually helped African Americans gain more equal treatment under the law.

Parks worked with famous civil rights leaders like Dr. Martin Luther King Jr. Due to her work in civil rights, Parks became a well-known figure in American history. There are countless public places named after her to help people remember what she did. She also received many awards to acknowledge her bravery. Parks is a figure that we can all look to and learn from to understand the struggle for human rights.

Track 007

DETAILED LISTENING QUESTIONS

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

Number 1. What is not an example of a right that is protected by laws?
a. The right to vote
b. Freedom to discriminate against others
c. Freedom of speech
d. Protection from discrimination

Number 2. When are activists most likely to do things like boycott or march?
a. When they need to communicate with the government
b. When they want to help African Americans
c. When they can't agree with others about civil rights
d. When they want to acknowledge the bravery of activists

Number 3. When was the Civil Rights Movement in the US?
a. In the 1930s and 40s
b. In the 1940s and 50s
c. In the 1950s and 60s
d. In the 1960s and 70s

Number 4. What did Rosa Parks help African Americans gain?
a. The right to vote
b. More public places named after them
c. Freedom of speech
d. More equal treatment under the law

Track 008

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.
We know which of the three ways the final “s” sound makes because of the sound (not the letter) right before the final “s” sound.
The /s/ ending sound: Words that end with /P/ /K/ /F/ /T/ or /TH/ (voiceless th) sounds are pronounced with the /s/ ending sound.

The /z/ ending sound: Words that end with /B/ /D/ /G/ /L/ /M/ /N/ /NG/ /R/ /V/ /THE/ (voiced th) sounds, or any vowel sounds, are pronounced with the /z/ ending sound.

The /iz/ ending sound: Words that end with /S/ /X/ /Z/ /CH/ /SH/ or /GE/ sounds are pronounced with the /iz/ ending sound.

Track 009

PART C. Listen, check your answers, and say.

rights (x2) has the /s/ ending sound
In part one of tonight’s program, we’re focusing on human rights.

places (x2) has the /iz/ ending sound
There are countless public places named after her to help people remember what she did.

citizens (x2) has the /z/ ending sound
Civil rights are the basic rights of citizens.

laws (x2) has the /z/ ending sound
These rights are protected by laws.

opinions (x2) has the /z/ ending sound
Sometimes people have different opinions about human rights.

things (x2) has the /z/ ending sound
They include things such as laws that guarantee all citizens the right to vote.

awards (x2) has the /z/ ending sound
She has received many awards to acknowledge her bravery and courage

boycotts (x2) has the /s/ ending sound
She protested and helped to start boycotts.

Track 010

Unit 1 Rosa Parks

LESSON B
REVIEW

PART B. Now listen and check your answers.

Number 1. activists (x2) is pronounced with the /s/ ending sound.
Number 2. buses (x2) is pronounced with the /iz/ ending sound.
Number 3. laws (x2) is pronounced with the /z/ending sound.
Number 4. places (x2) is pronounced with the /iz/ ending sound.

Track 011

SPEAKING SKILL SECTION

PART A. Listen and read.

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

When you link the words, you say them like they are one word. There is no break between the words.

Track 012

PART B. Listen, look, and say.

Look at example one.

The ending sound of the word “one” is the consonant sound /n/.
The beginning sound of the word “of” is the vowel sound /o/.
Link the sounds together: “one” + “of” = “one ↪ of”

The ending sound of the word “focusing” is the consonant sound /ing/.
The beginning sound of the word “on” is the vowel sound /o/.
Link the sounds together: “focusing” + “on” = “focusing ↪ on”

Now try the example sentence: “In part one ↪ of tonight’s program, we’re focusing ↪ on human rights.”

Look at example two.

The ending sound of the word “which” is the consonant sound /ch/.
The beginning sound of the word “are” is the vowel sound /ah/.
The ending sound of the word “are” is the consonant sound /r/.
The beginning sound of the word “also” is the vowel sound /a/.
Link the sounds together: “which” + “are” + “also” = “which ↪ are ↪ also”

The ending sound of the word “rights” is the consonant sound /ts/.
The beginning sound of the word “of” is the vowel sound /o/.
Link the sounds together: “rights” + “of” = “rights ↪ of”

Now try the example sentence: “Human rights, which ↪ are ↪ also sometimes called civil rights, are the basic rights ↪ of citizens.”

Track 013

INTEGRATE IT

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

Welcome back to the World History Network. In part two of tonight’s program on human rights, we will take a closer look at the life of Rosa Parks.

Rosa Parks was an African American human rights activist. She showed a lot of bravery during the Civil Rights Movement of the 1950s and 60s in the US. She fought for freedom and for the rights of African Americans. During and before this time in the US, African Americans were not treated equally under the law. Rosa Parks protested and boycotted. Her actions eventually helped end discrimination against African Americans under the law. As a result of her work, they gained more equal treatment under the law.

It all started on a bus one evening when Rosa Parks was returning home from work. The bus driver told Parks to stand up so that some white passengers could sit down. Parks refused and was later arrested. Many people were very upset after hearing this news. They boycotted taking the buses until all passengers were treated equally. Eventually, the law was changed and all citizens were given the same civil rights, not just on buses, but everywhere in society.

Parks continued to work with famous civil rights leaders like Dr. Martin Luther King Jr. She became a well-known figure in American history. She even wrote a book about her life and experiences during the civil rights era. Her book is called “My Story.” Human rights activists around the world continue to learn from her experiences. Her bravery and acts of courage give people hope. We can all make a great change by following in her footsteps.

Track 014

DO A TV SHOW

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

Rosa Parks is a civil rights activist who we can all learn from. During her struggle for civil rights, she showed a lot of bravery. We can do a lot of good by following in her footsteps. Since her time fighting for civil rights, countless other people have struggled for freedom by doing things like boycotting, marching, and communicating with governments.

PRACTICE BOOK

Track 104

Unit 1 Rosa Parks

LESSON A
DICTATION I

PART A. Listen and write the missing words.

Number 1. Rosa Parks fought for freedom. (x2)
Number 2. Dr. Martin Luther King Jr. also believed in equal rights for all. (x2)
Number 3. Many other activists joined Rosa Parks in her fight. (x2)

Track 105

LISTENING SKILL PRACTICE

PART A. Listen and check the box with the correct final "s" sound, and write the word in the blank.

Number 1. The topic of tonight's program is human rights. (x2)
Number 2. Many public places are named after her to help people remember what she did. (x2)
Number 3. Equal rights are protected by laws. (x2)
Number 4. Rosa Parks helped begin boycotts that helped give African Americans more equal treatment. (x2)
Number 5. Some people's opinions on the rights of all citizens differ. (x2)

Track 106

DICTATION II

PART A. Listen and write the missing words.

Number 1. Citizens vote to protect human rights. (x2)
Number 2. Parks received many awards because of her bravery. (x2)
Number 3. What are some things you can do to fight discrimination? (x2)

Unit 2 – The Great Law of Peace

STUDENT BOOK

Track 015

Unit 2 The Great Law of Peace

LESSON A
KEY WORDS

PART A. Listen and match. Then write and say.

Number 1. weak
Number 2. constitution
Number 3. united
Number 4. state
Number 5. credit
Number 6. independent

Track 016

GENERAL LISTENING SECTION & QUESTIONS

PART A. Get ready to listen.

You will hear a presentation at school.
The presentation is about history.

Track 017

PART B. Read the questions below, then listen and write notes as needed.

Good morning, everyone. My name is Diontae. For my social studies presentation today, I'll explain something important about the history of the US Constitution. Many of you have probably heard of the Founding Fathers of the United States. George Washington, Benjamin Franklin, and a few others, helped make the US Constitution.

One of the most important ideas in the US Constitution is that the country is made up of smaller, individual states. Although united as part of one country, these individual states are free. Therefore, they can make and have their own laws, leaders, civil rights, and even their own army. Back then, the US was a new, small, and weak country. So, each state in the US needed to help protect each other if there was a war. However, the Founding Fathers wanted the citizens in each state to live as freely as they wanted to, according to their own ideals. They would govern themselves, but would also cooperate with other states as a single country. That's where the name The United States comes from.

This idea, to have a country formed of smaller, independent states, was actually seen as a new idea at the time. Many people say the Founding Fathers were geniuses for thinking of it. However, long before the US Constitution was made, the Seven Native American nations already had a much older constitution with the same ideas. This Native American constitution was called the Great Law of Peace. In his personal diary, Benjamin Franklin even wrote about it.

So while we give the Founding Fathers credit for the US Constitution, we should give the Native Americans credit, too.

Track 018

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

Number 1. What time of day is it?
a. Night
b. Evening
c. Afternoon
d. Morning

Number 2. Which country is the speaker mostly talking about?
a. The United Kingdom
b. The United States
c. The Seven Nations
d. The Great States

Number 3. Who does the speaker think his audience has probably already heard of?
a. The Founding Fathers
b. Benjamin Washington
c. George Franklin
d. Native American leaders

Number 4. Why is the speaker giving a presentation?
a. To sell something
b. To thank someone
c. To teach something
d. To warn someone

Track 019

DETAILED LISTENING SECTION & QUESTIONS

PART A. Read the questions below, then listen again and write short notes.

