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**Integrate Listening & Speaking Basic 4 Transcript**

**Unit 1 – A Community Decision**

**STUDENT BOOK**

**🎧Track 002**

**Unit 1 A Community Decision**

**LESSON A**

**KEY WORDS**

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

**Number 1.** citizen

**Number 2.** vote

**Number 3.** opinion

**Number 4.** raise

**Number 5.** fix

**Number 6.** crowded

**🎧Track 003**

**GENERAL LISTENING SECTION**

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

You will hear a news broadcast on TV.

The news broadcast is about voting.

**🎧Track 004**

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

**A:** Good afternoon. I’m Maya Oh for LJF News. I’m here outside the local community center. Citizens are voting today for a new mayor and for a few other important things, like whether or not to build a new high school.

The local high school is old and crowded. Some citizens in the community want to raise taxes to build a new high school. However, other people in the community are opposed to that idea. They say the local government should spend tax money on more important things.

Let’s speak to a voter right now.

**A:** Hello, sir. Did you come here to vote today?

**B:** Yes, I just voted.

**A:** Would it be OK to interview you about some of your opinions?

**B:** Sure, that’s fine.

**A:** Thank you. So what’s your opinion on building a new high school in the community?

**B:** I’m against it.

**A:** I see. Why are you against it?

**B:** Well, there are a couple of reasons why. First, I don’t want to pay more taxes. I think taxes are already too high. Second, I don’t think we need to build a new high school yet. I think the current school can still be used for a few more years. If we’re going to spend money on improving the community, then we should fix Main Street. It’s older than the high school, and it’s full of cracks and holes. Everybody uses Main Street, but not everybody uses the high school. So that’s why.

**A:** Thank you for sharing your opinions. We’ll see what the voters decide this evening. For LJF News, I’m Maya Oh.

**🎧Track 005**

**GENERAL LISTENING QUESTIONS**

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

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

**a.** Morning

**b.** Afternoon

**c.** Evening

**d.** Night

**Number 2.** Where are the speakers?

**a.** Outside the local high school

**b.** Inside the local high school

**c.** Outside the local community center

**d.** Inside the local community center

**Number 3.** What do the speakers discuss?

**a.** Who should be the new mayor

**b.** Whether or not to build a new Main Street

**c.** Whether or not to build a new community center

**d.** Whether or not to build a new high school

**Number 4.** What does the man say about taxes?

**a.** They are already too high.

**b.** They are too high and should be lowered.

**c.** They are too high but it’s OK to raise them a bit more.

**d.** They are too low and should be raised.

**🎧Track 006**

**DETAILED LISTENING SECTION**

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

**A:** Good afternoon. I’m Maya Oh for LJF News. I’m here outside the local community center. Citizens are voting today for a new mayor and for a few other important things, like whether or not to build a new high school.

The local high school is old and crowded. Some citizens in the community want to raise taxes to build a new high school. However, other people in the community are opposed to that idea. They say the local government should spend tax money on more important things.

Let’s speak to a voter right now.

**A:** Hello, sir. Did you come here to vote today?

**B:** Yes, I just voted.

**A:** Would it be OK to interview you about some of your opinions?

**B:** Sure, that’s fine.

**A:** Thank you. So what’s your opinion on building a new high school in the community?

**B:** I’m against it.

**A:** I see. Why are you against it?

**B:** Well, there are a couple of reasons why. First, I don’t want to pay more taxes. I think taxes are already too high. Second, I don’t think we need to build a new high school yet. I think the current school can still be used for a few more years. If we’re going to spend money on improving the community, then we should fix Main Street. It’s older than the high school, and it’s full of cracks and holes. Everybody uses Main Street, but not everybody uses the high school. So that’s why.

**A:** Thank you for sharing your opinions. We’ll see what the voters decide this evening. For LJF News, I’m Maya Oh.

**🎧Track 007**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** What do some citizens think is wrong with the local high school?

**a.** It’s new and crowded.

**b.** It’s old and crowded.

**c.** It’s too expensive.

**d.** Not everyone uses it.

**Number 2.** What does the man say about the current high school?

**a.** Voters want a new one now.

**b.** It can be used for a few more years.

**c.** It’s very old.

**d.** It’s too close to Main Street.

**Number 3.** What does the man say the community should spend money on?

**a.** Building a new high school

**b.** Raising taxes

**c.** Fixing Main Street

**d.** Voting for a new mayor

**Number 4.** What is not a reason the man gives for fixing Main Street?

**a.** It’s older than the high school.

**b.** It’s full of cracks and holes.

**c.** Everyone uses it.

**d.** It won’t cost as much as building a new high school.

**🎧Track 008**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing linked words

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

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

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

**🎧Track 009**

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

community are (x2)

However, other people in the community are opposed to that idea.

money on (x2)

They say the local government should spend tax money on other things.

to a (x2)

Let’s speak to a voter right now.

to interview (x2)

Would it be OK to interview you about some of your opinions?

why are (x2)

Why are you against it?

be used (x2)

I think the current school can still be used for a few more years.

everybody uses (x2)

Everybody uses Main Street, but not everybody uses the high school.

you about (x2)

Would it be OK to interview you about some of your opinions?

**🎧Track 010**

**Unit 1 A Community Decision**

**LESSON B**

**REVIEW**

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

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

**Number 2.** money on (x2) is linked with the “y” sound.

**Number 3.** everybody uses (x2) is linked with the “y” sound.

**Number 4.** to interview (x2) is linked with the “w” sound.

**🎧Track 011**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

Words that end with the letter “s” are pronounced differently.

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

Words that end with the letter “s” can be pronounced like “s,” “z,” or “iz.”

**🎧Track 012**

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

Look at example one.

Say the correct “s” sound.

Sometimes “s” can make the “s” ending sound, like in the word backs.

Look at example two.

Say the correct “s” sound.

Sometimes “s” can make the “z” ending sound, like in the word citizens.

Look at example three.

Say the correct “s” sound.

Sometimes “s” can make the “iz” ending sound, like in the word uses.

**🎧Track 013**

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

**Number 1.** Well, there are a couple of reasons. (x2)

**Number 2.** Would it be OK to interview you about some of your opinions? (x2)

**Number 3.** Some citizens in the community want to raise taxes to build a new school. (x2)

**Number 4.** It’s older than the high school, and it’s full of cracks and holes. (x2)

**🎧Track 014**

**INTEGRATE IT**

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

**A:** Good evening ladies and gentlemen. I’m Maya Oh for LJF News. I’m here outside the local community center where citizens voted earlier today. Citizens voted for a new mayor, and a few other important things. One of those important things was whether or not to build a new high school.

Some citizens in the community wanted to raise taxes to build a new high school, but others were opposed to the idea. Their opinion is that taxes are already too high and the local government should spend tax money on other important things. I spoke to a supporter of building a new high school earlier today. Let’s hear that interview now.

**A:** Hello, miss. Did you vote already?

**B:** Yes, I just voted.

**A:** May I ask you about some of your opinions?

**B:** OK, sure.

**A:** Thank you. So what’s your opinion on building a new high school?

**B:** I’m on board with it.

**A:** I see. Why do you support it?

**B:** Actually, there are a couple of reasons why. First, we really need a new school for the kids in our community. Second, building a new school will make more jobs for people in the community. A school needs teachers, a nurse, people to make lunches, people to clean the school, and more. So a new high school will help a lot of people.

**A:** Alright. Thank you for sharing your opinions.

**A:** That was the scene earlier today at the local community center. Now, all of the votes have been counted. The citizens decided to raise taxes and build a new high school. From the local community center I’m Maya Oh for LJF News.

