Integrate Listening & Speaking Building 4 Transcript

Unit 1 – Digital Literacy

STUDENT BOOK

Track 002

Unit 1 Digital Literacy

LESSON A
KEY WORDS

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

Number 1. public
Number 2. report
Number 3. mass media
Number 4. persuade
Number 5. inform
Number 6. source

Track 003

GENERAL LISTENING
SECTION & QUESTIONS

PART A. Get ready to listen.

You will hear a lesson at school.
The lesson is about mass media.

Track 004

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

Good afternoon, everyone. Today, we'll look at different kinds of mass media, and specifically, news media.

First, we must understand what "news" is. Sometimes called "editorial news," one definition of news is "the accurate reporting of facts and information to the public." With this information, people decide what to do. For example, let's say you watch the news and it is reported that a car accident occurred at a busy intersection. It is also reported that this is the third accident this month at the same intersection. Based on that information, you might decide to avoid that intersection. But the news didn't tell you what to think, it just reported the facts. Now let's talk about different kinds of mass media that we may often see with editorial news.

These days there's an endless supply of information coming at us from the internet, TV, newspapers, and other media sources. We can't escape this overflow of information, so sometimes it's hard to tell what is news and what isn't. What's the difference between news, entertainment, advertisements, opinion pieces, and other stuff? Sometimes it's easy to tell. For example, many newspapers have a section that is clearly labeled as an "op-ed" section. This label informs the reader that what's written in this section isn't news, but rather the opinion of the writer. Advertisements are often easy to spot because they tell us directly about a product or service. Furthermore, entertainment pieces can be easily identified by cartoons, jokes, or some other form of storytelling. However, entertainment pieces, advertisements, op-eds, and other things sometimes aren't clearly labeled. So how do we tell the difference between them? The easiest way to tell the difference between them is to think about why a piece of media was made. News is made to inform you with facts and then let you decide. Op-ed pieces are made to persuade your thinking. Advertisements are made to sell you something. Entertainment pieces can be made for a variety of reasons, but they are mainly used to entertain the reader.

So the first point is to learn to decide what is news and what isn't. Next, we'll talk about some differences between real and fake news.

Track 005

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

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

Number 2. According to the speaker, what is editorial news?
a. The accurate reporting of facts and information
b. Advertisements that sell goods and services
c. Entertainment that makes us laugh
d. Someone's opinion

Number 3. What type of mass media does the speaker mostly focus on?
a. Entertainment
b. Advertisements
c. News media
d. Opinion pieces

Number 4. Why is the speaker talking?
a. To warn people about the overflow of information
b. To advertise a product
c. To teach people about different types of mass media
d. To argue that newspapers are better sources than TV news

Track 006

DETAILED LISTENING SECTION & QUESTIONS

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

Good afternoon, everyone. Today, we'll look at different kinds of mass media, and specifically, news media.

First, we must understand what "news" is. Sometimes called "editorial news," one definition of news is "the accurate reporting of facts and information to the public." With this information, people decide what to do. For example, let's say you watch the news and it is reported that a car accident occurred at a busy intersection. It is also reported that this is the third accident this month at the same intersection. Based on that information, you might decide to avoid that intersection. But the news didn't tell you what to think, it just reported the facts. Now let's talk about different kinds of mass media that we may often see with editorial news.

These days there's an endless supply of information coming at us from the internet, TV, newspapers, and other media sources. We can't escape this overflow of information, so sometimes it's hard to tell what is news and what isn't. What's the difference between news, entertainment, advertisements, opinion pieces, and other stuff? Sometimes it's easy to tell. For example, many newspapers have a section that is clearly labeled as an "op-ed" section. This label informs the reader that what's written in this section isn't news, but rather the opinion of the writer. Advertisements are often easy to spot because they tell us directly about a product or service. Furthermore, entertainment pieces can be easily identified by cartoons, jokes, or some other form of storytelling. However, entertainment pieces, advertisements, op-eds, and other things sometimes aren't clearly labeled. So how do we tell the difference between them? The easiest way to tell the difference between them is to think about why a piece of media was made. News is made to inform you with facts and then let you decide. Op-ed pieces are made to persuade your thinking. Advertisements are made to sell you something. Entertainment pieces can be made for a variety of reasons, but they are mainly used to entertain the reader.

So the first point is to learn to decide what is news and what isn't. Next, we'll talk about some differences between real and fake news.

Track 007

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

Number 1. What does editorial news not do?
a. Tell you what to think
b. Tell you useful information
c. Tell you important facts
d. Tell you about car accidents

Number 2. According to the speaker, why can it be difficult to tell what is news and what isn't?
a. There is too much advertising in mass media
b. The sections of newspapers are not clearly labeled
c. There is a lot of fake news
d. There is a lot of information coming at us from different sources

Number 3. What type of mass media is not mentioned by the speaker?

a. Newspapers
b. TV
c. Online
d. Radio

Number 4. According to the speaker, what is an "op-ed" piece made to do?
a. Sell you something
b. Give you facts and information
c. Persuade your thinking
d. Tell jokes and stories

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

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

The /iz/ ending sound: Words that end with the /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.

kinds (x2) has the /z/ ending sound
Today, we'll look at different kinds of mass media.

pieces (x2) has the /iz/ ending sound
Op-ed pieces are made to persuade your thinking.

jokes (x2) has the /s/ ending sound
Entertainment pieces can be easily identified by jokes.

reasons (x2) has the /z/ ending sound
Entertainment pieces can be made for a variety of reasons.

facts (x2) has the /s/ ending sound
One definition of news is "the accurate reporting of facts and information to the public."

informs (x2) has the /z/ ending sound
This label informs the reader that what's written in this section isn't news, but rather the opinion of the writer.

things (x2) has the /z/ ending sound
Entertainment pieces, advertisements, op-eds, and other things sometimes aren't clearly labeled.

differences (x2) has the /iz/ ending sound
Next, we'll talk about some differences between real and fake news.

Track 010

Unit 1 Digital Literacy

LESSON B
REVIEW

PART B. Now listen and check your answers.

Number 1. sources (x2) is pronounced with the /iz/ ending sound.
Number 2. advertisements (x2) is pronounced with the /s/ ending sound.
Number 3. newspapers (x2) is pronounced with the /z/ ending sound.
Number 4. cartoons (x2) is pronounced with the /z/ ending sound.

Track 011

SPEAKING SKILL SECTION

PART A. Listen and read.

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

When you link the words, you say them like they are one word. 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 “sometimes” is the consonant sound /z/.
The beginning sound of the word “it’s” is the vowel sound /i/.
The ending sound of the word “it’s” is the consonant sound /ts/.
The beginning sound of the word “easy” is the vowel sound /ee/.
Link the sounds together: “sometimes + it’s + easy” = “sometimes ↪ it’s ↪ easy”

Now try the example sentence: “Sometimes ↪ it’s ↪ easy to tell.”

Look at example two.
The ending sound of the word “talk” is the consonant sound /k/.
The beginning sound of the word “about” is the vowel sound /uh/.
Link the sounds together: “talk” + “about” = “talk ↪ about”

The ending sound of the word “kinds” is the consonant sound /z/.
The beginning sound of the word “of” is the vowel sound /uh/.
Link the sounds together: “kinds” + “of” = “kinds ↪ of”

The ending sound of the word “with” is the consonant sound /th/.
The beginning sound of the word “editorial” is the vowel sound /eh/.
Link the sounds together: “with” + “editorial” = “with ↪ editorial”

Now try the example sentence: “Let’s talk ↪ about different kinds ↪ of mass media that we may often see with ↪ editorial news.”

Track 013

INTEGRATE IT

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

Now that we have learned some of the differences between news, entertainment, advertisements, opinion pieces, and other kinds of mass media, let’s talk about some ways that can help us tell the difference between real and fake news.

Deciding if something we see, hear, or read is actually true and accurate, only partly true, or completely false is very important. We need to be careful of fake news because it can cause many people to believe things that aren't totally true. If many people believe something that isn’t true, they might think, say, or do things based on this belief, which could cause lots of problems. This is why it’s very important to be able to carefully think about mass media.

As I said earlier, there’s a never-ending supply of information at our fingertips. Even when we’re not really trying to look for information, we see more and more of it in public places. Media comes at us from online sources, TV, newspapers, advertisements, and more. We see advertisements on our phones, on TV, on billboards, even on public transportation. There’s really no escaping it. The best thing to do is learn how to decide what news is real or fake.

So, the first step to thinking about what is real or fake news is the source that reports the information. Is it a well-known source that people trust? Or is it just an individual person or a small online organization? This can be an important first step. Another thing to do is to compare what one news media organization says against others. Are they reporting the same facts and information, or are there some differences? Furthermore, what is the quality of how the information is being presented? If there are spelling mistakes, and other signs of poor quality, it might not be a source that you can trust.

It’s up to you to decide for yourself what you believe is real or fake news. I hope today’s lesson helps you to accurately decide the difference between fact and fiction in the media.

Track 014

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.

Good afternoon. Today, we'll look at different kinds of mass media, and specifically, news media.

These days, there's a never-ending supply of information at our fingertips.

It's even in public places, so there's really no escaping it.

So, how can we tell the difference between news reports, entertainment, advertisements, and opinion pieces?

PRACTICE BOOK

Track 103

Unit 1 Digital Literacy

LESSON A
DICTATION I

PART A. Listen and write the missing words.

Number 1. One of the most popular forms of mass media is the news. (x2)
Number 2. The job of the news is to report facts and information to the public. (x2)
Number 3. There's an endless supply of information coming at us these days. (x2)

Track 104

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. There are many different kinds of mass media. (x2)
Number 2. Entertainment media can be easily identified by cartoons and jokes. (x2)
Number 3. Op-ed pieces are made to persuade your thinking. (x2)
Number 4. Advertisements are made to sell you something. (x2)
Number 5. We'll talk about some differences between real and fake news. (x2)

Track 105

DICTATION II

PART A. Listen and write the missing words.