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Therefore, they can make and have their own laws, leaders, civil rights, and even their own army. Back then, the US was a new, small, and weak country. So, each state in the US needed to help protect each other if there was a war. However, the Founding Fathers wanted the citizens in each state to live as freely as they wanted to, according to their own ideals. They would govern themselves, but would also cooperate with other states as a single country. That's where the name The United States comes from.

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So while we give the Founding Fathers credit for the US Constitution, we should give the Native Americans credit, too.

Track 020

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

Number 1. What is not one of the things that American states were free to make or have?
a. Their own laws
b. Their own country
c. Their own army
d. Their own leaders

Number 2. According to the speaker, why did the early states need to help protect each other?
a. Some states were attacking other states
b. Native Americans were attacking some states
c. Some states didn't have an army
d. The states were new, small, and weak

Number 3. What do many people say about the Founding Fathers?
a. They were weak
b. They were small
c. They were smart
d. They were important

Number 4. According to the speaker, who first had the idea of a country made up of smaller individual states?
a. George Washington
b. Benjamin Franklin
c. The Founding Fathers
d. The Seven Native American Nations

Track 021

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.
We know which of the three ways the final "ed" sound makes because of the sound (not the letter) right before the final "ed" sound.

The /t/ ending sound: Words that end with /P/ /K/ /F/ /S/ /X/ /CH/ /SH/ or /THE/(voiceless th) sounds are pronounced with the /t/ ending sound.

The /d/ ending sound: Words that end with the /B/ /G/ /L/ /M/ /N/ /NG/ /R/ /V/ /Z/ /GE/ /THE/ (voiced th) sounds, or any vowel sounds, are pronounced with the /d/ ending sound.

The /id/ ending sound: Words that end with /D/ or /T/ sounds are pronounced with the /id/ ending sound.

Track 022

PART C. Listen, check your answers, and say.

helped (x2) has the /t/ ending sound
They helped make the US Constitution.

united (x2) has the /id/ ending sound
Although united as part of one country, these individual states are free.

wanted (x2) has the /id/ ending sound
The Founding Fathers wanted the citizens in each state to live as freely as they wanted to, according to their own ideals.

needed (x2) has the /id/ ending sound
Each state in the US needed to help protect each other if there was a war.

formed (x2) has the /d/ ending sound
This idea to have a country formed of smaller, independent states was seen as a new idea at the time.

called (x2) has the /d/ ending sound
This Native American constitution was called the Great Law of Peace.

protected (x2) has the /id/ ending sound
The states protected each other if there was ever a war.

lived (x2) has the /d/ ending sound
The citizens in each state lived freely, according to their own ideals.

Track 023

Unit 2 The Great Law of Peace

LESSON B
REVIEW

PART B. Now listen and check your answers.

Number 1. needed (x2) is pronounced with the /id/ ending sound.
Number 2. hoped (x2) is pronounced with the /t/ ending sound.
Number 3. learned (x2) is pronounced with the /d/ ending sound.
Number 4. protected (x2) is pronounced with the /id/ ending sound.

Track 024

SPEAKING SKILL SECTION

PART A. Listen and read.

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

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

Track 025

PART B. Listen, look, and say.

Look at example one.

The ending sound of the word “help” is the consonant sound /p/.
The beginning sound of the word “protect” is the same consonant sound /p/.
Link the sounds together: “help” + “protect” = “help ↪ protect”

Now try the example sentence: “Each state in the US needed to help ↪ protect each other if there was a war.”

Look at example two.

The ending sound of the word “credit” is the consonant sound /t/.
The beginning sound of the word “too” is the same consonant sound /t/.
Link the sounds together: “credit” + “too” = “credit ↪ too”

Now try the example sentence: “We should give the Native Americans credit ↪ too.”

Track 026

INTEGRATE IT

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

I’ll now move on to the second part of my social studies presentation about constitutions. We can learn many things by studying the history of the Native Americans and the US Constitution. First, we can learn different ideas about freedom, democracy, and society. Second, we can see how different people shared, borrowed, and changed those ideas over time. Third, we can also see that constitutions are very important. Constitutions help maintain a civil society. This is why nearly every independent society around the world has one.

There are many historical and cultural differences between individual countries. Most of them have a written constitution, but not all of them. For example, Britain has an unwritten constitution. Instead of a written constitution, Britain follows decisions by its government, courts, and other things to make the ideas for its unwritten constitution.

Another interesting thing about constitutions is that they change over time. Societies can add new ideas, rules and rights to them. Or, if they decide that an old idea or rule in a constitution is not good anymore, they can get rid of it. How these changes happen and who makes these decisions is different in each country. But one thing is certain, all countries change their constitution over time.

As I finish my presentation today, there's one main point I'd like you to remember. Constitutions are very important for civil societies. We can learn a lot about what's best for our society by studying the histories and constitutions of other countries. Thank you all for listening to my presentation today, and I hope you learned a thing or two.

PRACTICE BOOK

Track 107

Unit 2 The Great Law of Peace

LESSON A
DICTATION I

PART A. Listen and write the missing words.

Number 1. The US is made up of individual states. (x2)
Number 2. Many give credit to the Founding Fathers for thinking of the US Constitution. (x2)
Number 3. States are independent and govern themselves. (x2)

Track 108

LISTENING SKILL PRACTICE

PART A. Listen and say the words. Write each word with the final "ed" sound in the chart.

Number 1. helped (x2)
Number 2. formed (x2)
Number 3. united (x2)
Number 4. protected (x2)
Number 5. needed (x2)
Number 6. wanted (x2)
Number 7. lived (x2)
Number 8. called (x2)

Track 109

DICTATION II

PART A. Listen and write the missing words.

Number 1. Although united as part of one country, the US states are free. (x2)
Number 2. The idea to have a country formed of smaller, independent states was not a new idea at the time. (x2)
Number 3. Each state needed to protect each other if there was a war or conflict. (x2)

Unit 3 – Surf's Up

STUDENT BOOK

Track 027

Unit 3 Surf's Up

LESSON A
KEY WORDS

PART A. Listen and match. Then write and say.

Number 1. surf
Number 2. wave
Number 3. current
Number 4. surface
Number 5. impossible
Number 6. lifeguard

Track 028

GENERAL LISTENING SECTION & QUESTIONS

PART A. Get ready to listen.

You will hear a lesson at a beach.
The lesson is about surfing.

Track 029

PART B. Read the questions below, then listen and write notes as needed.

Good morning, everybody. Welcome to the Hawaii Hang Ten Beginner Surfing Lesson. I'm your instructor, Vicky. I know you're all excited to learn how to surf, but safety comes first. For your safety, we must understand the waves in the ocean that you'll be surfing on. So, first, I'm going to tell you about rip currents.

As you know, waves flow toward the beach. We can see this with our eyes by looking at the waves that travel on the surface of the water. After a wave breaks and the water flows onto the beach, it then flows back out into the ocean. The flow of water back into the ocean happens below the surface of the water. We can see big, strong waves on the surface of the water. What we can't see are really powerful currents under the water that can pull people out into the ocean.

This is what makes rip currents a very dangerous threat to any surfer, even experienced ones. A rip current is when water flows back out into the ocean very quickly and strongly. In fact, it's so strong that it's nearly impossible to swim against a rip current. This is what makes them so dangerous. It's important to know how to identify a rip current, which is the first step in our safety lesson.

Now, let's talk about how to identify a rip current. The easiest way is for surfers to check for any "Strong Current" flags put up by local lifeguards. These usually indicate that a dangerous rip current is present. You should also be really careful when entering the water. If you're not sure, remember this: "when you don't know, then don't go."

Track 030

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 speaker's job?
a. Lifeguard
b. Swimming instructor
c. Surfing instructor
d. Tour guide

Number 3. What does the speaker say is dangerous?
a. Lessons
b. Rip currents
c. Waves
d. Surfing

Number 4. Who do you think the speaker is talking to?
a. People who want to learn how to surf
b. People who want to learn how to swim
c. People who want to learn about the ocean
d. People who want to be lifeguards

Track 031

DETAILED LISTENING SECTION & QUESTIONS

PART A. Read the questions below, then listen again and write short notes.

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As you know, waves flow toward the beach. We can see this with our eyes by looking at the waves that travel on the surface of the water. After a wave breaks and the water flows onto the beach, it then flows back out into the ocean. The flow of water back into the ocean happens below the surface of the water. We can see big, strong waves on the surface of the water. What we can't see are really powerful currents under the water that can pull people out into the ocean.

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Track 032

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

Number 1. Why does the speaker say it's important to understand the waves in the ocean?
a. Because it's exciting.
b. For your own safety
c. To become an experienced surfer
d. To surf more quickly

Number 2. According to the speaker, where do rip currents happen?
a. On the beach
b. On the surface of the water
c. Where a big wave breaks
d. Under the water

Number 3. What does the speaker say is nearly impossible to do?
a. Surf on a rip current
b. Identify a rip current
c. Swim against a rip current
d. Enter a rip current

Number 4. What does the speaker say to remember if you're not sure about going in the ocean?
a. When you don't know, ask a lifeguard.
b. When you don't know, be really careful.
c. When you don't know, then don't go.
d. When you don't know, just go anyway.