**🎧Track 015**

**GIVE AN INTERVIEW**

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

**A:** Good evening ladies and gentlemen.

I’m here outside the local community center where citizens voted earlier today

One important thing citizens voted on was whether or not to build a new high school.

Some citizens in the community wanted to raise taxes to build a new high school, but others were opposed to the idea.

Let’s interview someone who voted earlier today.

Hello. May I ask you about some of your opinions?

**B:** Sure.

**A:** Thank you. So what’s your opinion on building a new high school?

**B:** I’m on board with it.

**A:** I see. Why do you support it?

**B:** Well, first, I think we really need a new school for the kids in our community.

Second, it would make new jobs for people in the community because a school needs teachers, a nurse, people to make lunches, people to clean the school, and more.

So a new high school will help the students and citizens living in this community.

**A:** Alright. Thank you for sharing your opinions.

**B:** You’re welcome.

**PRACTICE BOOK**

**🎧Track 104**

**Unit 1 A Community Decision**

**LESSON A**

**DICTATION I**

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

**Number 1.** I’m here outside the local community center.

**Number 2.** Citizens are voting today.

**Number 3.** Some people in the community are opposed to raising taxes.

**🎧Track 105**

**LISTENING SKILL PRACTICE**

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

be↪OK (x2)

to↪a (x2)

money↪on (x2)

to↪interview (x2)

why↪are (x2)

be↪used (x2)

everybody↪uses (x2)

you↪about (x2)

**🎧Track 106**

**DICTATION II**

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

**Number 1.** I think the current school can still be used for a few more years.

**Number 2.** Some people in the community are opposed to spending tax money on schools.

**Number 3.** Would it be OK to interview you about some of your opinions?**Unit 2 – The Great Green Wall**

**STUDENT BOOK**

**🎧Track 016**

**Unit 2 The Great Green Wall**

**LESSON A**

**KEY WORDS**

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

**Number 1.** protection

**Number 2.** sand

**Number 3.** expand

**Number 4.** process

**Number 5.** cooperate

**Number 6.** reverse

**🎧Track 017**

**GENERAL LISTENING SECTION**

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

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

You will hear a show on TV.

The show is about the environment.

**🎧Track 018**

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

Welcome to the People Progress Network. I’m your host, Alex McClean. Many people around the world have heard of the Great Wall of China. It was built centuries ago for protection along the border of northern China. The Great Wall helped defend China from outside armies. But more recently, also in northern China, people are building another great wall. It's a great, green wall. This wall is also used for protection, but from something totally different than in the past.

For many years, citizens all across northern China have watched the sand from the Gobi Desert move slowly closer to their homes. Winds that blow across this desert move large amounts of sand onto the nearby lands. This sand covers streets, farms, and roads. Over time, the sand builds up and makes it harder for plants to live. The sand eventually takes over and expands the desert. This process is called desertification and it’s very destructive. Many people have left their homes behind because sand covered their properties. Nothing seemed like it could stop the growing desert, and things seemed hopeless.

However, in recent decades, scientists from Chinese universities and local farmers started working together. They cooperated with the Chinese government to fight back against the expanding desert. People are now working to turn the desert land back into forests, plains, and farms. They have been helping to stop desertification by building a great, green wall along the border of the Gobi Desert. This great, green wall will help slow down, stop, and even reverse desertification.

**🎧Track 019**

**GENERAL LISTENING QUESTIONS**

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

**Number 1.** What are the people of northern China building?

**a.** The Great Wall of China

**b.** A desert

**c.** A great, green wall

**d.** A new university

**Number 2.** What is moving slowly closer to people's homes in northern China?

**a.** Sand from the Gobi Desert

**b.** Outside armies

**c.** The border of another country

**d.** Farms, streets, and roads**Number 3.** Who is working together to stop desertification?

**a.** Armies, scientists, and the government

**b.** TV show hosts, the government, and farmers

**c.** Farmers, the government, and armies

**d.** Scientists, farmers, and the government

**Number 4.** What do the citizens of northern China want?

**a.** To stop and reverse desertification

**b.** To get more protection from outside armies

**c.** To buy more property for bigger farms

**d.** To build more roads

**🎧Track 020**

**DETAILED LISTENING SECTION**

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

Welcome to the People Progress Network. I’m your host, Alex McClean. Many people around the world have heard of the Great Wall of China. It was built centuries ago for protection along the border of northern China. The Great Wall helped defend China from outside armies. But more recently, also in northern China, people are building another great wall. It's a great, green wall. This wall is also used for protection, but from something totally different than in the past.

For many years, citizens all across northern China have watched the sand from the Gobi Desert move slowly closer to their homes. Winds that blow across this desert move large amounts of sand onto the nearby lands. This sand covers streets, farms, and roads. Over time, the sand builds up and makes it harder for plants to live. The sand eventually takes over and expands the desert. This process is called desertification and it’s very destructive. Many people have left their homes behind because sand covered their properties. Nothing seemed like it could stop the growing desert, and things seemed hopeless.

However, in recent decades, scientists from Chinese universities and local farmers started working together. They cooperated with the Chinese government to fight back against the expanding desert. People are now working to turn the desert land back into forests, plains, and farms. They have been helping to stop desertification by building a great, green wall along the border of the Gobi Desert. This great, green wall will help slow down, stop, and even reverse desertification.

**🎧Track 021**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** When was the Great Wall of China built?

**a.** A few years ago

**b.** Decades ago

**c.** Centuries ago

**d.** Millions of years ago

**Number 2.** How does the sand from the Gobi Desert move to nearby areas?

**a.** The government moves it

**b.** Wind blows it

**c.** Outside armies move it

**d.** Farmers move it

**Number 3.** What is destructive?

**a.** Desertification

**b.** Farming

**c.** Wind

**d.** Green walls

**Number 4.** What will the Great Green wall help do?

**a.** Reverse desertification

**b.** Speed up desertification

**c.** Cause desertification

**d.** Defend desertification

**🎧Track 022**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing the final “ed” sound

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

**Number 1. 1.** “t” like in *matched* (matcht), *stopped* (stoppt), and *missed* (misst)

**Number 2.** “d” like in *colored* (colord), *yelled* (yelld), and *farmed* (farmd)

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

**🎧Track 023**

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

helped (x2)

The Great Wall helped defend China from outside armies.

watched (x2)

For many years, citizens all across northern China have watched the sand from the Gobi Desert move slowly closer to their homes.

called (x2)

This process is called desertification and it’s very destructive.

covered (x2)

Many people have left their homes behind because sand covered their properties.

seemed (x2)

Nothing seemed like it could stop the growing desert, and things seemed hopeless.

started (x2)

However, in recent decades, scientists from Chinese universities and local farmers started working together.

cooperated (x2)

They cooperated with the Chinese government to fight back against the expanding desert.

defended (x2)

The Great Wall of China defended the country from outside armies.

**🎧Track 024**

**Unit 2 The Great Green Wall**

**LESSON B**

**REVIEW**

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

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

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

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

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

**🎧Track 025**

**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 026**

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

Look at example one.

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

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

Link the sounds together: “desert” + “takes” = “desert↪takes” **(*de-zer-takes*)**

Now try the example sentence:

“Over time, the desert↪takes over a nearby area.”

***(Over time, the de-zer-takes over a nearby area.)***

Look at example two.

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

The beginning sound of the word “desertification” is the same consonant sound “d.”