Number 1. News is the accurate reporting of facts and information to the public. (x2)
Number 2. Because they tell us directly about a product or service, advertisements are often easy to spot. (x2)
Number 3. Entertainment, advertisements, op-eds, and other things sometimes aren't clearly labeled. (x2)

Unit 2 – Smart Cities

STUDENT BOOK

Track 015

Unit 2 Smart Cities

LESSON A
KEY WORDS

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

Number 1. cash
Number 2. transaction
Number 3. surround
Number 4. transform
Number 5. transmit
Number 6. convenient

Track 016

GENERAL LISTENING
SECTION & QUESTIONS

PART A. Get ready to listen.

You will hear a news broadcast on TV.
The news broadcast is about technology.

Track 017

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

Welcome to LJF News. I'm your host, Maya Oh. In part one of this evening's special report, we'll look at the internet and how it has changed human society, as well as what might happen in the future.

For many of us, we're surrounded by the internet and it's hard to imagine life without it. Even though it's only been around for public use since 1991, it has changed dramatically since it first launched. Compared to today, the internet in the past wasn't very convenient, mostly because it was extremely slow. You also had to be at a computer with special equipment to connect to the internet. Even just connecting to the internet took a long time. In those days, some people believed that the internet was just a trend and that it would eventually disappear. However, over time, the internet quickly became faster, more powerful, and could transmit a lot more information. Computers also became more advanced, and by the mid-2000s, smart mobile devices were invented. Soon after this, people could access the internet basically anytime, anywhere.

People continued thinking of new ways to use the internet, and it became a great way to communicate, advertise, and do business. In fact, many of the world's richest and fastest growing companies are internet companies. In about one generation, the internet has spread all over the world and has even transformed human society.

The internet has also changed the way we learn things. Students who cannot go to an actual school can receive an education online. Businesses can advertise and sell things online. Mass media organizations can share information instantly with billions of people. Even the way we pay for things is changing. Many societies are moving towards a so-called "cashless society" in which cash – including paper money, metal coins, and plastic cards – is no longer used. In a cashless society, mobile smart devices are used to pay for things and to make other financial transactions.

Nearly half of the world's total population uses the internet, and some experts believe that in the near future everyone will have access to the internet. Stay tuned for part two of our special report when we'll look at what the future of the internet could mean for us.

Track 018

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

Number 1. What time of day is the news broadcast happening?
a. Night
b. Evening
c. Afternoon
d. Morning

Number 2. What is the topic of the special report?
a. Learning who invented the internet

b. Learning how internet technology works
c. Thinking about how the internet has and will change human society
d. Teaching people about internet businesses

Number 3. What was the internet like when it first launched?
a. It was slow and not very convenient
b. It was fast and not very convenient
c. It was fast and very convenient
d. It was slow and very convenient

Number 4. According to the speaker, about how many people in the world use the internet?
a. About one quarter of the world's population uses the internet
b. About half of the world's population uses the internet
c. About three quarters of the world's population uses the internet
d. Everyone in the world uses the internet

Track 019

DETAILED LISTENING SECTION & QUESTIONS

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

Welcome to LJF News. I'm your host, Maya Oh. In part one of this evening's special report, we'll look at the internet and how it has changed human society, as well as what might happen in the future...

For many of us, we're surrounded by the internet and it's hard to imagine life without it. Even though it's only been around for public use since 1991, it has changed dramatically since it first launched. Compared to today, the internet in the past wasn't very convenient, mostly because it was extremely slow. You also had to be at a computer with special equipment to connect to the internet. Even just connecting to the internet took a long time. In those days, some people believed that the internet was just a trend and that it would eventually disappear. However, over time, the internet quickly became faster, more powerful, and could transmit a lot more information. Computers also became more advanced, and by the mid-2000s, smart mobile devices were invented. Soon after this, people could access the internet basically anytime, anywhere.

People continued thinking of new ways to use the internet, and it became a great way to communicate, advertise, and do business. In fact, many of the world's richest and fastest growing companies are internet companies. In about one generation, the internet has spread all over the world and has even transformed human society.

The internet has also changed the way we learn things. Students who cannot go to an actual school can receive an education online. Businesses can advertise and sell things online. Mass media organizations can share information instantly with billions of people. Even the way we pay for things is changing. Many societies are moving towards a so-called "cashless society" in which cash – including paper money, metal coins, and plastic cards – is no longer used. In a cashless society, mobile smart devices are used to pay for things and to make other financial transactions.

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Track 020

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

Number 1. When did the internet become available for the public to use?
a. 1981
b. 1990
c. 1991
d. The mid 2000s

Number 2. According to the speaker, how were people able to connect to the internet anytime and anywhere?
a. By using special equipment
b. By using home computers
c. By using smart mobile devices
d. By using internet companies

Number 3. What does the speaker say about internet companies?
a. Many of them are rich and growing quickly
b. Many of them are rich but will soon disappear
c. Many of them are rich but are growing slowly
d. Many of them aren't rich but are growing quickly

Number 4. Which thing would still exist in a cashless society?
a. Metal coins
b. Plastic cards
c. Financial transactions
d. Paper money

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 letter "ed" can sound.

We know which of the three ways the final "ed" sound makes because of the sound right before the final "ed" sound.

The /t/ ending sound: Words that end with the /P/ /K/ /F/ /S/ /X/ /CH/ /SH/ or /TH/ (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/ /TH/ (voiced th) sounds, or any vowel sound, are pronounced with the /d/ ending sound.

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

Track 022

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

changed (x2) has the /d/ ending sound
We'll look at the internet and how it has changed human society, as well as what might happen in the future.

surrounded (x2) has the /id/ ending sound
We're surrounded by the internet, and it's hard to imagine life without it.

launched (x2) has the /t/ ending sound
The internet first launched in 1991.

compared (x2) has the /d/ ending sound
Compared to today, the internet in the past wasn't very convenient.

advanced (x2) has the /t/ ending sound
Computers became more advanced.

used (x2) has the /d/ ending sound
In a cashless society, mobile smart devices are used to pay for things.

continued (x2) has the /d/ ending sound
People continued thinking of new ways to use the internet, and it became a great way to communicate, advertise, and do business.

tuned (x2) has the /d/ ending sound
Stay tuned for part two of our special report.

Track 023

Unit 2 Smart Cities

LESSON B
REVIEW

PART B. Now listen and check your answers.

Number 1. surrounded (x2) is pronounced with the "id" ending sound.
Number 2. invented (x2) is pronounced with the "id" ending sound.
Number 3. believed (x2) is pronounced with the "d" ending sound.
Number 4. advanced (x2) is pronounced with the "t" 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 "we'll" is the consonant sound /l/.
The beginning sound of the word "look" is the same consonant sound /l/.
Link the sounds together: "we'll" + "look" = "we'll ↪ look"

Now try the example sentence: "In part one of this evening's special report, we'll ↪ look at the internet and how it has changed human society."

Look at example two.
The ending sound of the word "internet" is the consonant sound /t/.
The beginning sound of the word "took" is the same consonant sound /t/.
Link the sounds together: "internet" + "took" = "internet ↪ took"

Now try the example sentence: "Even just connecting to the internet ↪ took a long time."

Track 026

INTEGRATE IT

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

Welcome back to LJF News. I'm Maya Oh. In part one of this evening's special report, we looked at how the internet has dramatically changed human society. Now, we'll look at some ways the internet can benefit us in the near future.

Currently, some projects aim to give internet access to more people around the world. One of these projects is a collection of satellites that surround the Earth and transmit the internet to every corner of the world. With the internet available to more people, places, and things so-called smart cities may eventually transform and replace older, more industrial cities. Some of these smart cities are already being built.

In a smart city, self-driving electric vehicles will help people get around. These vehicles, our smart mobile devices, and other things, will communicate with the surrounding buildings and environment. For example, late at night, when there aren't many cars on the road, smart streetlights can save energy by turning off when nobody is around. When a person with a smart mobile device or a vehicle gets close to a streetlight, the mobile device or vehicle will transmit information to the streetlights nearby to let them know someone is coming. This will then turn on the streetlights so people can see where they are. After they pass, the streetlights will turn off again and continue to save energy.

Another possibility in a smart city is that after your self-driving electric vehicle drops you off at work, instead of sitting in a parking lot waiting for you all day, it can work as a delivery vehicle or a taxi. This can help reduce traffic problems, air pollution, and help us to earn more money. Speaking of money, in a smart city, there's no need for cash. This is because people can make financial transactions with their mobile devices.

The internet has already changed human society in incredible ways. And it will only get better if we continue to think of ways that the internet can help people, and make our lives much easier, safer, and more convenient.

Thank you for watching. For LJF News, I'm Maya Oh.

PRACTICE BOOK

Track 106

Unit 2 Smart Cities

LESSON A
DICTATION I

PART A. Listen and write the missing words.

Number 1. The early internet was extremely slow, so it wasn't very convenient. (x2)

Number 2. You had to be at a computer with special equipment to connect to the internet in the early days. (x2)
Number 3. Today, the internet is faster, more powerful, and can transmit a lot of information. (x2)

Track 107

LISTENING SKILL PRACTICE

PART A. Listen and check (✓) the box with the correct final "ed" sound, and write the word in the blank.

Number 1. Some people believed that the internet was just a trend and that it would eventually disappear. (x2)
Number 2. The internet has changed human society. (x2)
Number 3. Over time, computers became more advanced. (x2)
Number 4. By the mid-2000s, smart mobile devices were invented. (x2)
Number 5. People continued thinking of new ways to use the internet, and it became a great way to communicate, advertise, and do business. (x2)

Track 108

DICTATION II

PART A. Listen and write the missing words.