Track 033

LISTENING SKILL SECTION

PART A. Listen and understand.

Hearing the "y" sound.
There are five ways the letter "y" can sound in a word. Here are four of the five ways the letter "y" can sound.

Number 1. /y/ like in yellow (yellow), yes (yes), and young (young)
Number 2. /ai/ like in sky (skai), supply (supplai), and buy (buai)
Number 3. /ay/ like in may (may), say (say), and play (play)
Number 4. /ee/ like in money (monee), anytime (aneetime), and softly (softlee)

Here are some tips to help you guess which sound the letter y makes in a new word.

In words that have the /y/ sound, the letter y usually comes at the beginning of the word, and the letter after y is usually a vowel.

In words that have the /ai/ sound, the letter y often comes at the end of the word, the letter before y is often a consonant or a silent vowel, and sometimes y is the only vowel in the word.

In words that have the /ay/ sound, the letter y often comes at the end of the word, the letter before y is often a vowel, and the vowel that comes before y is usually an a or an e.

In words that have the /ee/ sound, the letter y often comes at the end of the word, the letter before y is often a consonant or a silent vowel, and many adjectives and adverbs that end with the letters -ly have this sound.

Track 034

PART C. Listen, check your answers, and say.

eyes (x2) has the /ai/ sound
We can see this with our eyes by looking at the waves that travel on the surface of the water.

nearly (x2) has the /ee/ sound
It's so strong that it's nearly impossible to swim against a rip current.

very (x2) has the /ee/ sound
This is what makes rip currents a very dangerous threat.

you (x2) has the /y/ sound
I'm going to tell you about rip currents.

any (x2) has the /ee/ sound
Rip currents are a dangerous threat to any surfer, even experienced ones.

identify (x2) has the /ai/ sound
Let's talk about how to identify a rip current.

way (x2) has the /ay/ sound
The easiest way is for surfers to check for any "Strong Current" flags.

safety (x2) has the /ee/ sound
Safety comes first.

Track 035

Unit 3 Surf's Up

LESSON B
REVIEW

PART B. Now listen and check your answers.

Number 1. identify (x2) is pronounced with the /ai/ sound.
Number 2. quickly (x2) is pronounced with the /ee/ sound.
Number 3. strongly (x2) is pronounced with the /ee/ sound.
Number 4. you (x2) is pronounced with the /y/ sound.

Track 036

SPEAKING SKILL SECTION

PART A. Listen and read.

You can link a word that ends with a vowel sound together with a word that begins with a vowel sound.

When you link the words, add either the /y/ or /w/ consonant sound between the words, and say them like they are one word. The sound between the words flows together.

Track 037

PART B. Listen, look, and say.

Look at example one.

The ending sound of the word "the" is the vowel sound /i/.
The beginning sound of the word "ocean" is the vowel sound /o/.
Link the sounds together: "the" + "ocean" = "the ↪ ocean"

Now try the example sentence: "After a wave breaks and the water flows onto the beach, it then flows back out into the ↪ ocean."

Look at example two.

The ending sound of the word “you” is the vowel sound /oo/.
The beginning sound of the word “about” is the vowel sound /a/.
Link the sounds together: “you” + “about” = “you ↪ about”

Now try the example sentence: “I’m going to talk to you ↪ about rip currents.”

Track 038

INTEGRATE IT

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

OK, so now that you know what rip currents are, let’s talk about what to do if you get caught in one.

As I mentioned before, areas where rip currents are can be identified by the flags that lifeguards put up on the beach. Also, if you notice a long, narrow area in the water with much smaller waves than the rest of the bigger waves, it might be a rip current. It’s important to identify and avoid these areas.

Let’s talk about what to do if you feel yourself getting pulled out to sea by a rip current. The first and most important thing to remember is to stay calm and don’t panic. Some people freak out when they get caught in a rip current. They leave their surfboards behind and try to swim to shore. But, it’s much easier to swim to safety with a surfboard than without one. Lay flat on your board and use it to paddle to shore.

Another mistake is trying to swim directly toward the beach. A rip current quickly pulls a person out to sea. Many people try to go in the opposite direction. But it’s pretty much impossible to swim against a rip current. Instead, swim or paddle on your surfboard parallel to the shoreline. Eventually, you‘ll swim out of the rip current. When you feel that the current isn’t as strong anymore, then you can change direction and swim toward the beach.

Alright now, let’s walk to the shoreline and review what we’ve learned. Then we’ll have lunch. In the afternoon, we’ll finally learn how to surf on some waves.

Track 039

GIVE A LESSON

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

Remember these rules. First, check the beach for flags that identify rip currents and long, narrow areas that have smaller waves than the rest of the water.

Second, when you’re looking at an area and you’re not sure about it, then don’t go into that area.

Third, if you get caught in a rip current, don’t panic. Stay calm.

Fourth, stay on your surfboard and do not swim against the current.

Fifth, swim parallel to the shoreline until you get out of the rip current.

Sixth, swim or paddle safely back to shore.

PRACTICE BOOK

Track 110

Unit 3 Surf’s Up

LESSON A
DICTATION I

PART A. Listen and write the missing words.

Number 1. A big wave crashed onto the beach. (x2)
Number 2. Lifeguards put up signs that indicate whether the ocean is safe to swim in or not. (x2)
Number 3. It is nearly impossible to swim back to shore if you are caught in a rip current. (x2)

Track 111

LISTENING SKILL PRACTICE

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

Number 1. nearly (x2)
Number 2. usually (x2)
Number 3. by (x2)
Number 4. way (x2)
Number 5. you (x2)
Number 6. eye (x2)
Number 7. very (x2)
Number 8. identify (x2)

Track 112

DICTATION II

PART A. Listen and write the missing words.

Number 1. It's nearly impossible to swim against a rip current. (x2)
Number 2. As you know, waves of water flow toward the beach. (x2)
Number 3. The easiest way to identify a rip current is to check for Strong Current flags. (x2)

Unit 4 – Fishing Adventures

Track 040

Unit 4 Fishing Adventures

LESSON A
KEY WORDS

PART A. Listen and match. Then write and say.

Number 1. gravity
Number 2. orbit
Number 3. cycle
Number 4. tide
Number 5. rise
Number 6. fall

Track 041

GENERAL LISTENING SECTION & QUESTIONS

PART A. Get ready to listen.

You will hear an announcement at a river.
The announcement is about fishing.

Track 042

PART B. Read the questions below, then listen and write notes as needed.

Good morning, everybody. Welcome to Alaska Fishing Adventures. I'm George, your guide for today. Before we go out to the river delta and go fishing, I want to help you understand ocean tides. This knowledge can help you catch fish because tides affect how deep the water in the river delta is. Tides make a big difference when you're fishing in a delta. Let's start by learning some basic information about tides.

Tides are the cycle of rising and falling levels of ocean water on the Earth's surface. Tides happen because of the effects of gravity between the Earth, the Sun, and the Moon. The Earth has a yearly orbit around the Sun. The Moon has a monthly orbit around the Earth. Meanwhile, the Earth spins on its own axis, daily. The forces of gravity on the Earth's surface change depending on where the Sun, the Earth, and the Moon are in relation to one another at any given time. These changes in gravity are what control the height of the water during tides.

The height of tides are controlled by the Moon's gravity pulling the water up and slightly away from the Earth's surface toward the Moon. This happens at the point where the Earth and Moon are closest to each other. On the opposite side of the Earth, where the Moon is the furthest away, another high tide happens because this is where gravity is at its weakest. So, at any given time, the Earth's surface should experience two high tides and two low tides.

Track 043

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

Number 1. What time of day is it?
a. Night
b. Morning
c. Afternoon
d. Evening

Number 2. What is the speaker mostly talking about?
a. The Sun
b. The Moon
c. Rivers
d. Tides

Number 3. What affects gravity on the Earth's surface?
a. The Sun and the Moon
b. Rivers and oceans
c. Tides and forces
d. Orbits and deltas

Number 4. Why is the speaker making an announcement?
a. To give useful information about fish
b. To warn people about the dangers of the ocean
c. To teach people about how tides affect fishing
d. To thank people for coming to Alaska

Track 044

DETAILED LISTENING SECTION & QUESTIONS

PART A. Read the questions below, then listen again and write short notes.

Good morning, everybody. Welcome to Alaska Fishing Adventures. I'm George, your guide for today. Before we go out to the river delta and go fishing, I want to help you understand ocean tides. This knowledge can help you catch fish because tides affect how deep the water in the river delta is. Tides make a big difference when you're fishing in a delta. Let's start by learning some basic information about tides.