Link the sounds together: “called” + “desertification” = “called↪desertification”

 **(*call-de-zer-ti-fi-ca-tion*)**

Now try the example sentence: “This process is called↪desertification and it’s very destructive.”

**(*This process is call-de-zer-ti-fi-ca-tion and it’s very destructive.)***

**🎧Track 027**

**INTEGRATE IT**

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

**A:** Welcome back to the People Progress Network. I’m your host, Alex McClean. The process of changing deserts back into forests is called reforestation. Let’s talk to one of the leading scientists from a nearby university in China, who has been helping to reverse the process of desertification through reforestation. So, Mrs. Chen, can you explain the basic process of reforestation?

**B:** Sure, Alex. First, we put up a fence around a twenty-square-kilometer area. Then, inside this area, we plant many one-square-meter squares of dry grass. We push the grass into the ground. We make many of these over several kilometers until the area inside the fence is full of dry-grass squares. The fence and the dry-grass squares help to stop the sand from spreading in the wind.

**A:** I see. So what’s the next step in the process?

**B:** Then people plant trees inside the squares. But, we can’t just plant any trees. The trees we plant have to be strong enough to take the strong winds, extreme temperatures, and the desert’s dry weather. With lots of time, water, care, and hard work, more plants and trees will eventually grow. It takes years, but the desert slowly changes back into a forest. With the hard work of local citizens, and by cooperating with the government, we can change the environment in a way that helps everyone. It’s hard work, but you know what they say: No pain, no gain.

**A:** That’s absolutely incredible! Thank you for explaining the basic process of reforestation.

**B:** You're welcome.

**PRACTICE BOOK**

**🎧Track 107**

**Unit 2 The Great Green Wall**

**LESSON A**

**DICTATION I**

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

**Number 1.** The Great Wall helped defend China from outside armies.

**Number 2.** The sand covers their properties.

**Number 3.** The process of desertification is destructive.

**🎧Track 108**

**LISTENING SKILL PRACTICE**

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

seemed (x2)

started (x2)

cooperated (x2)

defended (x2)

helped (x2)

watched (x2)

covered (x2)

called (x2)

**🎧Track 109**

**DICTATION II**

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

**Number 1.** Scientists from Chinese universities and local farmers started working together.

**Number 2.** Nothing seemed like it could stop the growing desert, and things seemed hopeless.

**Number 3.** Citizens all across northern China have watched the sand from the Gobi Desert move slowly closer to their homes.

**Unit 3 – Solar Power**

**STUDENT BOOK**

**🎧Track 028**

**Unit 3 Solar Power**

**LESSON A**

**KEY WORDS**

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

**Number 1.** panel

**Number 2.** heat

**Number 3.** electricity

**Number 4.** roof

**Number 5.** device

**Number 6.** grid

**🎧Track 029**

**GENERAL LISTENING SECTION**

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

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

You will hear a conversation in a neighborhood.

The conversation is about energy.

**🎧Track 030**

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

**A:** Good afternoon, neighbor. Are you having solar panels put on the roof of your house?

**B:** Yes, that’s right.

**A:** I have seen a lot of homes with solar panels recently. It seems like more and more people are using them. But, I don’t actually know how they work.

**B:** Well, the sun gives off energy in the form of heat. The sun’s heat energy is called radiation. Solar panels that are on the roof of a house capture this type of energy from the sun. They take this energy and make it into electricity for the house.

**A:** Right, I know they use the sun's energy to make electricity, but I don’t know how they change the radiation from the sun into electricity we can use.

**B:** Oh, well there are basically four steps. First, the sun shines on the solar panels and the panels absorb the energy, creating electricity. However, we can’t use this electricity right away. Next, the electricity goes into a special device in the solar panel. This device changes the electricity into the kind people can use in their home. The electricity from this device is then sent to power the appliances inside the home. Finally, any extra electricity that your home doesn’t need is sent to the local power grid for others to use.

**A:** Wow! That’s interesting. The process is actually a little simpler than I thought.

**B:** Yes, it’s simple, easy, and it produces clean energy. It can even help you to save money!

**🎧Track 031**

**GENERAL LISTENING QUESTIONS**

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

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

**a.** Morning

**b.** Afternoon

**c.** Evening

**d.** Night

**Number 2.** What is the second speaker putting on his house?

**a.** A roof

**b.** A power grid

**c.** Solar panels

**d.** Appliances

**Number 3.** What do solar panels change the sun’s energy into?

**a.** Electricity

**b.** Heat

**c.** Radiation

**d.** Energy

**Number 4.** What do both speakers think about solar power?

**a.** It’s expensive

**b.** It’s clean

**c.** It’s interesting

**d.** It’s simple

**🎧Track 032**

**DETAILED LISTENING SECTION**

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

**A:** Good afternoon, neighbor. Are you having solar panels put on the roof of your house?

**B:** Yes, that’s right.

**A:** I have seen a lot of homes with solar panels recently. It seems like more and more people are using them. But, I don’t actually know how they work.

**B:** Well, the sun gives off energy in the form of heat. The sun’s heat energy is called radiation. Solar panels that are on the roof of a house capture this type of energy from the sun. They take this energy and make it into electricity for the house.

**A:** Right, I know they use the sun's energy to make electricity, but I don’t know how they change the radiation from the sun into electricity we can use.

**B:** Oh, well there are basically four steps. First, the sun shines on the solar panels and the panels absorb the energy, creating electricity. However, we can’t use this electricity right away. Next, the electricity goes into a special device in the solar panel. This device changes the electricity into the kind people can use in their home. The electricity from this device is then sent to power the appliances inside the home. Finally, any extra electricity that your home doesn’t need is sent to the local power grid for others to use.

**A:** Wow! That’s interesting. The process is actually a little simpler than I thought.

**B:** Yes, it’s simple, easy, and it produces clean energy. It can even help you to save money!

**🎧Track 033**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** What has the first speaker seen more of recently?

**a.** Houses

**b.** Solar panels

**c.** Neighbors

**d.** New roofs

**Number 2.** According to the conversation, how many steps are there in making electricity with solar panels?

**a.** One

**b.** Two

**c.** Three

**d.** Four

**Number 3.** What does the special device send electricity to?

**a.** The solar panels

**b.** The roof

**c.** The power grid

**d.** The appliances inside the home

**Number 4.** Where does the extra electricity that is not used in the home go?

**a.** It stays in the home.

**b.** It is sent to the local power grid.

**c.** It is sent back to the solar panels.

**d.** It is sent back into the special device.

**🎧Track 034**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing the “y” sound

There are five ways the letter “y” can sound in a word. Here are three of the five ways the letter “y” can sound.

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

**Number 2.** “ee” like in *thirty* (thirtee), *funny* (funee), and *quietly* (quietlee)

**Number 3.** “ay” like in *essay* (essay), *sway* (sway), and *ray* (ray)

**🎧Track 035**

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

any (x2)

Finally, any extra electricity that your home doesn’t need is sent to the local power grid for others to use.

yes (x2)

Yes, that’s right.

easy (x2)

Yes, it’s simple, easy, and it produces clean energy.

away (x2)

However, we can’t use this electricity right away.

recently (x2)

I have seen a lot of homes with solar panels recently.

they (x2)

They take this energy and make it into electricity for the house.

actually (x2)

But, I don’t actually know how they work.

you (x2)

Are you having solar panels put on the roof of your house?

**🎧Track 036**

**Unit 3 Solar Power**

**LESSON B**

**REVIEW**

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

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

**Number 2.** energy (x2) is pronounced with the “**ee**” y sound.

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

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

**🎧Track 037**

**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.

**🎧Track 038**

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

Look at example one.