Number 1. In about one generation, the internet spread all over the world and transformed human society. (x2)
Number 2. We're surrounded by the internet, and it's hard to imagine life without it. (x2)
Number 3. The internet was first launched for public use in 1991. (x2)

Unit 3 – Renewable Energy

STUDENT BOOK

Track 027

Unit 3 Renewable Energy

LESSON A
KEY WORDS

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

Number 1. wind turbine
Number 2. wind farm
Number 3. install
Number 4. blade
Number 5. gear
Number 6. facility

Track 028

GENERAL LISTENING
SECTION & QUESTIONS

PART A. Get ready to listen.

You will hear a tour at a factory.
The tour is about energy.

Track 029

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

A: Hello, students of Black Water High School. My name is Katy. I'm an engineer, and I work for Pegasus Motors. I helped design and build this new car manufacturing facility. I'd like to give you a tour today. As you can see, we're starting the field trip outside of the factory. The factory is a few kilometers away. Later, we'll take a bus to the factory and tour it. But, first, I want to show you our wind farm. It helps to supply the factory with electricity.

B: Wow! How did you build these wind turbines?

A: Well, first, you have to build a big, strong foundation in the ground. Then we install the tower. Once the tower is standing, we install the top part of the turbine. This part is called the

nacelle. Finally, we add the three blades, which spin when the wind blows.

C: How tall are the wind turbines?

A: Each one is 170 meters tall.

D: Interesting. How do wind turbines make electricity?

A: Good question. The nacelle is the part of the wind turbine that actually makes the electricity. When the wind blows, the blades start to spin. Inside the nacelle, there are gears and a power generator. So, whenever the turbine's blades are spinning, the gears and the power generator inside the nacelle make electrical power. The electricity is then transported to the factory.

B: Wait. How does the electricity get transported to the factory?

A: Oh, I forgot to mention that part. It's similar to how you use a cord to plug in electrical devices at home. We have big power lines that go from the foundation of the wind turbine all the way to the factory. You can't see them because they are underground.

C: Cool. So how much electricity does one turbine make?

A: One turbine makes enough power for about one thousand homes.

D: A thousand homes? That's a lot of electricity. There are 25 wind turbines here. Why do you need so many?

A: Well, these wind turbines are supplying electricity to a factory, which is a lot bigger and uses much more electricity than a home does. Alright! Let's take the bus and go see the factory!

Track 030

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

Number 1. What is the first speaker's job?
a. High school student
b. Factory worker
c. Teacher
d. Engineer

Number 2. Who is the first speaker talking to?
a. A group of engineers
b. A group of electrical workers
c. A group of students
d. A group of bus drivers

Number 3. Where are the speakers?
a. At a wind farm
b. Inside a factory
c. On a bus
d. Inside a high school

Number 4. What do wind turbines make?
a. Electricity
b. Cords
c. Blades
d. Cars

Track 031

DETAILED LISTENING SECTION & QUESTIONS

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

A: Hello, students of Black Water High School. My name is Katy. I'm an engineer, and I work for Pegasus Motors. I helped design and build this new car manufacturing facility. I'd like to give you a tour today. As you can see, we're starting the field trip outside of the factory. The factory is a few kilometers away. Later, we'll take a bus to the factory and tour it. But, first, I want to show you our wind farm. It helps to supply the factory with electricity.

B: Wow! How did you build these wind turbines?

A: Well, first, you have to build a big, strong foundation in the ground. Then we install the tower. Once the tower is standing, we install the top part of the turbine. This part is called the nacelle. Finally, we add the three blades, which spin when the wind blows.

C: How tall are the wind turbines?

A: Each one is 170 meters tall.

D: Interesting. How do wind turbines make electricity?

A: Good question. The nacelle is the part of the wind turbine that actually makes the electricity. When the wind blows, the blades start to spin. Inside the nacelle, there are gears and a power generator. So, whenever the turbine's blades are spinning, the gears and the power generator inside the nacelle make electrical power. The electricity is then transported to the factory.

B: Wait. How does the electricity get transported to the factory?

A: Oh, I forgot to mention that part. It's similar to how you use a cord to plug in electrical devices at home. We have big power lines that go from the foundation of the wind turbine all the way to the factory. You can't see them because they are underground.

C: Cool. So how much electricity does one turbine make?

A: One turbine makes enough power for about one thousand homes.

D: A thousand homes? That's a lot of electricity. There are 25 wind turbines here. Why do you need so many?

A: Well, these wind turbines are supplying electricity to a factory, which is a lot bigger and uses much more electricity than a home does. Alright! Let's take the bus and go see the factory!

Track 032

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

Number 1. What did the first speaker help design and build?
a. The blades
b. The manufacturing facility
c. The wind turbines
d. The towers

Number 2. How tall is each wind turbine?
a. 25 meters tall
b. 70 meters tall
c. 100 meters tall
d. 170 meters tall

Number 3. Which part of the wind turbine actually makes electricity?
a. The foundation
b. The tower
c. The nacelle
d. The cord

Number 4. According to the speaker, how many homes can one wind turbine power?
a. 1,000 homes
b. 10,000 homes
c. 20,000 homes
d. 25,000 homes

Track 033

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.

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

Look at example one: devices (de-VICE-siz) Emphasize & stress the second syllable.

For words with four or more syllables, sometimes the beginning syllable is emphasized and stressed. Sometimes the second or third syllable is emphasized and stressed.

Look at example two: generator (JEH-ne-ray-ter) Emphasize & stress the beginning syllable.

Track 034

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

engineer (EN-juh-neer) (x2) has three syllables. Emphasize the beginning syllable.

foundation (fown-DAY-shun) (x2) has three syllables.
Emphasize the second syllable.

transported (trans-POR-ted) (x2) has three syllables.
Emphasize the second syllable.

whenever (weh-NEH-vur) (x2) has three syllables.
Emphasize the second syllable.

actually (AC-choo-wuh-lee) (x2) has four syllables.
Emphasize the beginning syllable.

facility (fuh-SIH-leh-tee) (x2) has four syllables.
Emphasize the second syllable.

electrical (ee-LEK-tri-cull) (x2) has four syllables.
Emphasize the second syllable.

electricity (ee-lek-TRI-suh-tee) (x2) has five syllables.
Emphasize the third syllable.

Track 035

Unit 3 Renewable Energy

LESSON B
REVIEW

PART B. Now listen and check your answers.

Number 1. factory (FAC-tuh-ree) (x2) Emphasize the beginning syllable.
Number 2. underground (UN-dur-ground) (x2) Emphasize the beginning syllable.
Number 3. transported (trans-POR-ted) (x2) Emphasize the second syllable.
Number 4. electricity (ee-lek-TRI-suh-tee) (x2) Emphasize the third syllable.

Track 036

SPEAKING SKILL SECTION

PART A. Listen and read.

Every syllable in English has a vowel sound. Some syllables are stressed and some are reduced.

The vowel sound in reduced syllables is faster and shorter than the vowel sound in other syllables. Reduced vowel sounds are never in the stressed syllable. Reduced vowel sounds make the sound “uh.”

Look at example one: facility (fuh-SIH-leh-tee) (x2), facility

If a reduced vowel sound is right before the consonant sounds for the letters l, m, n, or r then the “uh” sound is mixed together with the sounds for l, m, n, or r. You won’t hear a separate “uh” sound.

Look at example two: electrical (ee-LEK-tri-cuhll) (x2), electrical
Look at example three: from (fruhm) (x2), from
Look at example four: student (STU-duhnt) (x2), student
Look at example five: generator (JEH-nuhr-ray-tuhr) (x2), generator

Track 037

PART B. Listen, look, and say.

Look at example one.
Say all of the syllables. How many syllables are there? Which syllable is stressed? Which syllable has a reduced vowel sound?

stu-dents (STU-duhnts) (x2)
There are 2 syllables. Stress the first syllable. Reduce the vowel in the second syllable.

of (uhv) (x2)
There is 1 syllable. Reduce the vowel in the syllable.

wa-ter (WAH-tuhr) (x2)
There are 2 syllables. Stress the first syllable. Reduce the vowel in the second syllable.

Now try the example sentence: “Hello, students of Black Water High School.”

Track 038

INTEGRATE IT

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

Alright, students. Here we are at the Pegasus Motors manufacturing facility. Not only are our new hydrogen fuel cell electric cars environmentally friendly, but our factory also runs on clean energy to produce these cars.

This is truly a special state-of-the-art factory. Let me explain why as we walk around and tour the facility. As you can see, the factory only has a few people working inside it. However, this factory can build up to three-hundred thousand cars per year. The other workers inside the factory are robots. These robots never stop working unless the humans turn them off.

The factory and all the robots inside it need a lot of electricity. We are proud to report that this facility runs completely on clean, renewable energy. In addition to the wind farm we just came from, which has about twenty-five wind turbines, we also have installed about one thousand solar panels on the roof of the factory. They are connected to the factory and supply it with electricity. You might be wondering why we need wind turbines and solar panels to produce electricity. The reason is simple: nature. We can't control when the sun shines or when the wind blows. So, by having two ways of collecting energy from nature, we can be sure we have enough power to keep the factory running.

There are also a lot of computers that help this factory run. These computers tell us how much energy is being created by the solar panels and the wind farm, and they tell us how the robot workers are doing. It's too much information for humans to handle, so we have an AI robot to help us. AI stands for artificial intelligence. We even have a name for our AI robot; we call it Oliver. Whenever there's a problem with the energy sources or the robots in the factory, Oliver reports the problem to us. Oliver can also tell us the best way to fix the problem.

Track 039

GIVE A TOUR

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

Hello, students of Black Water High School.

I'm an engineer, and I work for Pegasus Motors.

I helped design and build this new car manufacturing facility.

I'd like to give you a tour today.

As you can see, we're starting the field trip outside of the factory.

The factory is a few kilometers away, and later we'll take a bus to the factory and tour it.

But first, I want to show you our wind farm, which helps supply the factory with electricity.