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Track 045

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

Number 1. What has a yearly orbit?
a. The Sun
b. The Moon
c. The Earth
d. The tides

Number 2. What has a monthly orbit?
a. The Sun
b. The Moon
c. The Earth
d. The tides

Number 3. What happens at the point where the Earth and the Moon are closest to each other?
a. Water is pulled up and away from the Earth's surface
b. Water is pushed down and towards the Earth's surface
c. Water is pulled up towards the Sun
d. Water stays the same level on the Earth's surface

Number 4. How many high tides are there on Earth at any given time?
a. One
b. Two
c. Three
d. Four

Track 046

LISTENING SKILL SECTION

PART A. Listen and understand.

Syllabic stress in three or four-syllable words

Many English words have three or more syllables. Some syllables are emphasized and stressed, and the other syllables are not. Emphasize and stress a syllable by talking louder and a little bit slower for that syllable.

Sometimes the beginning syllable is emphasized and stressed.
Sometimes the middle syllable is emphasized and stressed.

Look at example 1. Understanding (UN-der-standing)
Emphasize & stress the beginning syllable.

Look at example 2. Alaska (ah-LAS-kah)
Emphasize & stress the second syllable.

Track 047

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

Gravity (GRA-vi-dee) (x2) has three syllables.
Emphasize the beginning syllable.

Depending (duh-PEN-ding) (x2) has three syllables.
Emphasize the second syllable.

Adventure (ad-VEN-cher) (x2) has three syllables.
Emphasize the second syllable.

Another (uh-NUH-thur) (x2) has three syllables.
Emphasize the second syllable.

Opposite (OPP-uh-sit) (x2) has three syllables.
Emphasize the beginning syllable.

Relation (re-LAY-shun) (x2) has three syllables.
Emphasize the second syllable.

Information (in-fer-MAY-shun) (x2) has four syllables.
Emphasize the third syllable.

Experience (ex-PER-i-ence) (x2) has four syllables.
Emphasize the second syllable.

Track 048

Unit 4 Fishing Adventures

LESSON B
REVIEW

PART B. Now listen and check your answers.

Number 1. Opposite (OPP-uh-sit) (x2)
Emphasize the beginning syllable.
Number 2. Adventure (ad-VEN-cher) (x2)
Emphasize the middle syllable.
Number 3. Another (uh-NUH-thur) (x2)
Emphasize the middle syllable.
Number 4. Gravity (GRA-vi-dee) (x2) Emphasize the beginning syllable.

Track 049

SPEAKING SKILL SECTION

PART A. Listen and read.

Words that have the letters “th” in them are pronounced differently. There are two ways a word with the letters “th” can sound. Words that end with the letters “th” can be voiced /voiced th/ (x2) or unvoiced /unvoiced th/ (x2).

Track 050

PART B. Listen, look, and say.

Look at example one.

Say the voiced “th” sound.
Sometimes “th” can make the /voiced th/ sound, like in “them” (them) and “that” (that).

Look at example two.

Say the unvoiced “th” sound.
Sometimes “th” can make the /unvoiced th/ sound, like in “with” (with) and “math” (math).

Track 051

PART C. Listen and check the box with the correct “th” sound, then write the word in the blank.

Number 1. The (x2) Before we go out to the river delta and go fishing, I want to help you understand ocean tides.
Number 2. Earth (x2) The Earth orbits the Sun.
Number 3. Both (x2) Both the Sun and the Moon affect the tides on Earth.
Number 4. Furthest (x2) The point where the Moon is the furthest away is where another high tide happens.

Track 052

INTEGRATE IT

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

Now, let’s talk about which tides are the best for catching fish. Every place is different, but here in the river delta it’s easier to catch fish at low tide. However, not all low tides are the same.

When the Earth, Moon, and Sun are all in a straight line, a spring tide happens. A spring tide is when high tides rise higher than usual, and low tides fall lower than usual. By the way, the name ‘spring’ is like a spring that goes up and down, not like the season. Spring tides usually happen twice a month, no matter what the season is. During a spring tide, the Moon either looks totally dark when it’s directly between the Earth and the Sun, or it looks bright and full when the Earth is between the Moon and the Sun. In both cases, the forces of gravity from the Sun and the Moon are pulling in a straight line, which causes higher high tides and lower low tides than usual.

Seven days after a spring tide happens, a neap tide happens. This is when the Moon and the Sun are at right angles to each other. When this happens, the force of gravity pulling on the surface of the Earth’s oceans is weaker. This is because the Sun and Moon aren’t pulling in a straight line anymore. This causes neap high tides to be a little lower than usual, and low tides to be a little higher than usual. Neap tides also happen when there’s a quarter or half Moon.

So, the best time to go fishing is during a low tide, and the best of the best is during a spring low tide.

PRACTICE BOOK

Track 113

Unit 4 Fishing Adventures

LESSON A
VOCABULARY PRACTICE

PART A. Read the meaning of each word. Then listen and number.

Number 1. opposite (x2)
Number 2. spin (x2)
Number 3. tide (x2)
Number 4. delta (x2)
Number 5. force (x2)
Number 6. orbit (x2)
Number 7. cycle (x2)
Number 8. fall (x2)
Number 9. rise (x2)
Number 10. gravity (x2)

Track 114

DICTATION I

PART A. Listen and write the missing words.

Number 1. Water levels rise and fall in a cycle. (x2)
Number 2. The force of gravity makes the Earth orbit around the Sun. (x2)
Number 3. The Moon has a monthly orbit around the Earth, which spins on its axis. (x2)

Track 115

LISTENING SKILL PRACTICE

PART A. Listen and say the words. Write each word in the chart.

Number 1. gravity (GRA-vi-dee) (x2)
Number 2. opposite (OPP-uh-sit) (x2)
Number 3. another (uh-NUH-thur) (x2)
Number 4. relation (re-LAY-shun) (x2)
Number 5. depending (duh-PEN-ding) (x2)
Number 6. information (in-fer-MAY-shun) (x2)
Number 7. experience (ex-PER-rIl-ence) (x2)
Number 8. adventure (ad-VEN-cher) (x2)

Track 116

DICTATION II

PART A. Listen and write the missing words.

Number 1. I went on an adventure to the Moon. (x2)
Number 2. Can you give me some more information about that, please? (x2)
Number 3. The Earth's surface can experience two high tides and two low tides. (x2)

Unit 5 – The Perfect Recipe

STUDENT BOOK

Track 053

Unit 5 The Perfect Recipe

LESSON A
KEY WORDS

PART A. Listen and match. Then write and say.

Number 1. dissolve
Number 2. honey
Number 3. flour
Number 4. yeast
Number 5. towel
Number 6. dough

Track 054

GENERAL LISTENING SECTION & QUESTIONS

PART A. Get ready to listen.

You will hear a show on TV.
The show is about cooking.

Track 055

PART B. Read the questions below, then listen and write notes as needed.

Hello, everyone. I'm Alan, your host. This afternoon, I'm going to teach you how to make a delicious and healthy pizza dough. Just follow my recipe and you'll get perfect pizza dough every time.

First, get the ingredients ready. You'll need 375 milliliters of warm water, and 15 milliliters of honey. Honey is healthier than refined sugar. You'll also need 22.5 milliliters of yeast, 62.5 milliliters of olive oil, and 1.5 liters of whole wheat flour. Whole wheat flour is healthier than white flour. Finally, you'll need a teaspoon of salt.

Now, pour the honey into a bowl and then pour the warm water on top of it. This will dissolve the honey. Then pour the yeast into the bowl. The yeast takes about five minutes to mix with the water. While you're waiting, pour the flour and salt into a larger bowl and mix. Then push some of the flour around the sides of the bowl so that the flour in the middle is lower than the flour on the sides. This is called making a well.

Next, pour the olive oil into the water, honey, and yeast mixture. Mix it with a spoon and then pour it into the well you made. It's important to keep the dry and wet ingredients separate until this point. Now you can begin mixing them all together.

Wash your hands and start mixing the dough with your hands. This is called kneading the dough. It's good exercise, so making this dough is healthy in more ways than one! [voice actor laughs at own joke.] Knead the dough for about 5 to 10 minutes until you get a ball. Then cover it with a towel and let it sit for about 30 minutes in a warm area.

Track 056

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 speaker's job?
a. Chef
b. Farmer
c. Actor
d. Salesman

Number 3. What is the speaker teaching people how to make?
a. Pizza flour
b. Pizza sauce
c. Pizza dough
d. Pizza recipes

Number 4. How does the speaker sound?
a. Happy and excited
b. Nervous and worried
c. Angry and upset
d. Sick and tired

Track 057

DETAILED LISTENING SECTION & QUESTIONS

PART A. Read the questions below, then listen again and write short notes.

Hello, everyone. I'm Alan, your host. This afternoon, I'm going to teach you how to make a delicious and healthy pizza dough. Just follow my recipe and you'll get perfect pizza dough every time.

First, get the ingredients ready. You'll need 375 milliliters of warm water, and 15 milliliters of honey. Honey is healthier than refined sugar. You'll also need 22.5 milliliters of yeast, 62.5 milliliters of olive oil, and 1.5 liters of whole wheat flour. Whole wheat flour is healthier than white flour. Finally, you'll need a teaspoon of salt.