Link the sounds together.

The ending sound of the word “energy” is the vowel sound “ee”.

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

Link the sounds together:

“energy” + “in” = “energy↪in” ***(en-er-gee-yin)***

Now try the example sentence:

“The sun gives off energy↪in the form of heat.”

***(The sun gives off en-er-gee-yin the form of heat.)***

Look at example two.

Link the sounds together.

The ending sound of the word “into” is the vowel sound “oo”.

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

Link the sounds together:

“into” + “a” = “into↪a” ***(in-to-wuh)***

Now try the example sentence:

“The electricity goes into↪a special device in the solar panel.”

***(The electricity goes in-to-wuh special device in the solar panel)***

**🎧Track 039**

**INTEGRATE IT**

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

**A:** Wow! The solar panels you put on your roof look great.

**B:** Thanks!

**A:** So what about at night? Can they make electricity at night?

**B:** No. Solar panels can’t make electricity at night because they use the sun’s light to produce energy. So most people still have to remain connected to their local power grid.

**A:** I see. And you said that any extra electricity made by the solar panels that your home doesn’t need is sent to the local power grid for others to use, right?

**B:** Yes, that’s right.

**A:** So you could say that the local power grid works in a similar way to how a bank works. For example, you can put your extra energy from your solar panels to the grid, like how you put extra money in the bank. And when you need some of it back later, like at night, you can take some of it back.

**B:** Yeah, that’s a good way of thinking about it. I never thought of it that way. Speaking of money, I can also sell my extra electricity to the local government.

**A:** Wow! So, in addition to solar panels creating clean energy, they can also help you to save and even make money.

**B:** Yes. And did you know that the Earth gets more energy from the sun’s radiation in one hour than the planet uses in a year?

**A:** That’s incredible! You could make a lot of money selling your extra electricity then!

**🎧Track 040**

**CREATE A PRESENTATION**

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

**A:** Good afternoon, neighbor. Are you having solar panels put on the roof of your house?

**B:** Yes, that’s right

**A:** That’s great. I’ve been seeing them on homes a lot recently. But, I don’t actually know how they work.

I mean, I know solar panels use the sun's energy to make electricity. But, I don’t know how they change the radiation from the sun into electricity we can use.

**B:** The solar panels that are on the roof of a house capture energy from the sun. They take this energy and make it into electricity for the house.

There are basically four steps. First, the sun shines on the solar panels and the panels absorb the energy, creating electricity.

Next, the electricity goes into a special device in the solar panel. This device changes the electricity into the kind people can use in their home.

The electricity from this device is then sent to power the appliances inside the home.

**A:** Wow! That’s interesting.

**B:** Yes, and any extra electricity that your home doesn’t need is sent to the local power grid for others to use.

**A:** Wow. That’s so simple, and you can even save money!

**B:** Speaking of money, I can also sell my extra power to the local government.

**A:** Wow, solar power can even help you make money. Incredible!

**PRACTICE BOOK**

**🎧Track 110**

**Unit 3 Solar Power**

**LESSON A**

**DICTATION I**

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

**Number 1.** Are you having solar panels put on the roof of your house?

**Number 2.** I don’t know how they change the radiation from the sun into electricity we can use.

**Number 3.** Next, the electricity goes into a special device in the solar panel.

**🎧Track 111**

**LISTENING SKILL PRACTICE**

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

yes (x2)

away (x2)

recently (x2)

they (x2)

actually (x2)

you (x2)

electricity (x2)

basically (x2)

**🎧Track 112**

**DICTATION II**

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

**Number 1.** I don’t actually know how they work.

**Number 2.** They take this energy and make it into electricity for the house.

**Number 3.** There are basically four steps.

**Unit 4 – The Cooking Channel**

**🎧Track 041**

**Unit 4 The Cooking Channel**

**LESSON A**

**KEY WORDS**

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

**Number 1.** noodles

**Number 2.** frying pan

**Number 3.** degrees

**Number 4.** stove

**Number 5.** conduction

**Number 6.** convection

**🎧Track 042**

**GENERAL LISTENING SECTION**

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

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

You will hear a show on TV.

The show is about cooking.

**🎧Track 043**

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

Hello everyone. Welcome to the International Cooking Channel. I’m your host, Clare Rose. Years ago, I was on a trip with my family in Singapore. We went to a Chinese restaurant and we ordered Hong Kong style pan-fried noodles. It was delicious! That’s when I started to love this noodle dish. So today I’m going to share my recipe for it with you.

First, prepare the ingredients. You need one pack of Hong Kong style egg noodles. Next, you need 200 grams of chicken, and 80 grams of carrots, mushrooms, and onions all cut into thin slices. You also need 5 grams of crushed ginger and garlic. Finally, prepare 125 milliliters of water, 6 tablespoons of oil, half a teaspoon of salt, 2 tablespoons of soy sauce, and 2 tablespoons of oyster sauce.

Now mix the soy sauce, oyster sauce, salt, and water in a bowl. Put the chicken in the bowl and let it stay there for 20 minutes so it can absorb all of the flavors.

Next, turn on the stove top to medium heat, or about 200 degrees Celsius. Add 2 tablespoons of vegetable oil in a large frying pan. Wait for about one or two minutes. The frying pan and oil absorb heat quickly. The radiation from the stove top heats the pan through a process called conduction. The heat then goes from the pan into the oil through a process called convection. Once these heating processes are finished, you’re ready to begin! So let’s start cooking after this commercial break.

**🎧Track 044**

**GENERAL LISTENING QUESTIONS**

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

**Number 1.** Where did the speaker say she traveled to before?

**a.** Korea

**b.** China

**c.** Hong Kong

**d.** Singapore

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

**a.** Chicken

**b.** Onions

**c.** Noodles

**d.** Garlic

**Number 3.** What does the speaker say to do first?

**a.** Prepare the ingredients

**b.** Mix the ingredients

**c.** Follow the recipe

**d.** Cook the food

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

**a.** To teach people about Singapore

**b.** To teach people about trips to other countries

**c.** To teach people about cooking

**d.** To teach people about commercials

**🎧Track 045**

**DETAILED LISTENING SECTION**

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

Hello everyone. Welcome to the International Cooking Channel. I’m your host, Clare Rose. Years ago, I was on a trip with my family in Singapore. We went to a Chinese restaurant and we ordered Hong Kong style pan-fried noodles. It was delicious! That’s when I started to love this noodle dish. So today I’m going to share my recipe for it with you.

First, prepare the ingredients. You need one pack of Hong Kong style egg noodles. Next, you need 200 grams of chicken, and 80 grams of carrots, mushrooms, and onions all cut into thin slices. You also need 5 grams of crushed ginger and garlic. Finally, prepare 125 milliliters of water, 6 tablespoons of oil, half a teaspoon of salt, 2 tablespoons of soy sauce, and 2 tablespoons of oyster sauce.

Now mix the soy sauce, oyster sauce, salt, and water in a bowl. Put the chicken in the bowl and let it stay there for 20 minutes so it can absorb all of the flavors.

Next, turn on the stove top to medium heat, or about 200 degrees Celsius. Add 2 tablespoons of vegetable oil in a large frying pan. Wait for about one or two minutes. The frying pan and oil absorb heat quickly. The radiation from the stove top heats the pan through a process called conduction. The heat then goes from the pan into the oil through a process called convection. Once these heating processes are finished, you’re ready to begin! So let’s start cooking after this commercial break.