PRACTICE BOOK

Track 109

Unit 3 Renewable Energy

LESSON A
DICTATION I

PART A. Listen and write the missing words.

Number 1. I'm an engineer, and I helped build this manufacturing facility. (x2)
Number 2. I want to show you our wind farm, which helps supply the factory with electricity. (x2)
Number 3. There are gears and a power generator inside the wind turbine. (x2)

Track 110

LISTENING SKILL PRACTICE

PART A. Listen and say the words. Write each word in the chart.
Number 1. devices (de-VICE-siz) (x2)
Number 2. generator (JEH-ner-ray-ter) (x2)
Number 3. factory (FAC-tuh-ree) (x2)
Number 4. electricity (ee-lek-TRI-suh-tee) (x2)
Number 5. underground (UN-dur-ground) (x2)
Number 6. whenever (weh-NEH-vur) (x2)
Number 7. engineer (EN-juh-neer) (x2)

Number 8. foundation (fown-DAY-shun) (x2)

Track 111

DICTATION II

PART A. Listen and write the missing words.

Number 1. You can't see the cords because they are underground. (x2)
Number 2. Whenever the wind turbine is spinning, electricity is being made. (x2)
Number 3. There is a big, strong foundation in the ground. (x2)

Unit 4 – Siphonophores

Track 040

Unit 4 Siphonophores

LESSON A
KEY WORDS

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

Number 1. jellyfish
Number 2. organism
Number 3. colony
Number 4. reproduce
Number 5. relative
Number 6. stem

Track 041

GENERAL LISTENING
SECTION & QUESTIONS

PART A. Get ready to listen.

You will hear a presentation at school.
The presentation is about an ocean animal.

Track 042

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

Good morning, everyone. For my final project in biology class, I'll be presenting about a very unusual group of animals called siphonophores. These mysterious creatures live in the ocean and are relatives of jellyfish, coral, and sea anemones.

Scientists still don't know that much about siphonophores because many of them live deep down in the Midnight Zone of the ocean. The Midnight Zone is between 1,000 meters and 4,000 meters deep. There is very intense water pressure there, which actually helps to hold the siphonophores' long, soft jelly-like body together.

Siphonophores may look and move like a single animal but, in fact, they are a collection of many organisms living together called zooids. These zooids are all connected by a long stem. The zooids that make up a siphonophore each have a

different job to do that helps the entire colony. They all need energy to do their jobs properly. The zooids are grouped together in different parts of the colony, but each group of zooids only has one job. Some zooids are responsible for feeding, some for reproducing, some for defense, and some for moving and swimming. Since only one group of zooids are responsible for feeding, the stem helps the entire colony to share and use energy.

In part two of my presentation, I'll show you a video I made that explains how siphonophores live, move, eat, and grow.

Track 043

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

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

Number 2. What is the speaker's job?
a. Scientist
b. Teacher
c. Student
d. Doctor

Number 3. According to the speaker, which animal do some siphonophores look like?
a. Coral
b. Jellyfish
c. Sea anemones
d. Fish

Number 4. According to the speaker, what is the body of most siphonophores like?
a. Long and strong
b. Short and hard
c. Long and soft
d. Big and short

Track 044

DETAILED LISTENING SECTION & QUESTIONS

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

Good morning, everyone. For my final project in biology class, I'll be presenting about a very unusual group of animals called siphonophores. These mysterious creatures live in the ocean and are relatives of jellyfish, coral, and sea anemones.

Scientists still don't know that much about siphonophores because many of them live deep down in the Midnight Zone of the ocean. The Midnight Zone is between 1,000 meters and 4,000 meters deep. There is very intense water pressure there, which actually helps to hold the siphonophores' long, soft jelly-like body together.

Siphonophores may look and move like a single animal but, in fact, they are a collection of many organisms living together called zooids. These zooids are all connected by a long stem. The zooids that make up a siphonophore each have a different job to do that helps the entire colony. They all need energy to do their jobs properly. The zooids are grouped together in different parts of the colony, but each group of zooids only has one job. Some zooids are responsible for feeding, some for reproducing, some for defense, and some for moving and swimming. Since only one group of zooids are responsible for feeding, the stem helps the entire colony to share and use energy.

In part two of my presentation, I'll show you a video I made that explains how siphonophores live, move, eat, and grow.

Track 045

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

Number 1. According to the speaker, why is it hard for scientists to study siphonophores?
a. Because many of them live deep in the ocean and they have fragile bodies
b. Because there aren't that many living in the ocean
c. Because many of them look like jellyfish, so it's hard to tell them apart
d. Because they are mysterious and hard to find

Number 2. What is the main difference between jellyfish and siphonophores?
a. All jellyfish live on the surface of the ocean and all siphonophores live deep in the ocean
b. A jellyfish is a single organism, but a siphonophore is a colony made up of many organisms
c. Jellyfish look like a single animal and siphonophores don't look like a single-organism animal
d. Jellyfish need energy to live and siphonophores don't need energy to live

Number 3. According to the speaker, what is the most well-known siphonophore called?
a. Jellyfish
b. Zooid
c. Sea anemone
d. Portuguese Man O' War

Number 4. What is the stem of a siphonophore's body responsible for doing?
a. Sharing energy
b. Reproducing
c. Feeding
d. Moving and swimming

Track 046

LISTENING SKILL SECTION

PART A. Listen and understand.

Hearing the "y" sound
There are 5 ways the letter "y" can sound in a word.

Number 1. "y" like in 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)
Number 5. "i" like in gym (gym), hymn (hymn), and myth (myth)

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

In words that have the /y/ "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/ "y" 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/ "y" 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/ "y" 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.

In words that have the /i/ "y" sound, the letter y usually comes in the middle of the word, and sometimes the letter y is the only vowel in the word.

Track 047

PART C Listen, check your answers, and say.

very (x2) has the /ee/ "y" sound
I'll be presenting about a very unusual group of animals called siphonophores.

you (x2) has the /y/ "y" sound
I'll show you a video I made that explains how siphonophores live.

mysterious (x2) has the /i/ "y" sound
These mysterious creatures live in the ocean.

many (x2) has the /ee/ "y" sound
Siphonophores are a collection of many organisms living together called zooids.

may (x2) has the /ay/ "y" sound
Siphonophores may look and move like a single animal, but they aren't.

by (x2) has the /ai/ "y" sound
These zooids are all connected by a long stem.

biology (x2) has the /ee/ "y" sound

For my final project in biology class, I'll be presenting about siphonophores.

try (x2) has the /ai/ "y" sound
If scientists try to move a siphonophore's fragile body from the Midnight Zone up to the ocean's surface, it would just fall apart.

Track 048

Unit 4 Siphonophores

LESSON B
REVIEW

PART B. Now listen and check your answers.

Number 1. colony (x2) is pronounced with the /ee/ "y" sound.
Number 2. study (x2) is pronounced with the /ee/ "y" sound.
Number 3. my (x2) is pronounced with the /ai/ "y" sound.
Number 4. they (x2) is pronounced with the /ay/ "y" sound.

Track 049

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 "woman" and "bank" are nouns.
The words "walk" and "get" are verbs.
The words "young" and "small" 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," and "some" 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:
the YOUNG WOMAN QUICKLY WALKED to the SMALL BANK to GET some MONEY.

Here is another example sentence:
a MAN WENT to his BEDROOM because he FELT TIRED.

Track 050

PART B. Listen, look, and say.

Look at example one.

The words: FINAL, PROJECT, BIOLOGY CLASS, I'LL, PRESENTING, VERY, UNUSUAL, GROUP, ANIMALS, CALLED, and SIPHONOPHORES are content words.
The words: for, the, in, be, about, a, and of are function words.
Stress the content words and reduce the function words.

Now try the example sentence: for the FINAL PROJECT in BIOLOGY CLASS, I'LL be PRESENTING about a VERY UNUSUAL GROUP of ANIMALS CALLED SIPHONOPHORES. (x2)

Look at example two.

The words: ZOOIDS, GROUPED, TOGETHER, DIFFERENT, PARTS, and COLONY are content words.
The words: the, are, in, and of are function words.
Stress the content words and reduce the function words.

Now try the example sentence: the ZOOIDS are GROUPED TOGETHER in DIFFERENT PARTS of the COLONY. (x2)

Track 051

INTEGRATE IT

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

In part two of my final project in biology class, I'll show a video that I made that explains how these mysterious creatures called siphonophores use energy to live, move, eat, and grow.

As we know, siphonophores are a relative of the jellyfish. Also, a siphonophore colony is basically a bunch of different kinds of single organisms all living together and helping each other. Each one of these little organisms, called zooids, are grouped together on different parts of the colony based on what their job is. Zooids that have the same job look the same as each other, but zooids that have a different job do not look the same. There are feeding zooids, reproduction zooids, defense zooids, and zooids for moving and swimming.

The stem of a siphonophore physically connects all of the zooids in the colony. The stem also acts as the circulation system. After the feeding zooids eat fish or other sea animals, they send the nutrients from the food through the stem, which distributes energy throughout the rest of the colony.
The stem also grows longer as new zooids grow on the colony. As new zooids grow on the siphonophore colony, the siphonophore gets longer and longer. Siphonophores can grow longer than 40 meters, making it one of the longest animals in the world. Also, since siphonophores can reproduce by growing new zooids on an existing colony, it can technically live forever.

Although they have fragile bodies, siphonophores have amazing defense and feeding abilities. Many siphonophores, especially ones that live deep in the Midnight Zone of the ocean, have a special ability to glow in the dark. The scientific name for this ability is called bioluminescence. Siphonophores create light as a way to catch fish, and to scare away other animals that might want to eat it. Many siphonophores also have several stinging cells that produce a venom strong enough to kill humans. So, if you ever see one, be careful and don't touch it! Siphonophores use this venom to catch and eat fish.