Now, pour the honey into a bowl and then pour the warm water on top of it. This will dissolve the honey. Then pour the yeast into the bowl. The yeast takes about five minutes to mix with the water. While you're waiting, pour the flour and salt into a larger bowl and mix. Then push some of the flour around the sides of the bowl so that the flour in the middle is lower than the flour on the sides. This is called making a well.

Next, pour the olive oil into the water, honey, and yeast mixture. Mix it with a spoon and then pour it into the well you made. It's important to keep the dry and wet ingredients separate until this point. Now you can begin mixing them all together.

Wash your hands and start mixing the dough with your hands. This is called kneading the dough. It's good exercise, so making this dough is healthy in more ways than one! [voice actor laughs at own joke.] Knead the dough for about 5 to 10 minutes until you get a ball. Then cover it with a towel and let it sit for about 30 minutes in a warm area.

Track 058

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

Number 1. How much yeast is needed?
a. 375 milliliters
b. 15 milliliters
c. 22.5 milliliters
d. 62.5 milliliters

Number 2. Which ingredient is not mentioned by the speaker?
a. Salt
b. Cheese
c. Flour
d. Olive oil

Number 3. How does the speaker say to dissolve the honey?
a. Pour it in a bowl with flour
b. Pour it in a bowl with salt
c. Pour it in a bowl with cold water
d. Pour it in a bowl with warm water

Number 4. What does the speaker say to do right before kneading the dough?
a. Wash your hands
b. Cover the bowl with a towel
c. Wait for thirty minutes
d. Knead it for five to ten minutes

Track 059

LISTENING SKILL SECTION

PART A. Listen and understand.

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

Number 1. “and” sounds like /n/ like when we say “us-n-them”
Number 2. “and” sounds like /n/ like when we say “salt-n-pepper”

Track 060

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

Number 1. dry-n-wet (x2)
It’s important to keep the dry and wet ingredients separate until this point.
Number 2. flour-n-salt (x2)
While you’re waiting, pour the flour and salt into a larger bowl.
Number 3. delicious-n-healthy (x2)
This afternoon, I’m going to teach you how to make a delicious and healthy pizza dough.
Number 4. towel-n-let (x2)
Then cover it with a towel and let it sit for about 30 minutes.
Number 5. hands-n-start
Wash your hands and start mixing the dough with your hands.

Track 061

Unit 5 The Perfect Recipe

LESSON B
REVIEW

PART B. Now listen and check your answers.

Number 1. dry-n-wet (x2)
Number 2. salt-n-flour (x2)
Number 3. bowl-n-mix (x2)
Number 4. delicious-n-healthy (x2)

Track 062

SPEAKING SKILL SECTION

PART A. Listen and read.

Stress content words in sentences.
Content words are nouns, verbs, adjectives, and adverbs.
Say them a little louder and slower than the other words in the sentence.

Here are some examples:
The words “boy” and “park” are nouns.
The words “ran” and “play” are verbs.
The words “happy” and “big” are adjectives.
The word “quickly” is an adverb.

Non-content words are the other words that are not nouns, verbs, adjectives, and adverbs. These are called function words.
Do not stress function words.

Here are some examples:
The words “the,” “to,” “with,” and “his” are function words.

You can reduce these words by saying them a little more quietly and quickly than the content words.

Here is an example sentence:
1. the HAPPY BOY QUICKLY RAN to the BIG PARK to PLAY with his FRIENDS.

Here is another example sentence:
2. a SAD GIRL WENT to a HOSPITAL because SHE FELT SICK.

Track 063

PART B. Listen, look, and say.

Look at example one.

The words “WHOLE,” “WHEAT,” “FLOUR,” “HEALTHIER,” and “WHITE” are content words. The words “is” and “than” are function words.

Stress the content words and reduce the function words.

Now try the example sentence: “WHOLE WHEAT FLOUR is HEALTHIER than WHITE FLOUR.” (x2)

Look at example two.

The words “AFTERNOON,” “I’M,” “TEACH,” “YOU,” “MAKE,” “DELICIOUS,” “HEALTHY,” “PIZZA,” and “DOUGH,” are content words. The words “this,” “going to,” “how to,” “a” and “and” are function words.

Stress the content words and reduce the function words.

Now try the example sentence: this AFTERNOON, I’M going to TEACH YOU how to MAKE a DELICIOUS and HEALTHY PIZZA DOUGH. (x2)

Track 064

INTEGRATE IT

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

Hello, again. Alan here. We’re back to check on our pizza dough. Oh, it looks terrific! With this recipe, we can make three, 30-centimeter pizzas. First we need to separate the dough into three equal-size balls. Then, we’ll roll them into 30-centimeter circles.

Next, we’ll put the pizza dough onto baking sheets before we add the other ingredients. The first thing we need to add is the sauce. For 30-centimeter pizzas, I recommend exactly 118 milliliters of sauce per pizza. If you use less than that, the pizza will be too dry, but using more than that will make it too wet. So be sure to use exactly 118 milliliters of sauce. How much sauce do we need in total for three pizzas? That’s right, 354 milliliters of sauce! That’s just over one third of a liter.

After I add the sauce, I put about 10 or 20 milliliters of olive oil in a bowl. I use a brush to put oil on the parts of the dough where there’s no sauce. This will help to prevent the outside part of the dough from drying out while it bakes in the oven.

Now that the dough and sauce are all taken care of, you can add your toppings. Today, I’m just adding cheese, onions, mushrooms, and chicken.

Bake the pizzas in the oven for about 15 minutes at 175 degrees Celsius. When they’re ready, carefully remove them from the oven and let them sit for about five minutes. Then, slice and enjoy! The healthy and delicious crust is the key to this recipe. I hope you’ll like it. It’s finger lickin’ good! Thanks for watching, and see you next time!

Track 065

DO A TV SHOW

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

Good afternoon, everyone. My name is Chef Alan.

Today, I’m going to teach you how to make a delicious and healthy pizza dough.

Follow my recipe for the perfect dough, every time!

First, we need to get the ingredients ready.

You’ll need honey, olive oil, water, yeast, flour, and some salt.

Honey is healthier than sugar.

PRACTICE BOOK

Track 117

Unit 5 The Perfect Recipe

LESSON A
DICTATION I

PART A. Listen and write the missing words.

Number 1. You need to dissolve the salt into the water. (x2)
Number 2. You have to knead the dough with your hands. (x2)
Number 3. How much flour do we need to use? (x2)

Track 118

LISTENING SKILL PRACTICE

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

Number 1. delicious-n-healthy (x2)
Number 2. flour-n-salt (x2)
Number 3. bowl-n-mix (x2)
Number 4. recipe-n-you'll (x2)
Number 5. dry-n-wet (x2)
Number 6. spoon-n-then (x2)

Track 119

DICTATION II

PART A. Listen and write the missing words.

Number 1. Pour the honey in the bowl and mix. (x2)
Number 2. Read the recipe and you'll understand the process. (x2)
Number 3. You need to add flour and salt to the mixture. (x2)

Unit 6 – Party Time

STUDENT BOOK

Track 066

Unit 6 Party Time

LESSON A
KEY WORDS

PART A. Listen and match. Then write and say.

Number 1. sausage
Number 2. pretzel
Number 3. plan
Number 4. cabbage
Number 5. amount
Number 6. leftover

Track 067

GENERAL LISTENING SECTION & QUESTIONS

PART A. Get ready to listen.

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

Track 068

PART B. Read the questions below, then listen and write notes as needed.

A: Hi, Dan. What're you doing?
B: Hi, Grace. I'm planning for the party next week.
A: Oh, you mean the party for our German class?
B: Yes.
A: Do you want some help?
B: Sure, that would be great.
A: So, what've you planned so far?
B: Not much. I just started actually.
A: I see. So, how many people will be at the party?
B: We have 14 students, plus the teacher, so that's 15 people.
A: OK. So, first, we need to decide what food to prepare.
B: Yeah. How about sausages?
A: That's a good party food. How many sausages are in one pack?
B: There are four in one pack. So, we'll need at least four packs. What else?

A: How about soft pretzels? You know, the big frozen ones?
B: Oh, right. The ones you bake in the oven. How many come in a box?
A: Six, so we'll need at least three boxes.
B: I think a nice side dish could be little cups of sauerkraut.
A: What's sauerkraut?
B: It's a traditional type of German food. It's fermented cabbage.
A: Alright. So, how much do we need?
B: A four-liter jar should be enough for each person to have at least 230 milliliters in a small cup.
A: OK, then we'll also need some cups to put it in. They sell bags of 30 plastic cups, so that should be enough.
B: Right, the same with the paper plates, napkins, and plastic forks. Anything else?
A: I guess something for everyone to drink?
B: How about four, two-liter bottles of lemonade?
A: Perfect! We should have exactly the right amount of leftover plastic cups for each person to also drink from.
B: Great! Thanks so much for helping me. It's easier to plan a party with another person.
A: No problem! So, I'll see you tomorrow when we go buy everything.
B: Sure, see you tomorrow!

Track 069

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

Number 1. How do the speakers know each other?
a. They are brother and sister.
b. They are both from Germany.
c. One is a teacher and one is a student.
d. They are classmates.