**🎧Track 046**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** How many grams of garlic are needed?

**a.** 200

**b.** 80

**c.** 5

**d.** 125

**Number 2.** What ingredients does the speaker say to mix in a bowl?

**a.** Soy sauce, oyster sauce, ginger, and oil

**b.** Soy sauce, oyster sauce, salt, and water

**c.** Soy sauce, oyster sauce, garlic, and water

**d.** Soy sauce, oyster sauce, onions, and carrots

**Number 3.** About what temperature is medium heat?

**a.** 200 degrees Celsius

**b.** 125 degrees Celsius

**c.** 80 degrees Celsius

**d.** 20 degrees Celsius

**Number 4.** What process is the oil heated by?

**a.** Frying

**b.** Radiation

**c.** Conduction

**d.** Convection

**🎧Track 047**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing linked words

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

**Number 1.** “when” + “I” = “When↪I”

 ***(weh-nah-ee)***

**Number 2.** “pan” + “and” + “oil” = “pan↪and↪oil” ***(pah-nan-doil)***

**🎧Track 048**

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

**Number 1.** Years↪ago, I was↪on↪a trip with my family in Singapore. (x2)

**Number 2.** You need↪one pack↪of Hong Kong style egg noodles. (x2)

**Number 3.** Wait for↪about↪one↪or two minutes. (x2)

**Number 4.** So let’s start cooking↪after this commercial break. (x2)

**🎧Track 049**

**Unit 4 The Cooking Channel**

**LESSON B**

**REVIEW**

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

**Number 1.** You need eighty grams↪of mushrooms↪and↪onions. (x2)

**Number 2.** You need half↪a teaspoon↪of salt. (x2)

**🎧Track 050**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

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

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

There are “closed” compound words, like *teaspoon* and *international.*

There are also “open” compound words, like *frying pan* and *oyster sauce*.

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

**🎧Track 051**

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

Look at example one.

Stress the first part of the compound word.

The word “tablespoon” is a closed compound word.

The 1st part of this compound word is “TABLE.” Stress the 1st part of the word: “TABLEspoon”

Now try the example sentence:

“You need six TABLEspoons of oil.”

Look at example two.

Stress the first part of the compound word.

The word “frying pan” is an open compound word.

The 1st part of this compound word is “FRYING.”

Stress the 1st part of the word: “FRYING pan”

Now try the example sentence:

“Next, turn on the STOVE top to medium heat.”

**🎧Track 052**

**INTEGRATE IT**

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

Welcome back to the International Cooking Channel. I’m your host, Clare Rose. Today we’re learning how to make delicious Hong Kong style pan-fried noodles. We’ve prepared all the ingredients. We’ve also heated the pan and the oil. Now we’re ready to cook the noodles in the frying pan.

First, put the noodles in the pan and fry them until they turn to a golden-brown color. This should take about ten minutes. When they change color, take them out of the frying pan. Put the crispy fried noodles on a large plate. Then turn up the heat on the stove top to high. Add two more tablespoons of oil into the pan and wait for another minute while the oil heats through the process of convection.

Next, put the chicken slices in the pan and fry them until they are completely cooked through. The chicken will be white in color when it’s cooked. This should take about five to ten minutes. Then turn the heat back down to medium. Add the rest of the oil and wait another minute or two. Then add all of the sliced vegetables, ginger, and garlic. If you want a thicker sauce, you can also add a teaspoon of cornstarch. Fry for about five more minutes. Mix the chicken, vegetables, and sauce frequently while everything is cooking in the pan.

Finally, turn off the heat, and pour the chicken, vegetables, and sauce over the noodles. Now you’re ready to enjoy this mouth-watering dish!

**PRACTICE BOOK**

**🎧Track 113**

**Unit 4 The Cooking Channel**

**LESSON A**

**VOCABULARY PRACTICE**

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

**Number 1.** pack (x2)

**Number 2.** noodles (x2)

**Number 3.** convection (x2)

**Number 4.** frying pan (x2)

**Number 5.** conduction (x2)

**Number 6.** flavor (x2)

**Number 7.** thin (x2)

**Number 8.** stove (x2)

**Number 9.** mix (x2)

**Number 10.** degree (x2)

**🎧Track 114**

**DICTATION I**

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

**Number 1.** You need one pack of Hong Kong style egg noodles.

**Number 2.** Cut all of them into thin slices.

**Number 3.** Now mix the soy sauce, oyster sauce, salt, and water in a bowl.

**🎧Track 115**

**LISTENING SKILL PRACTICE**

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

**Number 1.** years ago (x2)

**Number 2.** was on (x2)

**Number 3.** restaurant and (x2)

**Number 4.** when I (x2)

**Number 5.** need one (x2)

**Number 6.** pack of (x2)

**Number 7.** grams of (x2)

**Number 8.** tablespoons of oil (x2)

**🎧Track 116**

**DICTATION II**

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

**Number 1.** Years ago, I was on vacation with my family in Singapore.

**Number 2.** You need one pack of Hong Kong style egg noodles.

**Number 3.** Finally, you need six tablespoons of oil.

**Unit 5 – Space Trips**

**STUDENT BOOK**

**🎧Track 053**

**Unit 5 Space Trips**

**LESSON A**

**KEY WORDS**

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

**Number 1.** Moon

**Number 2.** space

**Number 3.** spacecraft

**Number 4.** distance

**Number 5.** vacation

**Number 6.** tourist

**🎧Track 054**

**GENERAL LISTENING SECTION**

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

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

You will hear a podcast online.

The podcast is about space.

**🎧Track 055**

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

Welcome to the Galactic Podcast. Everyday, tourists travel long distances by airplane. They visit other countries while on vacation. In the near future, people will also be able to travel to space for vacation. One day, there may even be a hotel located on the Moon! Tourists traveling by airplane usually fly at an average speed of about 900 kilometers per hour. But, how fast would they need to go, on average, if they wanted to travel to the Moon?

Since the 1960s, astronauts from NASA, America’s space organization, have taken trips to the Moon. NASA is America’s space organization. It’s hard to say the average speed of NASA’s spacecraft used during these trips. This is because the speed of a spacecraft often changes on its way to the Moon. For example, a spacecraft must travel faster to get through the Earth’s atmosphere. And it must slow down during a Moon landing. This is similar to how a car often changes its average speed while traveling a long distance.

There is a way to get the average speed of a spacecraft traveling to the Moon. You just need a few pieces of key information. We know the distance between the Earth and the Moon is about 386,400 kilometers. We also know it took many of NASA’s spacecraft about seventy-two hours to get to the Moon. Therefore, if we divide the distance traveled (386,400 kilometers) by the average time it took (seventy-two hours), we get the average speed (5,366km/h).

So if you’re ready for an adventure in space, you may soon be able to go!

**🎧Track 056**

**GENERAL LISTENING QUESTIONS**

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

**Number 1.** Where does the speaker say tourists will be able to go in the near future?

**a.** To other countries

**b.** On airplanes

**c.** To NASA

**d.** Space

**Number 2.** Where does the speaker say a hotel could be located in the near future?

**a.** In another country

**b.** On the Moon

**c.** On Earth

**d.** In a spacecraft

**Number 3.** How would tourists travel to space for vacation?

**a.** In a car

**b.** In an airplane

**c.** In a spacecraft

**d.** With the help of NASA

**Number 4.** Why do you think the speaker is talking?

**a.** To give people information about something interesting.

**b.** To warn people not to travel to space.

**c.** To sell people airplane tickets.

**d.** To give people safety information.

**🎧Track 057**

**DETAILED LISTENING SECTION**

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

Welcome to the Galactic Podcast. Everyday, tourists travel long distances by airplane. They visit other countries while on vacation. In the near future, people will also be able to travel to space for vacation. One day, there may even be a hotel located on the Moon! Tourists traveling by airplane usually fly at an average speed of about 900 kilometers per hour. But, how fast would they need to go, on average, if they wanted to travel to the Moon?