I hope you enjoyed learning how this very unique creature lives. Thank you.

PRACTICE BOOK

Track 112

Unit 4 Siphonophores

LESSON A
VOCABULARY PRACTICE

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

Number 1. mysterious (x2)
Number 2. stem (x2)
Number 3. jellyfish (x2)
Number 4. colony (x2)
Number 5. fragile (x2)
Number 6. creature (x2)
Number 7. pressure (x2)
Number 8. relative (x2)
Number 9. organism (x2)
Number 10. reproduce (x2)

Track 113

DICTATION I

PART A. Listen and write the missing words.

Number 1. Some sea animals are very fragile outside of water. (x2)
Number 2. There are a lot of mysterious animals living deep in the ocean. (x2)
Number 3. There's a huge amount of water pressure at the bottom of the ocean. (x2)

Track 114

LISTENING SKILL PRACTICE

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

Number 1. colony (x2)
Number 2. very (x2)
Number 3. you (x2)
Number 4. mysterious (x2)
Number 5. may (x2)
Number 6. by (x2)
Number 7. they (x2)
Number 8. study (x2)

Track 115

DICTATION II

PART A. Listen and write the missing words.

Number 1. Scientists are still trying to study many animals in the ocean. (x2)
Number 2. Most siphonophores have very powerful venom. (x2)
Number 3. Each siphonophore lives in a colony. (x2)

Unit 5 – The Super Number

STUDENT BOOK

Track 052

Unit 5 The Super Number

LESSON A
KEY WORDS

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

Number 1. celebrate
Number 2. digit
Number 3. represent
Number 4. circumference
Number 5. diameter
Number 6. navigation

Track 053

GENERAL LISTENING
SECTION & QUESTIONS

PART A. Get ready to listen.

You will hear a podcast online.
The podcast is about a special number.

Track 054

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

Welcome to the Mega Math Podcast. I'm your host, Helen, and I want to wish you all a very happy Pi Day. That's right! In this week's podcast, we are celebrating a very special day for math fans everywhere. Today is March fourteenth, also known as Pi Day.

In case you don't already know, pi is a very special number. Although the first three digits of pi are three point one four, the actual number pi goes on forever. The first three digits of pi, three point one four, are also part of the reason why March fourteenth was chosen as the day to celebrate this special number. March is the third month of the year, which represents the number three in pi, and the fourteenth day of March represents the next two digits in the number pi, one and four.

There are many reasons to celebrate the number pi, but two of the main reasons are because of its unique characteristics and also its usefulness. One of the main uses for pi in mathematics is to measure the ratio of a circle's circumference to its diameter. This has countless practical uses for people.

One of the practical ways that pi is used is in GPS tracking. GPS tracking is the technology that helps us to use navigation applications on our smart devices. It helps individuals get around when they are walking, driving, cycling, or using public transportation. It also helps airplane pilots, and ship captains to track their location, and the location of other vessels traveling nearby. GPS relies on satellites that orbit around the Earth in a circular shape. The satellites use pi in order to help calculate everything accurately. Isn't that amazing?

In part two of today's podcast, I'll explain some more interesting facts about pi and how it is used. So, stay tuned after this short commercial break.

Track 055

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

Number 1. What date is the podcast happening on?
a. March 1st
b. March 3rd
c. March 4th
d. March 14th

Number 2. According to the speaker, why do people celebrate Pi Day?
a. Because they want to eat pies
b. Because pi is a unique and useful number
c. Because pi is the same number as one of the dates in the year
d. Because everyone loves math

Number 3. What is one of the ways pi is used in real life?
a. To use GPS navigation
b. To learn how to fly an airplane
c. To learn how to sail a ship
d. To measure the Earth

Number 4. What will the speaker talk about next?
a. More interesting facts about pi
b. Where the name pi comes from
c. Who discovered pi
d. How pi is used in commercials

Track 056

DETAILED LISTENING SECTION & QUESTIONS

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

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Track 057

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

Number 1. How long do the digits in the number pi go on for?
a. Two
b. Three
c. Fourteen
d. Forever

Number 2. What does the speaker say pi can measure?
a. The ratio of a circle's circumference to its diameter
b. The radius of a circle's diameter
c. The circumference of any shape
d. A line that goes on forever

Number 3. Which form of transportation is not mentioned by the speaker?
a. Spaceships
b. Airplanes
c. Ships
d. Public transportation

Number 4. What thing uses pi to help accurately calculate GPS?
a. Smart devices
b. Satellites
c. Vessels
d. Applications

Track 058

LISTENING SKILL SECTION

PART A. Listen and understand.

Hearing different "th" sounds
Practice two ways that "th" can sound.
There are two ways that words with the letters "th" can sound.

The voiced "th" sound is made by passing air through the mouth, and using voice vibrations in your throat.

Look at example one.
Voiced "th" sounds like /th/, like in the words: those (those), that (that), and weather (weather)

The unvoiced "th" sound is made by passing air through the mouth, but not using voice vibrations in your throat.

Look at example two.
Unvoiced "th" sounds like /th/, like in the words: myth (myth), bath (bath), and with (with)

Track 059

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

Earth (x2) makes the unvoiced /th/ sound
the (x2) makes the voiced /th/ sound
them (x2) makes the voiced /th/ sound
third (x2) makes the unvoiced /th/ sound
everything (x2) makes the unvoiced /th/ sound
other (x2) makes the voiced /th/ sound
although (x2) makes the voiced /th/ sound
fourteenth (x2) makes the unvoiced /th/ sound

Track 060

Unit 5 The Super Number

LESSON B
REVIEW

PART B. Now listen and check your answers.

Number 1. month (x2) makes the unvoiced /th/ sound.
Number 2. three (x2) makes the unvoiced /th/ sound.
Number 3. these (x2) makes the voiced /th/ sound.
Number 4. they (x2) makes the voiced /th/ sound.

Track 061

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 062

PART B. Listen, look, and say.

Look at example one.
The ending sound of the word "pi" is the vowel sound /ai/.
The beginning sound of the word "is" is the vowel sound /ih/.
Link the sounds together: "pi" + "is" = "pi ↪ is"

Now try the example sentence: "In case you don't already know, pi ↪ is a very special number."

Look at example two.
The ending sound of the word "you" is the vowel sound /oo/.
The beginning sound of the word "all" is the vowel sound /aw/.
Link the sounds together: "you" + "all" = "you ↪ all"

Now try the example sentence: "I'm your host, Helen, and I want to wish you ↪ all a very happy Pi Day."

Track 063

INTEGRATE IT

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

Welcome back to the Mega Math Podcast. I'm your host, Helen. On today's podcast, we're celebrating March 14th, or as we like to call it, Pi Day.

Pi is a special number with many unique characteristics. The digits in pi actually go on forever, but perhaps what is even more amazing is that the digits in pi never repeat themselves. That's a lot of numbers to remember! Another way to think about this is that the numbers in pi go on forever because there's no pattern in them. Luckily, most of the time, knowing just the first several digits of pi is enough to solve common math problems.

An easy way to learn the first nine digits of pi is to remember this question: "May I have a large container of butter today?" If you count how many letters are in each word of that question, you can easily remember the first nine digits of pi. For example, "may" has three letters, "I" has one letter, and "have" has four letters. That gives us three one four, which are the first three digits of pi. If you count all the letters in each word of the question "May I have a large container of butter today?" you get the first nine digits of pi, which are 314159265. It's a piece of cake, right?

You can use pi to find the circumference of a circle when you know the diameter. Circumference equals pi times the diameter. So, for example, let's say you walk around a circle which has a diameter of 1 kilometer. How far have you walked? Pi times 1,000 meters = 3,141.59265 meters. So, basically, a little over 3 kilometers.

You can also use pi to find the diameter of something when you know the circumference. Diameter equals the circumference divided by pi. So let's say you have a straw and you measured the outside of it at 9 millimeters. What is the diameter of the straw? Nine millimeters divided by pi is about 2.865 millimeters.

I hope today's podcast was practical and helps you the next time you need to use pi. Happy Pi Day, everyone!

Track 064

DO A PODCAST

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

Welcome to the Mega Math Podcast. Today, we're celebrating March 14th, also known as Pi Day.

Pi has many unique characteristics and is a truly special number.

The digits in pi go on forever, and they never repeat themselves.

Pi has many uses.

But one of its main uses is to measure the ratio of a circle's circumference to its diameter.

This has a lot of practical uses for people.

PRACTICE BOOK

Track 116

Unit 5 The Super Number

LESSON A
DICTATION I

PART A. Listen and write the missing words.

Number 1. We are celebrating a very special day. (x2)
Number 2. One of the main uses for pi is to measure the ratio of a circle's circumference to its diameter. (x2)
Number 3. Pi helps us use navigation applications on our smart devices. (x2)

Track 117

LISTENING SKILL PRACTICE

PART A. Listen and check (✓) the box with the correct "th" sound, then write the word in the blank.

Number 1. Today is a very special day for math fans everywhere. (x2)
Number 2. In this week's podcast, we are talking about pi. (x2)
Number 3. March is the third month of the year. (x2)
Number 4. GPS relies on satellites that orbit around the Earth in a circular shape. (x2)
Number 5. Satellites use pi in order to help calculate everything accurately. (x2)

Track 118

DICTATION II

PART A. Listen and write the missing words.

Number 1. Today is March fourteenth, also known as Pi Day. (x2)
Number 2. There are many reasons to celebrate pi. (x2)
Number 3. Stay tuned after this short commercial break. (x2)

Unit 6 – The Eighth Wonder

STUDENT BOOK

Track 065

Unit 6 The Eighth Wonder

LESSON A
KEY WORDS

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

Number 1. interest
Number 2. percent
Number 3. fraction
Number 4. divide
Number 5. numerator
Number 6. denominator

Track 066

GENERAL LISTENING
SECTION & QUESTIONS

PART A. Get ready to listen.