Number 2. How many people do they expect to come to the party?
a. Fourteen
b. Fifteen
c. Six
d. Thirty

Number 3. What are the speakers mostly talking about while planning for the party?
a. What food to prepare
b. Where to have the party
c. What to do at the party
d. Who should come to the party

Number 4. When will the speakers see each other again?
a. Tomorrow
b. The day after tomorrow
c. Next week
d. At the party

Track 070

DETAILED LISTENING SECTION & QUESTIONS

PART A. Read the questions below, then listen again and write short notes.

A: Hi, Dan. What're you doing?
B: Hi, Grace. I'm planning for the party next week.
A: Oh, you mean the party for our German class?
B: Yes.
A: Do you want some help?
B: Sure, that would be great.
A: So, what've you planned so far?
B: Not much. I just started actually.
A: I see. So, how many people will be at the party?
B: We have 14 students, plus the teacher, so that's 15 people.
A: OK. So, first, we need to decide what food to prepare.
B: Yeah. How about sausages?
A: That's a good party food. How many sausages are in one pack?
B: There are four in one pack. So, we'll need at least four packs. What else?
A: How about soft pretzels? You know, the big frozen ones?
B: Oh, right. The ones you bake in the oven. How many come in a box?
A: Six, so we'll need at least three boxes.
B: I think a nice side dish could be little cups of sauerkraut.
A: What's sauerkraut?
B: It's a traditional type of German food. It's fermented cabbage.
A: Alright. So, how much do we need?

B: A four-liter jar should be enough for each person to have at least 230 milliliters in a small cup.
A: OK, then we'll also need some cups to put it in. They sell bags of 30 plastic cups, so that should be enough.
B: Right, the same with the paper plates, napkins, and plastic forks. Anything else?
A: I guess something for everyone to drink?
B: How about four, two-liter bottles of lemonade?
A: Perfect! We should have exactly the right amount of leftover plastic cups for each person to also drink from.
B: Great! Thanks so much for helping me. It's easier to plan a party with another person.
A: No problem! So, I'll see you tomorrow when we go buy everything.
B: Sure, see you tomorrow!

Track 071

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

Number 1. What is the first food that is mentioned in the conversation?
a. Cabbage
b. Pretzels
c. Sauerkraut
d. Sausages

Number 2. Which food is frozen?
a. Lemonade
b. Pretzels
c. Sausages
d. Sauerkraut

Number 3. What is sauerkraut?
a. Frozen cabbage
b. Soft cabbage
c. Fermented cabbage
d. Baked cabbage

Number 4. If everyone has an equal amount of lemonade, how much can each person have?
a. 0.2 liters
b. 0.4 liters
c. 2 liters
d. 4 liters

Track 072

LISTENING SKILL SECTION

PART A. Listen and understand.

Different uses of "so"
The word "so" can be used in five different ways.
Number 1. To introduce or suggest a new topic or idea
Number 2. To check understanding
Number 3. To give a reason for something
Number 4. To make something stronger
Number 5. To close a topic

Track 073

PART C. Listen, check your answers, and say.

Number 1. "So, we'll need at least four packs. What else?" (x2)
In this sentence, "so" is used to close a topic.
Number 2. "There are six, so we'll need at least three boxes." (x2)
In this sentence, "so" is used to give a reason for something.
Number 3. "So, how much do we need?" (x2)
In this sentence, "so" is used to check understanding.
Number 4. "Thanks so much for helping me." (x2)
In this sentence, "so" is used to make something stronger.
Number 5. "So, first, we need to decide what food to prepare." (x2)
In this sentence, "so" is used to introduce or suggest a new topic or idea.

Track 074

Unit 6 Party Time

LESSON B
REVIEW

PART B. Now listen and check your answers.

Number 1. Thanks so much for helping me. (x2)
In this sentence, "so" is used to make something stronger.

Number 2. So I'll see you tomorrow when we go buy everything. (x2)
In this sentence, "so" is used to close a topic.
Number 3. Alright. So, how much do we need? (x2)
In this sentence, "so" is used to check understanding.
Number 4. They sell bags of 30 plastic cups, so that should be enough. (x2)
In this sentence, "so" is used to give a reason for something."

Track 075

SPEAKING SKILL SECTION

PART A. Listen and read.

We say "How much?" or "How many?" when we want to know the amount or number of something.

Number 1. "How much?" is used with uncountable nouns.

Uncountable nouns are difficult to count.
For example: air, water, rice, time, fruit, money, etc.
We also use "How much?" when we want to know the price of something.
For example: How much are these bananas?

Number 2. "How many?" is used with countable nouns.

Countable nouns are easy to count.
For example: balloons, people, books, cookies, plates, pencils, etc.
We also use "How many?" with uncountable nouns when we add a specific measurement.
For example: bottles of water, kilograms of rice, minutes, pieces of fruit, dollars, etc.

Track 076

PART B. Listen, look, and say.

Look at example one.

We use "much" with uncountable nouns. The word "water" is an uncountable noun.
Now try the example sentence.
How much water do you need?

Look at example two.

We use "many" with countable nouns. The word "chips" is a countable noun.
Now try the example sentence.
How many chips did you eat?

Track 077

PART D. Listen, check your answers, and say.

Number 1. How much lemonade do we need? (x2)
Number 2. How many people will be there? (x2)
Number 3. How many sausages are in one pack? (x2)
Number 4. So how much sauerkraut should we buy? (x2)

Track 078

INTEGRATE IT

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

B: Thanks for coming to the grocery store and helping me buy things for the party in our German class, Grace.
A: My pleasure, Dan. I enjoy party planning and I have a few things I need to buy here anyway.
B: Oh, no!
A: What's wrong?
B: Well, you know how we planned everything for fifteen people?
A: Yeah.
B: Well, I just got a text from our teacher. She said three of the students can't come to the party. That kind of throws everything off.
A: Don't worry. We can do some quick math and see if we need to change our shopping list. So, first, there are four sausages in one pack, so we planned to buy four packs. Let's buy three packs instead.
B: Oh, right. We will have exactly enough for everyone.
A: Yes, and for the frozen pretzels, there are six in a box. So, we planned to buy three boxes, but we only need two now.

B: Right! I think we can keep everything else the same as before. So, sauerkraut, plastic forks, paper plates, napkins, one bag of 30 plastic cups, and four, two-liter bottles of lemonade.
A: Hmm. I think we only need three, two-liter bottles of lemonade now.
B: Yeah, that's probably enough. Anything else?
A: Maybe just some mustard?
B: Yum, mustard. That'll go well with the sausages.
A: Oh! Let's buy some paper and a marker as well.
B: What? Why?
A: I have an idea! We can write the German name of each food on a piece of paper and put it next to the food at the party.
B: That's a great idea! I bet the teacher will love that!

PRACTICE BOOK

Track 120

Unit 6 Party Time

LESSON A
DICTATION I

PART A. Listen and write the missing words.

Number 1. I'm planning for the party next week. (x2)
Number 2. How many sausages are in one pack? (x2)
Number 3. Sauerkraut is fermented cabbage. (x2)

Track 121

LISTENING SKILL PRACTICE

PART A. Listen and circle.

Number 1. "So how many do we need? (x2)
In this sentence "so," is used to check understanding.
Number 2. "I am so happy you helped me." (x2)
In this sentence "so," is used to make something stronger.
Number 3. "So, are you going home now?" (x2)
In this sentence "so," is used to close a topic.
Number 4. "Four, so we'll need at least four packs." (x2)
In this sentence "so," is used to give a reason for something.

Track 122

DICTATION II

PART A. Listen and write the missing words.

Number 1. We have 14 students, plus the teacher, so that's 15 people. (x2)
Number 2. So we'll need at least four packs. Next? (x2)
Number 3. They sell bags of 30 plastic cups, so that should be enough. (x2)

Unit 7 – Marvelous Maps

STUDENT BOOK

Track 079

Unit 7 Marvelous Maps

LESSON A
KEY WORDS

PART A. Listen and match. Then write and say.

Number 1. category
Number 2. theme
Number 3. organized
Number 4. visual
Number 5. economic
Number 6. data

Track 080

GENERAL LISTENING SECTION & QUESTIONS

PART A. Get ready to listen.

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

Track 081

PART B. Read the questions below, then listen and write notes as needed.

Good morning, class. Welcome back from winter break. We're starting a new lesson in geography class today. We'll be learning about maps. Maps have a long and important place in human history.

Maps can teach us a lot more than just where different countries and cities are. When most people think about maps they probably think about a world map, which shows where all the different countries are. This is called a 'political map.' Or maybe people think of a map that shows all of the different features of the land, like mountains, rivers, deserts, and lakes. This is called a 'physical map.'

However, there's another category of many different kinds of maps. These are called thematic maps. Thematic maps follow a theme, such as the weather. They give us information, organized on a map, about that theme. So, for example, you could look at a thematic map that shows information about precipitation. You can see how much it rains on average every year in a particular place. Thematic maps often use different colors to show information. So if we're looking at a thematic map that shows the level of precipitation in a country, the areas that usually get more rainfall will have a darker blue color, and the areas that get less rainfall will have a lighter blue color. Thematic maps can also use shapes, symbols, dots, and other visual aids to help communicate some type of data.