Since the 1960s, astronauts from NASA, America’s space organization, have taken trips to the Moon. NASA is America’s space organization. It’s hard to say the average speed of NASA’s spacecraft used during these trips. This is because the speed of a spacecraft often changes on its way to the Moon. For example, a spacecraft must travel faster to get through the Earth’s atmosphere. And it must slow down during a Moon landing. This is similar to how a car often changes its average speed while traveling a long distance.

There is a way to get the average speed of a spacecraft traveling to the Moon. You just need a few pieces of key information. We know the distance between the Earth and the Moon is about 386,400 kilometers. We also know it took many of NASA’s spacecraft about seventy-two hours to get to the Moon. Therefore, if we divide the distance traveled (386,400 kilometers) by the average time it took (seventy-two hours), we get the average speed (5,366km/h).

So if you’re ready for an adventure in space, you may soon be able to go!

**🎧Track 058**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** According to the speaker, what is the average speed of an airplane?

**a.** Less than 900km/h

**b.** About 900km/h

**c.** More than 900km/h

**d.** Exactly 900km/h

**Number 2.** How far does the speaker say the distance between the Earth and the Moon is?

**a.** Less than 386,400 kilometers

**b.** About 386,400 kilometers

**c.** More than 386,400 kilometers

**d.** Exactly 386,400 kilometers

**Number 3.** How many hours does the speaker say it took NASA’s spacecraft to get from the Earth to the Moon?

**a.** About 900 hours

**b.** About 1,960 hours

**c.** About 72 hours

**d.** About 386,400 hours

**Number 4.** According to the speaker, what is the average speed of spacecraft that have traveled to the Moon?

**a.** More than 5,000km/h

**b.** About 5,000km/h

**c.** Less than 5,000km/h

**d.** It’s too hard to know.

**🎧Track 059**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing the “y” sound

There are 5 ways the letter “y” can sound in a word. Here are 4 of the 5 ways the letter “y” can sound.

**Number 1.** “y” like in *yarn* (yarn), *yes* (yes), and *yam* (yam)

**Number 2.** “ai” like in *try* (trai), *my* (mai), and *buy* (bai)

**Number 3.** “ee” like in *library* (libraree), *cloudy* (cloudee), and *city* (citee)

**Number 4.** “ay” like in *lay* (lay), *stay* (stay), and *play* (play)

**🎧Track 060**

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

by (x2)

Everyday, tourists travel long distances by airplane.

key (x2)

We can get the average speed with a few pieces of key information.

fly (x2)

Tourists traveling by airplane usually fly at an average speed of about 900km/h.

way (x2)

There is a way to get the average speed of a spacecraft traveling to the Moon.

say (x2)

It’s hard to say the average speed of NASA’s spacecraft used during these trips.

many (x2)

We also know it took many of NASA’s spacecraft about seventy-two hours to get to the Moon.

you (x2)

You may soon be able to go to the Moon.

ready (x2)

So if you’re ready for an adventure in space, you may soon be able to go!

**🎧Track 061**

**Unit 5 Space Trips**

**LESSON B**

**REVIEW**

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

**Number 1.** they (x2) is pronounced with the “**ay**” y sound.

**Number 2.** ready (x2) is pronounced with the “**ee**” y sound.

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

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

**🎧Track 062**

**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 063**

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

Look at example one.

Link the sounds together.

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

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

Link the sounds together:

“trave**l**” + “**l**ong” = “travel↪long” ***(tra-ve-long)***

Now try the example sentence:

“Everyday, tourists travel↪long distances by airplane.”

***(Everyday, tourists tra-ve-long distances by airplane.)***

Look at example two.

Link the sounds together.

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

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

Link the sounds together:

“i**t**” + “**t**ook” = “it↪took” ***(ih-took”)***

Now try the example sentence:

“We also know it↪took NASA’s spacecraft about seventy-two hours to get to the Moon.”

***(We also know ih-took NASA’s spacecraft about seventy-two hours to get to the Moon.)***

**🎧Track 064**

**INTEGRATE IT**

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

Welcome to Space Tours Travel Agency. Our organization specializes in giving tourists the best space vacations possible. We help provide them with the perfect adventure in space.

Generally, it takes about three days for one of our spacecraft to reach the Moon. Get ready to fly faster than you ever have before. While traveling a distance of 386,400 kilometers in about seventy-two hours, you will fly at an average speed of 5,366km/h. However, just like a car often changes its speed when driving long distances, our spacecraft also often change speed during the three-day journey to the Moon.

Once we arrive in space, we will stop and take a break. During this time, you can take a look at a very special view of the Earth from space. After seeing this breathtaking view, we will continue our journey to the Moon. Once we land on the Moon, you can stay three nights in our hotel. We also offer a short “sight-seeing” Moon tour, Moon golf, and other fun activities.

On the way back to Earth, we stop at a space station. It is located between the Moon and the Earth. You will stay there for one more night before returning back to the Earth.

This unforgettable adventure will be possible very soon. We are now making reservations with tourists who don’t want to miss out! Visit our website at [www.spacetoursta.com](http://www.spacetoursta.com) for more information.

**🎧Track 065**

**DO A COMMERCIAL**

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

Are you ready to become an astronaut tourist?

Do you want to see breathtaking views of the Earth from space?

How would you like to spend a few nights in a hotel room located on the Moon?

If you like the sound of an adventure like this, then our organization can help you.

In the near future, it will be possible to do all of these things.

The distance between the Earth and the Moon is quite far.

You might be worried about how long it takes to get there.

But, don’t worry!

Our spacecraft can make the trip to the Moon in about three days.

As a tourist, a vacation in space will be the best trip you’ll ever take!

Many people are already preparing their tickets and travel plans.

Don’t miss out. Contact the Space Tours Travel Agency today!

**PRACTICE BOOK**

**🎧Track 117**

**Unit 5 Space Trips**

**LESSON A**

**DICTATION I**

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

**Number 1.** In the near future, people will also be able to travel to space for vacation.

**Number 2.** Since the 1960s, astronauts from NASA, America’s space organization, have taken several trips to the Moon.

**Number 3.** We know the distance between the Earth and the Moon is about 386,400 kilometers.

**🎧Track 118**

**LISTENING SKILL PRACTICE**

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

by (x2)

you (x2)

way (x2)

usually (x2)

may (x2)

ready (x2)

key (x2)

fly (x2)

**🎧Track 119**

**DICTATION II**

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

**Number 1.** Tourists traveling by airplane usually fly at an average speed of about 900km/h.

**Number 2.** There is a way to get the average speed of a spacecraft with a few pieces of key information.

**Number 3.** So if you’re ready for an adventure in space, you may soon be able to go.

**Unit 6 – The Math Game**

**STUDENT BOOK**

**🎧Track 066**

**Unit 6 The Math Game**

**LESSON A**

**KEY WORDS**

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

**Number 1.** winner

**Number 2.** card

**Number 3.** project

**Number 4.** rules

**Number 5.** multiply

**Number 6.** flip

**🎧Track 067**

**GENERAL LISTENING SECTION**

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

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

You will hear a presentation in a classroom.

The presentation is about a math game.