You will hear a video online.
The video is about money.

Track 067

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

Hi, everybody. It's me, Richard. Welcome to my Youtube channel. In today's video, we'll discuss the topic of saving money. Remember, before you decide to do anything with your money, you should talk to a professional who works at a bank.

Now, let's get right into today's topic. Let's say that I save one-hundred dollars every year for ten years. I save it by keeping it safe at home. After ten years, I have one thousand dollars. Not bad, right?

But, did you know that if you save one-hundred dollars every year for ten years you can end up with more than a thousand dollars? This is possible through something called interest. Banks often pay customers interest if they save their money in a savings account at the bank. So let's say that I save one-hundred dollars every year for ten years, and it gains five-percent interest. How much money would I have after ten years? Well, we can multiply fractions to find the answer.

Five percent can be expressed as the fraction one over twenty. By the way, the number on top of a fraction is called the numerator and the number on the bottom of a fraction is called the denominator. So, five percent expressed as a fraction has a numerator of one, and a denominator of twenty. In order to multiply fractions we have to turn the amount we saved into a fraction, which is very easy to do. One thousand is the numerator, and one is the denominator.

Now that we have two fractions, one over twenty and one thousand over one, we can multiply them. Simply multiply the numerators together, and then multiply the denominators together. So, multiply the numerators, one thousand times one equals one thousand, and then multiply the denominators, one times twenty equals twenty. That gives us the new fraction of one thousand over twenty. Now we reduce this fraction by dividing one thousand by twenty, which equals fifty. So fifty dollars is the amount we earn with interest if we save a thousand dollars in the bank.

In the next video, I'll tell you about compound interest, which lets you earn even more money.

Track 068

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

Number 1. What is the specific topic of the video?
a. Making money
b. Spending money
c. Saving money
d. Donating money

Number 2. Who does the speaker say you should talk to before you decide to do anything with your money?
a. Someone who makes videos
b. Someone who works at your school
c. Someone who works at a bank
d. Someone who lives in your home

Number 3. How can you earn interest?
a. By keeping your money safe
b. By keeping your money in a bank account
c. By keeping your money at home
d. By keeping your money for ten years

Number 4. Why is the speaker talking?
a. To warn people about the dangers of banks
b. To advertise for a specific bank
c. To teach people about how interest works
d. To argue that saving money in a bank is safer than saving it at home

Track 069

DETAILED LISTENING SECTION & QUESTIONS

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

Hi, everybody. It's me, Richard. Welcome to my Youtube channel. In today's video, we'll discuss the topic of saving money. Remember, before you decide to do anything with your money, you should talk to a professional who works at a bank.

Now, let's get right into today's topic. Let's say that I save one-hundred dollars every year for ten years. I save it by keeping it safe at home. After ten years, I have one thousand dollars. Not bad, right?

But, did you know that if you save one-hundred dollars every year for ten years you can end up with more than a thousand dollars? This is possible through something called interest. Banks often pay customers interest if they save their money in a savings account at the bank. So let's say that I save one-hundred dollars every year for ten years, and it gains five-percent interest. How much money would I have after ten years? Well, we can multiply fractions to find the answer.

Five percent can be expressed as the fraction one over twenty. By the way, the number on top of a fraction is called the numerator and the number on the bottom of a fraction is called the denominator. So, five percent expressed as a fraction has a numerator of one, and a denominator of twenty. In order to multiply fractions we have to turn the amount we saved into a fraction, which is very easy to do. One thousand is the numerator, and one is the denominator.

Now that we have two fractions, one over twenty and one thousand over one, we can multiply them. Simply multiply the numerators together, and then multiply the denominators together. So, multiply the numerators, one thousand times one equals one thousand, and then multiply the denominators, one times twenty equals twenty. That gives us the new fraction of one thousand over twenty. Now we reduce this fraction by dividing one thousand by twenty, which equals fifty. So fifty dollars is the amount we earn with interest if we save a thousand dollars in the bank.

In the next video I'll tell you about compound interest, which lets you earn even more money.

Track 070

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

Number 1. How much money would the speaker have saved after ten years if he saved his money at home?
a. 100 dollars
b. 1,000 dollars
c. 10,000 dollars
d. 100,000 dollars

Number 2. What is the bottom number of a fraction called?
a. The numerator
b. The interest
c. The percent
d. The denominator

Number 3. How do you reduce a fraction?
a. Multiply the numerator by the denominator
b. Add the numerator and the denominator
c. Subtract the numerator from the denominator
d. Divide the numerator by the denominator

Number 4. In his example, how much money does the speaker earn in interest after ten years?
a. 5 dollars
b. 50 dollars
c. 100 dollars
d. 1,000 dollars

Track 071

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.

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

Look at example one: Video (VI-dee-oh)
Emphasize & stress the beginning syllable.

For words with four or more syllables, sometimes the beginning syllable is emphasized and stressed. Sometimes the second or third syllable is emphasized and stressed.

Look at example two: Professional (pruh-FEH-shuh-null)
Emphasize & stress the second syllable.

Track 072

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

remember (ree-MEM-ber) has three syllables.
Emphasize the second syllable.

anything (EH-nee-thing) has three syllables.
Emphasize the beginning syllable.

dividing (dee-VIE-ding) has three syllables.
Emphasize the second syllable.

possible (PAH-suh-buhl) has three syllables.
Emphasize the beginning syllable.

customers (KUS-tuh-muhrz) has three syllables.
Emphasize the beginning syllable.

multiply (MUL-tuh-plie) has three syllables.
Emphasize the beginning syllable.

numerator (NEW-muh-ray-tuhr) has four syllables.
Emphasize the beginning syllable.

denominator (dee-NAH-muh-nay-tuhr) has five syllables.
Emphasize the second syllable.

Track 073

Unit 6 The Eighth Wonder

LESSON B
REVIEW

PART B. Now listen and check your answers.

Number 1. divided (dee-VIE-did) (x2) Emphasize the second syllable.
Number 2. remembered (ree-MEM-bird) (x2) Emphasize the second syllable.
Number 3. calculated (KAL-kyew-lay-ted) (x2) Emphasize the beginning syllable.
Number 4. amazing (uh-MAY-zing) (x2) Emphasize the second syllable.

Track 074

SPEAKING SKILL SECTION

PART A. Listen and read.

Words that end with the letters “ed” are pronounced differently.
There are three ways a word that ends with the letters “ed” can sound.
Words that end with the letters “ed” can be pronounced like “t,” “d,” or “id.”

Track 075

PART B. Listen, look, and say.

Look at example one.
Say the correct “ed” sound.
Sometimes “ed” can make the “t” sound, like in the word helped (helpt).

Look at example two.
Say the correct “ed” sound.
Sometimes “ed” can make the “d” sound, like in the word used (used).

Look at example three.

Say the correct "ed" sound.
Sometimes "ed" can make the "id" sound, like in the word needed (needid).

Track 076

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

Number1. This is possible through something called interest. (x2)
Number2. So five percent expressed as a fraction has a numerator of one and a denominator of twenty. (x2)
Number3. Compound interest gets calculated each year, and the amount you earn in interest grows after each year. (x2)
Number 4. The amount of interest I earned in year one was $5. (x2)

Track 077

INTEGRATE IT

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

Hi again, it's me, Richard. Welcome back to my Youtube channel. In my last video, we learned how you can save more money with something called interest. In our example, we multiplied fractions. We also learned that we could earn fifty dollars by saving one-thousand dollars over ten years with five-percent interest. This is called simple interest. In today's video, we'll learn about something called compound interest. But, before you decide to do anything with your money, talk to a professional who works at a bank.

Let me explain how compound interest works. Compound interest gets calculated each year, and the amount you earn in interest grows after each year.

So, let's say I save one-hundred dollars every year over ten years. I also earn five-percent interest every year. What's one hundred over one times one over twenty? It's one hundred over twenty, which, when reduced, is five dollars. So, in year one, I would have one-hundred and five dollars.

In year two, I start with one-hundred and five dollars and I save another one-hundred dollars. So, now I have two-hundred and five dollars. Then I earn five-percent interest on the two-hundred and five dollars. What's two-hundred and five over one times one over twenty? It's ten dollars and twenty-five cents. So now I have two-hundred and fifteen dollars and twenty-five cents.

The amount of interest I earned in year one was five dollars. In year two, it grew to ten dollars and twenty-five cents. And, it will continue to grow every year that I save money in the bank. So, with compound interest, the amount of interest you earn each year grows larger than the year before it.
In our example, if you saved one-hundred dollars a year for ten years, with five-percent compound interest each year, you end up with $1,320.68. Amazing, right?

This is why the genius, Albert Einstein, said: "Compound interest is the eighth wonder of the world. People who understand it, earn it, but people who don't, pay it."

Some people say money doesn't grow on trees, but now you know it can grow with compound interest. Thanks for watching and see you in the next video!

PRACTICE BOOK

Track 119

Unit 6 The Eighth Wonder

LESSON A
DICTATION I

PART A. Listen and write the missing words.

Number 1. I'd like to open a bank account. (x2)
Number 2. You can save money with five-percent interest each year. (x2)
Number 3. The denominator is the bottom number in a fraction. (x2)

Track 120

LISTENING SKILL PRACTICE

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

amazing (uh-MAY-zing) (x2)
anything (EH-nee-thing) (x2)
dividing (dee-VIE-ding) (x2)
possible (PAH-suh-buhl) (x2)
multiply (MUL-tuh-plie) (x2)
numerator (NEW-muh-ray-tuhr) (x2)
divided (di-VIE-did) (x2)
remember (ree-MEM-bir) (x2)

Track 121

DICTATION II

PART A. Listen and write the missing words.