Some other common themes for thematic maps are temperature, population, and economic maps. We can use the information we learn from thematic maps to make important decisions. This is what we'll be studying over the next few weeks.

Track 082

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

Number 1. What time of day is it?
a. Night
b. Afternoon
c. Evening
d. Morning

Number 2. What is the speaker's job?
a. Map maker
b. Teacher
c. Salesperson
d. Scientist

Number 3. What kind of maps is the speaker mostly talking about?
a. Political maps
b. Physical maps
c. Thematic maps
d. Colorful maps

Number 4. When will students learn about maps?
a. Over the next few weeks
b. Over the winter break
c. Only this morning
d. In a few weeks

Track 083

DETAILED LISTENING SECTION & QUESTIONS

PART A. Read the questions below, then listen again and write short notes.

Good morning, class. Welcome back from winter break. We're starting a new lesson in geography class today. We'll be learning about maps. Maps have a long and important place in human history.

Maps can teach us a lot more than just where different countries and cities are. When most people think about maps they probably think about a world map, which shows where all the different countries are. This is called a 'political map.' Or maybe people think of a map that shows all of the different features of the land, like mountains, rivers, deserts, and lakes. This is called a 'physical map.'

However, there's another category of many different kinds of maps. These are called thematic maps. Thematic maps follow a theme, such as the weather. They give us information, organized on a map, about that theme. So, for example, you could look at a thematic map that shows information about precipitation. You can see how much it rains on average every year in a particular place. Thematic maps often use different colors to show information. So if we're looking at a thematic map that shows the level of precipitation in a country, the areas that usually get more rainfall will have a darker blue color, and the areas that get less rainfall will have a lighter blue color. Thematic maps can also use shapes, symbols, dots, and other visual aids to help communicate some type of data.

Some other common themes for thematic maps are temperature, population, and economic maps. We can use the information we learn from thematic maps to make important decisions. This is what we'll be studying over the next few weeks.

Track 084

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

Number 1. According to the speaker, what kinds of maps do most people think about when they hear the word "map"?
a. Thematic and physical maps
b. Physical and precipitation maps
c. Precipitation and political maps
d. Political and physical maps

Number 2. What is the first example of thematic maps given by the speaker?
a. A map that shows where all the countries are
b. A map that shows where all the mountains, rivers, and lakes are
c. A map that gives information about precipitation
d. A map that gives information about populations

Number 3. Which is not given as an example of a thematic map?
a. An economic map
b. A temperature map
c. A population map
d. An elevation map

Number 4. According to the speaker, how can thematic maps help us?
a. We can use the information on them to make important decisions.
b. They have an important place in human history.
c. We can use them to see where cities are.
d. We can use them to see where countries are.

Track 085

LISTENING SKILL SECTION

PART A. Listen and understand.

Syllabic stress in 3 or 4 syllable words
Many English words have three or more syllables. Some syllables are emphasized and stressed, and the other syllables are not. Emphasize and stress a syllable by talking louder and a little bit slower for that syllable.

For words with three syllables, sometimes the beginning or middle syllable is emphasized and stressed.

Look at example 1. category (CA-te-go-ry)
Emphasize and stress the beginning syllable.
For words with three or more syllables, sometimes the beginning syllable is emphasized and stressed. Sometimes the second or third syllable is emphasized and stressed.

Look at example 2. America (uh-MEH-ri-kuh)
Emphasize and stress the second syllable.

Track 086

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

thematic (the-MA-tic) (x2) has three syllables.
Emphasize the second syllable.

organized (OR-gan-ized) (x2) has three syllables.
Emphasize the beginning syllable.

population (pop-yew-LAY-shun) (x2) has four syllables.
Emphasize the third syllable.

communicate (kuh-MEW-ni-cate) (x2) has four syllables.
Emphasize the second syllable.

particular (par-TIC-yew-ler) (x2) has four syllables.
Emphasize the second syllable.

information (in-for-MAY-shun) (x2) has four syllables.
Emphasize the third syllable.

political (po-LI-ti-cul) (x2) has four syllables.
Emphasize the second syllable.

usually (YEW-zoo-uh-lee) (x2) has four syllables.
Emphasize the beginning syllable.

Track 087

Unit 7 Marvelous Maps

LESSON B
REVIEW

PART B. Now listen and check your answers.

Number 1. communicate (kuh-MEW-ni-cate) (x2)
Emphasize the second.
Number 2. important (im-POR-tent) (x2)
Emphasize the second syllable.
Number 3. organized (OR-gan-ized) (x2)
Emphasize the beginning syllable.
Number 4. economic (eh-kuh-NOM-ik) (x2)
Emphasize the third syllable.

Track 088

SPEAKING SKILL SECTION

PART A. Listen and read.

Each syllable usually has at least one vowel. Sometimes, there is a silent syllable in the middle of a word. Do not say this vowel sound. When you say these words, don't say the "e" sound before the "r" sound in the middle of the word.

Track 089

PART B. Listen, look, and say.

Look at example one.

Say all of the syllables. How many syllables are there?
"dif-fer-ent" (x2)
There are 3 syllables.

Now, don't say the "e" sound before the "r" sound in the middle of the word. How many syllables are there now?
"diff-rent" (x2)
There are now 2 syllables.

Now try the example sentence: "Maps can teach us a lot more than just where diff**X**rent countries and cities are."

Look at example two.

Say all of the syllables. How many syllables are there?
"tem-pe-ra-ture" (x2)
There are 4 syllables.

Now, don't say the "e" sound before the "r" sound in the middle of the word. How many syllables are there now?
"tem-pra-ture" (x2)
There are now 3 syllables.
Now try the example sentence: "Another common type of thematic map is a temp**X**rature map."

Track 090

INTEGRATE IT

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

Good morning, everyone. In geography class today, we'll be using a thematic map to learn about the US. America is a big and diverse country. Part of what makes America special is all the different people who go there to live. People who move from one country to another to work and live are called immigrants. They each bring their own language, culture, and ideas with them, which contribute to the US in different ways. But, when immigrants move there, where do they decide to live?

We can look at a map under the category of population to find the answer. This map, for instance, has the theme of immigration. According to data collected by the US government, there are about twelve million immigrants who moved to the US in the past ten years. As you can see from the visual aid on this map, all the states are a blue color. But some states are a darker blue or a lighter blue than others. The darker the blue, the more immigrants live in that state. So, we can clearly see from the features on this map that California has the most immigrants. With over four million immigrants choosing to call California their new home, this state has over 25 percent of all immigrants in the US.

There are also some other states with high immigrant populations. They include Texas, with over two and a half million immigrants, Illinois, with over 660,000 immigrants, and Arizona, with over 500,000 immigrants.

We can also see the states that immigrants are not fond of. States like Vermont, Montana, and South Dakota only have two or three thousand immigrants living in them.

So, as you can see, thematic maps can tell us a lot of interesting information.

Track 091

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

Good afternoon. Today we will look at a map under the category of population.

This map has the theme of immigration.

According to data collected by our government, immigrants have moved to our country in the past ten years.

As you can see from the visual aid on this map, all the areas are a blue color.

Some areas are a darker blue or lighter blue than others.

The darker the blue, the more immigrants live in that area.

So we can clearly see from the features on this map, the area with the most immigrants.

PRACTICE BOOK

Track 123

Unit 7 Marvelous Maps

LESSON A
DICTATION I

PART A. Listen and write the missing words.

Number 1. Thematic maps follow a theme, such as the weather. (x2)
Number 2. They give us information organized on a map. (x2)
Number 3. So, for example, you could look at a thematic map that gives us information about precipitation. (x2)

Track 124

LISTENING SKILL PRACTICE

PART A. Listen and say the words. Write each word in the chart, depending on which syllable is stressed.

Number 1. category (CA-te-go-ry) (x2)
Number 2. thematic (the-MA-tic) (x2)
Number 3. organized (OR-gan-ized) (x2)
Number 4. population (pop-yew-LAY-shun) (x2)
Number 5. communicate (kuh-MEW-ni-cate)(x2)
Number 6. particular (par-TIC-yew-ler) (x2)
Number 7. information (in-for-MAY-shun) (x2)
Number 8. economic (eh-kuh-NOM-ik) (x2)

Track 125

DICTATION II

PART A. Listen and write the missing words.

Number 1. That's a physical map. (x2)
Number 2. We're starting a new chapter in geography class. (x2)
Number 3. This is called a political map. (x2)

Unit 8 – Interesting Indonesia

STUDENT BOOK

Track 092

Unit 8 Interesting Indonesia

LESSON A
KEY WORDS

PART A. Listen and match. Then write and say.

Number 1. island
Number 2. coral reef
Number 3. capital
Number 4. rain forest
Number 5. ethnic
Number 6. unique

Track 093

GENERAL LISTENING SECTION & QUESTIONS

PART A. Get ready to listen.

You will hear an advertisement on TV.
The advertisement is about travel.

Track 094

PART B. Read the questions below, then listen and write notes as needed.