**🎧Track 068**

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

**A:** Good afternoon, everyone. It’s nice to see you all today. I’m Alice.

**B:** And I’m Daisy. For our math project, we made a presentation about a new game that we created. We’d like to share it with you today.

**A:** First, let us explain why we made the game.

**B:** Right! Memorizing and practicing multiplication tables can be difficult for some students. Personally, I studied a lot. I worked really hard, but it was still difficult. So we played this game a few times to help us learn multiplication.

**A:** It was fun! Later, when I practiced the multiplication tables again, it was much easier.

**B:** Now let’s learn how to play the game. We decided to call the game “Math War.”

**A:** The rules of the game are simple. First, you need a set of 52 playing cards, like these cards here.

**B:** Then, you need another person to be your opponent.

**A:** Yes, and you can play this game with up to four people.

**B:** That’s right. Next, put the cards into two piles of 26 cards. Now you’re ready to start playing. Flip two cards over. Once the two cards are flipped over, multiply the numbers on them. Whoever gets the right answer first, gets to keep the cards.

**A:** Exactly! So, for example, if you flip over a card with the number two and a card with the number eight, the answer is sixteen. Whoever says “sixteen” first gets to keep the cards. By the end of the game, whoever has the most cards is the winner.

**B:** We hope you enjoyed our presentation!

**🎧Track 069**

**GENERAL LISTENING QUESTIONS**

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

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

**a.** Morning

**b.** Afternoon

**c.** Evening

**d.** Night

**Number 2.** Why did the speakers make this game at first?

**a.** Because they don’t like studying

**b.** For a school math project

**c.** To practice multiplication

**d.** Other students told them to try it

**Number 3.** What is the name of their game?

**a.** Math War

**b.** Math Memory

**c.** Math Practice

**d.** Math Game

**Number 4.** Up to how many people can play this game?

**a.** One

**b.** Two

**c.** Three

**d.** Four

**🎧Track 070**

**DETAILED LISTENING SECTION**

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

**A:** Good afternoon, everyone. It’s nice to see you all today. I’m Alice.

**B:** And I’m Daisy. For our math project, we made a presentation about a new game that we created. We’d like to share it with you today.

**A:** First, let us explain why we made the game.

**B:** Right! Memorizing and practicing multiplication tables can be difficult for some students. Personally, I studied a lot. I worked really hard, but it was still difficult. So we played this game a few times to help us learn multiplication.

**A:** It was fun! Later, when I practiced the multiplication tables again, it was much easier.

**B:** Now let’s learn how to play the game. We decided to call the game “Math War.”

**A:** The rules of the game are simple. First, you need a set of 52 playing cards, like these cards here.

**B:** Then, you need another person to be your opponent.

**A:** Yes, and you can play this game with up to four people.

**B:** That’s right. Next, put the cards into two piles of 26 cards. Now you’re ready to start playing. Flip two cards over. Once the two cards are flipped over, multiply the numbers on them. Whoever gets the right answer first, gets to keep the cards.

**A:** Exactly! So, for example, if you flip over a card with the number two and a card with the number eight, the answer is sixteen. Whoever says “sixteen” first gets to keep the cards. By the end of the game, whoever has the most cards is the winner.

**B:** We hope you enjoyed our presentation!

**🎧Track 071**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** What did Daisy do before playing this game?

**a.** She gave a math presentation

**b.** She easily memorized multiplication tables

**c.** She studied math a lot, but still had a difficult time

**d.** She did a math project

**Number 2.** How many playing cards are there in one set?

**a.** Fifty-two

**b.** Twenty-six

**c.** Sixteen

**d.** Eight

**Number 3.** How many piles of cards do you need to play the game?

**a.** One

**b.** Two

**c.** Three

**d.** Four

**Number 4.** How do you win the game?

**a.** Whoever says “sixteen” first

**b.** Whoever uses all their cards first

**c.** Whoever has the most cards at the end of the game

**d.** Whoever gets the right answer first

**🎧Track 072**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing the final “ed” sound

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

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

**Number 2.** “d” like in *stayed* (stayd), *yelled* (yelld), and *destroyed* (destroyd)

**Number 3.** “id” like in *wanted* (wantid), *expanded* (expandid), and *voted* (votid)

**🎧Track 073**

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

created (x2)

For our math project, we made a presentation about a new game that we created.

studied (x2)

Personally, I studied a lot.

worked (x2)

I worked really hard, but it was still difficult.

played (x2)

So we played this game a few times to help us learn multiplication.

practiced (x2)

Later, when I practiced the multiplication tables again, it was much easier.

decided (x2)

We decided to call the game “Math War.”

flipped (x2)

Once the two cards are flipped over, multiply the numbers on them.

enjoyed (x2)

We hope you enjoyed our presentation.

**🎧Track 074**

**Unit 6 The Math Game**

**LESSON B**

**REVIEW**

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

**Number 1.** worked (x2) is pronounced with the “**t**” ending sound.

**Number 2.** decided (x2) is pronounced with the “**id**” ending sound.

**Number 3.** enjoyed (x2) is pronounced with the “**d**” ending sound.

**Number 4.** bored (x2) is pronounced with the “**d**” ending sound.

**🎧Track 075**

**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.

**🎧Track 076**

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

Look at example one.

Link the sounds together.

The ending sound of the word “the” is the vowel sound “ee”.

The beginning sound of the word “end” is the vowel sound “eh”.

Link the sounds together:

“the” + “end” = “the↪end” ***(thee-yend)***

Now try the example sentence:

“By the↪end of the game, whoever has the most cards is the winner.”

***(By the-yend of the game, whoever has the most cards is the winner.)***

Look at example two.

Link the sounds together.

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” ***(you-wall)***

Now try the example sentence:

“It’s nice to see you↪all today.”

***(It’s nice to see you-wall today.)***

**🎧Track 077**

**INTEGRATE IT**

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

**A:** Does anyone have any questions about our presentation?

**C:** Yes,I do. What if I don’t have an opponent to play against?

**B:** If you don't have another person to play with, you can write down your answers, time yourself, and try to beat your personal best time.

**C:** OK, that sounds good. Thank you.

**D:** I have a question, too. Personally, I think I am pretty good at multiplication, but I’m kind of weak at division. Is there another game that can help me?

**A:** You can play the same game, but instead of multiplying the numbers on the two cards, you can just divide them.

**D:** Thank you! I will try it.

**E:** I also have a question. Doesn’t playing the same game become boring after a while?

**B:** Well, maybe for some people, but there’s an easy way to make it more fun and interesting if you’re feeling bored.

**E:** How so?

**B:** So a set of cards includes cards with the numbers two through ten on them, and it has cards with the letters J, Q, K, and A on them, right?

**E:** Yes.

**B:** Normally, J is eleven, Q is twelve, K is thirteen, and A is fourteen. But, if you start to feel bored, you can change the numbers each letter represents.

**A:** Right, so for example, J could be twenty, Q could be twenty-one, K could be thirty-seven, and A could be fifty-two. The possibilities are endless.