Number 1. The numerator is the top number in a fraction. (x2)
Number 2. It's possible to save more money with compound interest. (x2)
Number 3. We can multiply fractions to calculate how much money we can save. (x2)

Unit 7 – Art Styles

STUDENT BOOK

Track 078

Unit 7 Art Styles

LESSON A
KEY WORDS

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

Number 1. creative
Number 2. statue
Number 3. sculpture
Number 4. exhibition
Number 5. reality
Number 6. imagination

Track 079

GENERAL LISTENING
SECTION & QUESTIONS

PART A. Get ready to listen.

You will hear a conversation at an art museum. The conversation is about art.

Track 080

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

A: Hey, Peter. Check this out! It's a statue made of LEGO® bricks.

B: Woah, cool! I've never thought about making art out of LEGO® bricks before.

A: Neither have I. I guess it just goes to show that you can make art out of almost anything if you are creative enough. It's just a matter of making your imagination turn into a reality. Oh, there's more over here. Look!

B: Haha. Wow! These look like paintings, but instead of being made with paint, they are made of LEGO® bricks.

A: Yeah, they look like some of Van Gogh's paintings.

B: Van who?

A: Vincent Van Gogh. You've never heard of him?

B: Nope. I guess he must be an artist, but I've never heard of him. Who is he? Did he make sculptures, too?

A: No, he was a famous Dutch painter. He lived in Europe from 1853 to 1890. He is one of the most influential artists in history.

B: I see, well this other artist sure did a good job of remaking Van Gogh's paintings with LEGO® bricks. I think they ended up looking good. You know, I thought that this modern art exhibition might be boring, but it's actually pretty interesting. I'm glad you asked me to come here with you, Michael.

A: You know, now that you mention it, I was feeling the same way. I thought I was going to be bored here, so I asked you to come with me. I thought hanging out together might pass the time a little easier.

B: Really? You thought it would be boring, too? Why did you want to come here in the first place then?

A: I came here because the art teacher at school, you know, Mrs. Blacksmith, said she would give us some bonus points if we came to this art exhibition. But, we also have to write a short essay about what scenes we saw here. Then we hand in the essay to her by next week. We also have to give the entrance ticket to her, so we can't throw it away.

B: Oh, I see. Well, it's been a nice surprise so far. Let's check out some of the other exhibits.

A: "Yeah, let's go!"

Track 081

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

Number 1. What is the art made out of that the speakers are looking at?
a. Paint
b. LEGO® bricks
c. Wood
d. Clay

Number 2. How do the speakers feel about the art exhibition?
a. They think it's boring
b. They think it's influential
c. They think it's interesting
d. They think it's scary

Number 3. Who are the speakers?
a. Two students
b. Two teachers
c. Two artists
d. Two museum workers

Number 4. Why did the first speaker decide to visit the art exhibition?
a. Because he wanted to get bonus points at school
b. Because he thought it would be fun
c. Because his friend asked him to go
d. Because he wanted to be surprised

Track 082

DETAILED LISTENING SECTION & QUESTIONS

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

A: Hey, Peter. Check this out! It's a statue made of LEGO® bricks.

B: Woah, cool! I've never thought about making art out of LEGO® bricks before.

A: Neither have I. I guess it just goes to show that you can make art out of almost anything if you are creative enough. It's just a matter of making your imagination turn into a reality. Oh, there's more over here. Look!

B: Haha. Wow! These look like paintings, but instead of being made with paint, they are made of LEGO® bricks.

A: Yeah, they look like some of Van Gogh's paintings.

B: Van who?

A: Vincent Van Gogh. You've never heard of him?

B: Nope. I guess he must be an artist, but I've never heard of him. Who is he? Did he make sculptures, too?

A: No, he was a famous Dutch painter. He lived in Europe from 1853 to 1890. He is one of the most influential artists in history.

B: I see, well this other artist sure did a good job of remaking Van Gogh's paintings with LEGO® bricks. I think they ended up looking good. You know, I thought that this modern art exhibition might be boring, but it's actually pretty interesting. I'm glad you asked me to come here with you, Michael.

A: You know, now that you mention it, I was feeling the same way. I thought I was going to be bored here, so I asked you to come with me. I thought hanging out together might pass the time a little easier.

B: Really? You thought it would be boring, too? Why did you want to come here in the first place then?

A: I came here because the art teacher at school, you know, Mrs. Blacksmith, said she would give us some bonus points if we came to this art exhibition. But, we also have to write a short essay about what scenes we saw here. Then we hand in the essay to her by next week. We also have to give the entrance ticket to her, so we can't throw it away.

B: Oh, I see. Well, it's been a nice surprise so far. Let's check out some of the other exhibits.

A: "Yeah, let's go!"

Track 083

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

Number 1. What kind of art is the first piece they look at?
a. A painting
b. A photograph
c. A sculpture
d. A statue

Number 2. According to the first speaker, what does an artist need to make art?
a. A lot of art supplies
b. A creative imagination
c. A good education in art history
d. A lot of money

Number 3. What is the name of the famous artist the speakers discuss?
a. Peter
b. Van Gogh
c. Michael
d. Mrs. Blacksmith

Number 4. What will the speakers do next?
a. Go to school
b. Write an essay
c. Keep looking around the art exhibition
d. Visit another museum

Track 084

LISTENING SKILL SECTION

PART A. Listen and understand.

Hearing phrasal verbs
Phrasal verbs are two or more words that, when put together, form a new meaning. Phrasal verbs usually consist of a verb and another word. Often times the other word is either an adverb, as in build up, or a preposition, for example, look into, or a combination of both, such as come on down.

There are two easy ways to learn and understand phrasal verbs.
First, you can understand phrasal verbs by learning synonyms.
For example, to hand in means to "give" or "submit."

Second, you can also guess the meaning of a phrasal verb through the context of the sentences around it.

Track 085

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

Number 1. It's just a matter of making your imagination become a reality. (x2)
Number 2. I think they finished as nice pieces. (x2)
Number 3. We also have to give the entrance ticket to her, so we can't discard it. (x2)
Number 4. I thought spending time together might pass the time a little easier. (x2)
Number 5. Let's look at some of the other exhibits. (x2)

Track 086

Unit 7 Art Styles

LESSON B
REVIEW

PART B. Now listen and check your answers.

Number 1. Let's hang out at the art exhibition. (x2)
Number 2. Check out this painting. (x2)
Number 3. It turned into an amazing sculpture! (X2)
Number 4. I have to hand in my paper next week. (x2)

Track 087

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 088

PART B. Listen, look, and say.

Look at example one.
The ending sound of the word "want" is the consonant sound /t/.
The beginning sound of the word "to" is the same consonant sound /t/.
Link the sounds together: "want" + "to" = "want ↪ to"

Now try the example sentence: "Why did you want ↪ to come here in the first place then?"

Look at example two.
The ending sound of the word "us" is the consonant sound /s/.
The beginning sound of the word "some" is the same consonant sound /s/.
Link the sounds together: "us" + "some" = "us ↪ some"

Now try the example sentence: "Mrs. Blacksmith said she would give us ↪ some bonus points."

Track 089

INTEGRATE IT

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

A: Well, those statues made of LEGO® bricks were pretty cool.

B: Yeah. Let's go check out the rest of the exhibition.

A: Wow! Look at these sculptures and paintings. They look strange. What kind of art is this?

B: Hmm. The sign says it's called Surrealism. It says the name "Surrealism" comes from the words super-realism. Surrealism started as an art form around the 1920s. It's well known for having realistic-looking scenes, but with very strange objects and creatures in them. The idea of Surrealism is to mix things we might see in a dream and things that we see in reality, which is where the idea of "super-reality," and the name "surreality" comes from.

A: Cool. These paintings are weird but also very interesting. This one looks like a clock that's melting. It kind of makes me think about the idea and meaning of time.
B: I think so, too. Hey, look over here! I recognize this. It's like street art or something.

A: Oh, yeah. The sign here says it's called graffiti.

B: Right. I've seen this around the city, but I didn't know it was considered an art form. This is cool!

A: Wow, there's so many interesting things to see at this exhibit.

B: Yeah, I will have a lot of stuff to write about in my essay for Mrs. Blacksmith's class.

A: Absolutely. So, what kind of art at this exhibit is your favorite?

B: I guess the art made from LEGO® bricks is my favorite.

A: Me, too. Why do you like it?

B: I think it's cool because LEGO® bricks remind me of when I was a kid. Also, I've never been good at painting, so art never really interested me. But, I did like building things with LEGO® bricks and using my imagination, so I think I could make some creative pieces of art with them if I tried.

A: Yeah, you should go for it!

Track 090

HAVE A CONVERSATION

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

A: Look at this! It's a statue made of LEGO® bricks.

B: Whoa. Cool! I've never seen art made out of LEGO® bricks before.

A: Neither have I. I guess you can make art out of almost anything if you have a creative imagination. Oh, check that out!

B: Wow! These look like paintings, but instead of being made with paint, they were made with LEGO® bricks.

A: Cool! You know, I actually thought that this modern art exhibition would be kind of boring, but it's actually pretty interesting.

B: What's your favorite piece of art so far?

PRACTICE BOOK

Track 122

Unit 7 Art Styles

LESSON A
DICTATION I

PART A. Listen and write the missing words.

Number 1. You can make a sculpture out of almost anything. (x2)
Number 2. These look like paintings, but they are made of LEGO® bricks. (x2)
Number 3. I thought that this art exhibition might be boring. (x2)

Track 123

LISTENING SKILL PRACTICE

PART A. Listen and say the words. Then complete the word search.

Number 1. check out (x2)
Number 2. turn into (x2)
Number 3. throw away (x2)
Number 4. hand in (x2)
Number 5. hang out (x2)

Track 124

DICTATION II

PART A. Listen and write the missing words.