The Republic of Indonesia is an interesting and wonderful place that you should visit. Before you come here, let's first learn some basic facts about Indonesia. Learning these facts will help you plan your trip here. There's a lot to learn, so let's get started!

First of all, did you know that Indonesia is the world's largest island country? Indonesia has more than seventeen thousand islands, with over 261 million people living on them. If you look at a map of Indonesia, you can see just how many islands there really are. With all of these islands come a lot of different ethnic groups, languages, and cultures. That's a part of what makes Indonesia such an interesting place to visit. You can also try many different kinds of foods, which are special to each part of the country. A good place to try different dishes would be one of the major Indonesian cities. Jakarta is the nation's capital and the largest city in the country. It has a population of over ten million people. There are also plenty of other interesting cities you can visit in Indonesia.

Another thing that the thousands of Indonesian islands provide tourists with is a chance to experience many different kinds of nature. There are beautiful beaches, rain forests, volcanoes, coral reefs, and more. This huge variety of nature provides ecosystems and habitats for some of the world's most unique plants and animals. Depending on what you want to do in Indonesia, there are different types of maps and information you can look at to plan your trip. Whatever you decide to do, we're sure you'll love interesting Indonesia!

Track 095

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

Number 1. What is the full name of Indonesia?
a. Island Indonesia
b. Wonderful Indonesia
c. The Republic of Indonesia
d. Interesting Indonesia

Number 2. Indonesia is the world's largest what?
a. Country
b. Island country
c. Capital
d. City

Number 3. What is the capital of Indonesia?
a. Indonesia
b. The Republic
c. Island
d. Jakarta

Number 4. Why is the speaker talking?
a. To teach people about the history of Indonesia
b. To warn people about the dangers of volcanoes
c. To give tourists useful information
d. To thank people for coming to Indonesia

Track 096

DETAILED LISTENING SECTION & QUESTIONS

PART A. Read the questions below, then listen again and write short notes.

The Republic of Indonesia is an interesting and wonderful place that you should visit. Before you come here, let's first learn some basic facts about Indonesia. Learning these facts will help you plan your trip here. There's a lot to learn, so let's get started!

First of all, did you know that Indonesia is the world's largest island country? Indonesia has more than seventeen thousand islands, with over 261 million people living on them. If you look at a map of Indonesia, you can see just how many islands there really are. With all of these islands come a lot of different ethnic groups, languages, and cultures. That's a part of what makes Indonesia such an interesting place to visit. You can also try many different kinds of foods, which are special to each part of the country. A good place to try different dishes would be one of the major Indonesian cities. Jakarta is the nation's capital and the largest city in the country. It has a population of over ten million people. There are also plenty of other interesting cities you can visit in Indonesia.

Another thing that the thousands of Indonesian islands provide tourists with is a chance to experience many different kinds of nature. There are beautiful beaches, rain forests, volcanoes, coral reefs, and more. This huge variety of nature provides ecosystems and habitats for some of the world's most unique plants and animals. Depending on what you want to do in Indonesia, there are different types of maps and information you can look at to plan your trip. Whatever you decide to do, we're sure you'll love interesting Indonesia!

Track 097

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

Number 1. How many islands does Indonesia have?
a. 17,000
b. 261,000,000
c. 10,000,000
d. 7,000

Number 2. What is the population of Indonesia?
a. 10,000,000
b. 17,000,000
c. 61,000,000
d. 261,000,000

Number 3. What does the speaker say is a good thing to try in the capital of Indonesia?
a. Different kinds of nature
b. Different kinds of islands
c. Different kinds of Indonesian food
d. Different kinds of languages

Number 4. What is not a type of nature mentioned by the speaker?
a. Beaches
b. Deserts
c. Volcanoes
d. Rain forests

Track 098

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.
We know which of the three ways the final "s" sound makes because of the sound (not the letter) right before the final "s" sound.

The /s/ ending sound: Words that end with /P/ /K/ /F/ /T/ or /TH/ (voiceless th) sounds are pronounced with the /s/ ending sound.

The /z/ ending sound: Words that end with /B/ /D/ /G/ /L/ /M/ /N/ /NG/ /R/ /V/ or /TH/ (voiced th) sounds, or any vowel sounds, are pronounced with the /z/ ending sound.

The /iz/ ending sound: Words that end with /S/ /X/ /Z/ /CH/ /SH/ or /GE/ sounds are pronounced with the /iz/ ending sound.

Track 099

PART C. Listen, check your answers, and say.

facts (x2) has the /s/ ending sound
Before you come here, let's first learn some basic facts about Indonesia.

islands (x2) has the /z/ ending sound
Indonesia has more than seventeen thousand islands, with over 261 million people living on them.

groups (x2) has the /s/ ending sound
With all of these islands come a lot of different ethnic groups.

languages (x2) has the /iz/ ending sound
With all of these islands come a lot of different languages.

cultures (x2) has the /z/ ending sound
With all of these islands come a lot of different cultures.

dishes (x2) has the /iz/ ending sound
A good place to try different dishes would be one of the major cities.

forests (x2) has the /s/ ending sound
There are beautiful beaches, rain forests, coral reefs, and more.

kinds (x2) has the /z/ ending sound
You can experience many different kinds of nature.

Track 100

Unit 8 Interesting Indonesia

LESSON B
REVIEW

PART B. Now listen and check your answers.

Number 1. foods (x2) is pronounced with the /z/ ending sound.
Number 2. cities (x2) is pronounced with the /z/ ending sound.
Number 3. beaches (x2) is pronounced with the /iz/ ending sound.
Number 4. maps (x2) is pronounced with the /s/ ending sound.

Track 101

SPEAKING SKILL SECTION

PART A. Listen and read.

Use "the" with certain geographical names, but not with others.
Use "the" with some geographical names, including:

- The name of any country that includes a noun in its name
- Any country that has its name in plural form
- Specific geographic points and regions
- Mountain ranges
- Rivers, seas, and oceans
- Deserts and peninsulas

Do not use "the" with other geographical names, including:

- The name of any continent
- The name of a country
- The name of an individual mountain
- The name of any street
- The name of any individual city and town
- The name of states or provinces
- The name of any individual lake

Track 102

PART B. Listen, look, and say.

Look at example one.

Say "the" with the geographical name.
The Yellow River is a river located in the People's Republic of China.

Look at example two.

Do not say "the" with the geographical name.
Indonesia is an island country.

Track 103

INTEGRATE IT

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

The Republic of Indonesia is an interesting place to visit. Before planning a trip to this island country, you should learn a little bit about its unique climate and geography. This will help you be better prepared when you come here.

There are two different types of maps that you should take a look at before you visit Indonesia. First, check out a Köppen-Geiger climate map. This map will show you what the climate of Indonesia is like. You can then compare it to other areas of the world. Indonesia has a tropical climate. So, you should be prepared for warm and hot temperatures, and lots of rainfall and humidity. We recommend that you pack things like shorts, sandals, T-shirts, umbrellas, and raincoats. You should also take plenty of water with you when you go outside, because your body will lose a lot of water when you sweat. We also recommend you bring a waterproof pouch to store your money, phone, passport, and other important items in. The frequent rainfall and high levels of humidity can make your belongings wet.

The other type of map you should look at before coming to Indonesia is a volcanic map. Indonesia sits in the middle of several tectonic plates. As a result, there are a lot of volcanic eruptions and earthquakes that happen regularly. We recommend that you have emergency plans ready before you travel. Knowing where the volcanoes are located will help with this. But don't worry, the majority of travelers visit without a problem. If it's safe, you can even go to a national park to see a volcano.

Knowing what's what will help you have a safe and enjoyable trip to wonderful Indonesia. We hope to see you soon!

PRACTICE BOOK

Track 126

Unit 8 Interesting Indonesia

LESSON A
VOCABULARY PRACTICE

PART A. Read the meaning of each word. Then listen and number.

Number 1. ethnic (x2)
Number 2. rain forest (x2)
Number 3. variety (x2)
Number 4. experience (x2)
Number 5. capital (x2)
Number 6. coral reef (x2)
Number 7. provide (x2)
Number 8. unique (x2)
Number 9. island (x2)
Number 10. republic (x2)

Track 127

DICTATION I

PART A. Listen and write the missing words.

Number 1. There is a huge variety of ecosystems. (x2)
Number 2. Did you know that Indonesia is the world's largest island country? (x2)
Number 3. The Republic of Indonesia is an interesting and wonderful place. (x2)

Track 128

LISTENING SKILL PRACTICE

PART A. Listen and check the box with the correct final "s" sound, and write the word in the blank.

Number 1. Let's learn some basic facts about Indonesia. (x2)
Number 2. Jakarta is a good place to try many different dishes. (x2)
Number 3. Tourists can see some of the world's most unique plants. (x2)
Number 4. There are also plenty of other cities you can visit in the country. (x2)

Number 5. There are several volcanoes in the country. (x2)

Track 129

DICTATION II

PART A. Listen and write the missing words.

Number 1. Indonesia has many habitats. (x2)
Number 2. The islands have a lot of different ethnic groups, languages, and cultures. (x2)
Number 3. Learning these facts will help you plan your trip here. (x2)