Number 1. Let's go check out some of the other exhibits. (x2)
Number 2. I thought it would be more fun if I had someone to hang out with. (x2)
Number 3. I have to hand in my essay about the art exhibition next week. (x2)

Unit 8 – VR Art

STUDENT BOOK

Track 091

Unit 8 VR Art

LESSON A
KEY WORDS

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

Number 1. academy
Number 2. technique
Number 3. engaged
Number 4. motivated
Number 5. program
Number 6. revolutionize

Track 092

GENERAL LISTENING
SECTION & QUESTIONS

PART A. Get ready to listen.

You will hear a show on TV.
The show is about VR art.

Track 093

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

Good evening, ladies and gentlemen. I'm your host, Sarah Walker. In part one of this Sunday's episode of The Art of Our World, we'll be looking at Virtual Reality, or as most people call it, VR. VR is revolutionizing the way we experience the entire world around us. It's transforming many things we do, including how we play games and watch videos. One of the other things that is being transformed with VR technology is the world of art. VR is changing the way we experience art from the past, the present, and even the future of it.

Through the use of VR, pieces of art can do things that they never could have done before, which totally changes the experience of art. For example, when we use VR to look at a painting, parts of the painting can move. So let's say you're looking at a beautiful painting of dusk over water. The water in a VR painting can move, like it would in reality. Another thing VR can add to a painting, or any piece of art, is audio. If you're enjoying a painting of wild horses, for instance, you can hear the sound effects of the horses. If you're at an art exhibition looking at famous pieces of historical or even modern art, VR can also allow you to listen to, and even see information and images of the artist, the style of art, the materials and techniques used to make the piece, and other interesting background information.

VR is also improving how art is taught in schools and art academies. Students who may not be interested in art can use special VR programs to experience art in a new and interesting way. This allows them to become more engaged, and learn things they might not otherwise be motivated to try and understand.

Stay tuned for part two of this evening's show. After the break, we'll take a look at some of the ways that VR technology is being used to improve art education.

Track 094

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

Number 1. When is the TV show happening?
a. In the morning
b. In the afternoon
c. In the evening
d. At night

Number 2. What does the speaker say VR technology is doing to art?
a. It is only transforming its future
b. It is making it worse
c. It is changing the way we experience it
d. It is not doing anything to art

Number 3. According to the speaker, what is VR doing to art education?
a. It is improving it
b. It is damaging it
c. It is making it more expensive

d. It is making it less interesting

Number 4. Why is the speaker talking?
a. To teach people about how VR technology can be used with art
b. To make everyone use VR
c. To sell people VR equipment
d. To warn everyone about the dangers of VR

Track 095

DETAILED LISTENING SECTION & QUESTIONS

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

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Through the use of VR, pieces of art can do things that they never could have done before, which totally changes the experience of art. For example, when we use VR to look at a painting, parts of the painting can move. So let's say you're looking at a beautiful painting of dusk over water. The water in a VR painting can move, like it would in reality. Another thing VR can add to a painting, or any piece of art, is audio. If you're enjoying a painting of wild horses, for instance, you can hear the sound effects of the horses. If you're at an art exhibition looking at famous pieces of historical or even modern art, VR can also allow you to listen to, and even see information and images of the artist, the style of art, the materials and techniques used to make the piece, and other interesting background information.

VR is also improving how art is taught in schools and art academies. Students who may not be interested in art can use special VR programs to experience art in a new and interesting way. This allows them to become more engaged, and learn things they might not otherwise be motivated to try and understand.

Stay tuned for part two of this evening's show. After the break, we'll take a look at some of the ways that VR technology is being used to improve art education.

Track 096

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

Number 1. What day is the TV show on?
a. Sunday
b. Monday
c. Friday
d. Saturday

Number 2. What is used as an example of how VR technology is revolutionizing the way we experience the world?
a. Playing games
b. Traveling around the entire world
c. Listening to music
d. Taking online classes

Number 3. Which one is not an example of how VR technology is being used with art?
a. It can make scenes in paintings move
b. It can add audio to paintings
c. It can help us to buy paintings
d. It can allow us to view background information about artists

Number 4. What does the speaker say she will talk about next?
a. Other kinds of technology that can be used to improve art education
b. Ways that VR technology is being used to improve art education
c. The downsides of using VR technology in an art classroom
d. Her own personal experience using VR in an art classroom

Track 097

LISTENING SKILL SECTION

PART A. Listen and understand.

Hearing the reduced vowel sound
Every syllable in English has a vowel sound. Some syllables are stressed and some are reduced.

The vowel sound in reduced syllables is faster and shorter than the vowel sounds in other syllables. Reduced vowel sounds are never in the stressed syllable. Reduced vowel sounds make the sound "uh."

Look at example one: mo-ti-va-ted (MOH-tuh-vay-tihd) (x2), motivated

If a reduced vowel sound is right before the consonant sounds for the letters l, m, n, or r then the "uh" sound is mixed together with the sound l, m, n, or r sound. You won't hear a separate "uh" sound.

Look at example two: people (PEE-puhl) (x2), people
Look at example three: some (suhm) (x2), some
Look at example four: present (PREH-zuhnt) (x2), present
Look at example five: your (yuhr) (x2), your

Track 098

PART B. Listen and check the reduced syllable in each word, then say.

Number 1. never (NEH-vuhr) (x2)
Number 2. after (AF-tuhr) (x2)
Number 3. listen (LI-suhn) (x2)
Number 4. water (WAH-tuhr) (x2)
Number 5. episode (EH-puh-sode) (x2)
Number 6. understand (UN-duhr-stand) (x2)
Number 7. gentlemen (JEN-tuhl-men) (x2)
Number 8. materials (muh-TEE-ree-uhlz) (x2)

Track 099

Unit 8 VR Art

LESSON B
REVIEW

PART B. Now listen and check your answers.

Number 1. water (WAH-tuhr) (x2)
Number 2. around (uh-ROUND) (x2)
Number 3. changes (chain-juhz) (x2)
Number 4. listen (LI-suhn) (x2)

Track 100

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 "man," "post office," and "letter" are nouns.
The words "walk" and "send" are verbs.
The word "old" is an adjective.
The word "slowly" 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," and "a" 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: the OLD MAN SLOWLY WALKED to the POST OFFICE to SEND a LETTER.

Here is another example sentence: a HUNGRY GIRL WENT to a RESTAURANT.

Track 101

PART B. Listen, look, and say.

Look at example one.
The words: ONE, THINGS, BEING, TRANSFORMED, VR, TECHNOLOGY, WORLD, and ART are content words.
The words: of, the, that, is and with are function words.

Stress the content words and reduce the function words.

Now try the example sentence: ONE of the THINGS that is BEING TRANSFORMED with VR TECHNOLOGY is the WORLD of ART. (x2)

Look at example two.
The words: STAY, TUNED, PART, TWO, EVENING'S, and SHOW are content words.
The words: for, of, and this are function words.

Stress the content words and reduce the function words.

Now try the example sentence: STAY TUNED for PART TWO of this EVENING'S SHOW. (x2)

Track 102

INTEGRATE IT

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

Welcome back to this Sunday evening's episode of The Art of Our World. I'm your host, Sarah Walker. In part one of today's show, we looked at how VR is revolutionizing the way people look at art. VR can add a new layer to art, which includes movement, audio, and other interesting things. This is forever changing the way we experience art from the past, the present, and even in the future.

In part two of today's show, we'll take a look at some of the ways that VR technology is being used to improve art education. VR isn't just changing the way we view art, it's also changing the way we teach and even create art. For example, can you imagine painting a picture without paint? This is possible through the use of VR. Some VR programs are used to improve how art is taught in schools and academies. In these programs, students can learn to recreate a famous painting from the past of their choice. They can even see and learn from more realistic examples of artworks. In this way, students can learn different techniques and art forms.

In addition to creating a more realistic experience for students, there are other advantages to using VR in the classroom. For example, if students are using VR to paint a picture and they make a mistake, they can easily fix it, which is not as easy to do when using real paint. Another advantage is that schools can save money. While it's true that VR equipment is much more expensive than traditional art supplies, VR only needs to be purchased one time, whereas paint and other art supplies have to be purchased whenever they run out.

Teachers also say that teaching art through VR has made most students in the entire class much more engaged and motivated to learn than they used to be. Students can see examples of how to paint, learn more background information about art, and experience art education in a completely new way. The blending of technology with art gives a whole new meaning to the old phrase, the best of both worlds.

VR is still relatively new to the world of art, so it will be interesting to see how it continues to be used in exciting and different ways. Thanks for watching! Until next time, I'm Sarah Walker.

PRACTICE BOOK

Track 125

Unit 8 VR Art

LESSON A
VOCABULARY PRACTICE

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

Number 1. academy (x2)
Number 2. engaged (x2)
Number 3. motivated (x2)
Number 4. revolutionize (x2)
Number 5. program (x2)
Number 6. technique (x2)
Number 7. entire (x2)
Number 8. audio (x2)
Number 9. dusk (x2)
Number 10. background (x2)

Track 126

DICTATION I

PART A. Listen and write the missing words.

Number 1. VR is revolutionizing the way we experience art. (x2)
Number 2. VR is improving how art is taught in schools and art academies. (x2)
Number 3. VR allows students to be more engaged and motivated. (x2)

Track 127

LISTENING SKILL PRACTICE

PART A. Listen and check the reduced syllable in each word, then say.

Number 1. never (NEH-vuhr) (x2)
Number 2. after (AF-tuhr) (x2)
Number 3. listen (LI-suhn) (x2)
Number 4. around (uh-ROUND) (x2)
Number 5. changes (chain-juhz) (x2)
Number 6. water (WAH-tuhr) (x2)
Number 7. episode (EH-pih-sode) (x2)
Number 8. understand (UN-duhr-stand) (x2)

Track 128

DICTATION II

PART A. Listen and write the missing words.

Number 1. Through the use of VR, pieces of art can do things that they never could have done before. (x2)
Number 2. VR can allow you to listen to and see information about the artist, their style of art, and other background information. (x2)
Number 3. VR technology helps us understand some forms of art better. (x2)