**E:** That sounds really fun. Thank you!

**A:** No problem. We hope you enjoyed our math project!

**B:** Yes, and we also hope you’ll be a winner when playing Math War.

**PRACTICE BOOK**

**🎧Track 120**

**Unit 6 The Math Game**

**LESSON A**

**DICTATION I**

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

**Number 1.** For our math project, we made a presentation about a new game that we created.

**Number 2.** Memorizing and practicing multiplication tables can be difficult for some students.

**Number 3.** The rules of the game are simple.

**🎧Track 121**

**LISTENING SKILL PRACTICE**

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

practiced (x2)

decided (x2)

flipped (x2)

enjoyed (x2)

created (x2)

studied (x2)

worked (x2)

played (x2)

**🎧Track 122**

**DICTATION II**

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

**Number 1.** We decided to call the game “Math War.”

**Number 2.** Once the two cards are flipped over, multiply the numbers on the cards.

**Number 3.** Wehope you enjoyed our presentation.

**Unit 7 – Peace Through Sports**

**STUDENT BOOK**

**🎧Track 078**

**Unit 7 Peace Through Sports**

**LESSON A**

**KEY WORDS**

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

**Number 1**. march

**Number 2**. flag

**Number 3**. unify

**Number 4**. separate

**Number 5**. nation

**Number 6**. compete

**🎧Track 079**

**GENERAL LISTENING SECTION**

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

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

You will hear a show on TV.

The show is about sports.

**🎧Track 080**

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

Welcome to the International Sports Network. I’m your host, Eva Henderson. Our show this evening is about sports in history.

North and South Korea became separated during the Korean War, which was from 1950 to 1953. Since then, these countries have remained divided as nations. They have different leaders, governments, flags, and also ideas about society. They have many differences. However, sports have brought these countries together several times. They have even competed together as a unified team under one flag.

It all started back in 1990. This is when the Korean Unification Flag was created. Then, in 1991, the two countries competed together as one team. They did so at the 41st World Table Tennis Championships in Japan. The unified Korean athletes won gold, silver, and bronze medals in various table tennis events. Also in 1991, the two countries competed as one team again. This time it was at the 8th FIFA World Youth Football Championship in Portugal.

Since the 1990s, athletes from North and South Korea have marched together under the Unification Flag several more times. They did so during the opening ceremonies of the 2000 Summer Olympics in Australia, the 2002 Asian Games in South Korea, the 2004 Summer Olympics in Greece, the 2006 Winter Olympics in Italy, and the 2006 Asian Games in Qatar. However, they competed separately during these events. Then, at the 2018 Winter Olympics in South Korea, they competed together again as one team, under one flag.

These examples show that sports are an excellent way of bringing people together.

**🎧Track 081**

**GENERAL LISTENING QUESTIONS**

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

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

**a.** Morning

**b.** Afternoon

**c.** Evening

**d.** Night

**Number 2.** What two countries is the speaker mostly talking about?

**a.** North Korea and Greece

**b.** North Korea and South Korea

**c.** South Korea and Italy

**d.** South Korea and Australia

**Number 3.** What does the speaker say has brought these two countries together?

**a.** Their leaders

**b.** Their ideas about society

**c.** Sports

**d.** Flags

**Number 4.** What happened in 1991?

**a.** The Korean War

**b.** North and South Korea became divided

**c.** North and South Korea competed separately

**d.** North and South Korea competed together

**🎧Track 082**

**DETAILED LISTENING SECTION**

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

Welcome to the International Sports Network. I’m your host, Eva Henderson. Our show this evening is about sports in history.

North and South Korea became separated during the Korean War, which was from 1950 to 1953. Since then, these countries have remained divided as nations. They have different leaders, governments, flags, and also ideas about society. They have many differences. However, sports have brought these countries together several times. They have even competed together as a unified team under one flag.

It all started back in 1990. This is when the Korean Unification Flag was created. Then, in 1991, the two countries competed together as one team. They did so at the 41st World Table Tennis Championships in Japan. The unified Korean athletes won gold, silver, and bronze medals in various table tennis events. Also in 1991, the two countries competed as one team again. This time it was at the 8th FIFA World Youth Football Championship in Portugal.

Since the 1990s, athletes from North and South Korea have marched together under the Unification Flag several more times. They did so during the opening ceremonies of the 2000 Summer Olympics in Australia, the 2002 Asian Games in South Korea, the 2004 Summer Olympics in Greece, the 2006 Winter Olympics in Italy, and the 2006 Asian Games in Qatar. However, they competed separately during these events. Then, at the 2018 Winter Olympics in South Korea, they competed together again as one team, under one flag.

These examples show that sports are an excellent way of bringing people together.

**🎧Track 083**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** When did the Korean War start?

**a.** 1950

**b.** 1953

**c.** 1990

**d.** 2018

**Number 2.** What was first created in 1990?

**a.** A unified country

**b.** A unified war

**c.** A unified flag

**d.** A unified team

**Number 3.** In 1991, the United Korean athletes won several medals in which event?

**a.** Hockey

**b.** Football

**c.** History

**d.** Table tennis

**Number 4.** In which country were the 2004 Summer Olympic Games held?

**a.** South Korea

**b.** Greece

**c.** Italy

**d.** Qatar

**🎧Track 084**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing linked words

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

Linked words sound like they are one word.

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

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

**🎧Track 085**

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

the International (x2)

Welcome to the International Sports Network.

also ideas (x2)

They have different leaders, governments, flags, and also ideas about society.

so at (x2)

They did so at the 41st World Table Tennis Championships in Japan.

The unified (x2)

The unified Korean athletes won gold, silver, and bronze medals in various table tennis events.

Also in (x2)

Also in 1991, the two countries competed as one team again.

the opening (x2)

They did so during the opening ceremony of the 2000 Summer Olympics in Australia.

two Asian (x2)

They did so during the opening ceremony of the 2002 Asian Games in South Korea.

way of (x2)

These examples show that sports are an excellent way of bringing people together.

**🎧Track 086**

**Unit 7 Peace Through Sports**

**LESSON B**

**REVIEW**

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

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

**Number 2.** the opening (x2) is linked with the “y” sound.

**Number 3.** also ideas (x2) is linked with the “w” sound.

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

**🎧Track 087**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

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

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

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

**🎧Track 088**

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

Look at example 1.

Say the correct “ed” sound.

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

Look at example 2.

Say the correct “ed” sound.

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

Look at example 3.

Say the correct “ed” sound.

Sometimes “ed” can make the “id” sound, like in the word *divided.* **🎧Track 089**

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

**Number 1.** North and South Korea became separated during the Korean War. (x2)

**Number 2.** It all started in 1990. (x2)

**Number 3.** Since the 1990s, athletes from North and South Korea have marched together under the Unification Flag several more times. (x2)

**Number 4.** North and South Korea have come together to compete as a unified team. (x2)

**🎧Track 090**

**INTEGRATE IT**

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

Welcome back to the International Sports Network. I’m your host, Eva Henderson. Before we wrap up our show this evening, let’s talk about how cooperation through sports can create cooperation in areas outside of sports.

The 2018 Winter Olympics in Pyeongchang, South Korea, was a special and successful event. One thing that made it so special was that the North and South Korean teams decided to march together during the opening ceremony. They did so under the Unified Korean Flag.

In addition, the two countries also competed together in the women's ice hockey Olympic event. This marked the first time the two countries competed together since 1991. Both nations have celebrated this cooperation. In fact, there was even a popular South Korean movie made about the Unified Korean athletes who, in 1991, competed together at the 41st World Table Tennis Championships in Japan.

Since then, both countries have cooperated in other areas as well. One example is the Kaesong Joint Industrial Complex, which was formed in 2004. This is a large area where North and South Korean companies and workers do business together. Surely, the history of competing together in international sporting events has helped the two nations cooperate in areas outside of sports.

That concludes our show this evening. Remember that there are many ways we can get over our differences and work together. Thanks for watching and we’ll see you next time.

**🎧Track 091**

**DO A TV SHOW**

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

Welcome to the International Sports Network.

Our show this evening is about sports in history.

North and South Korea became separated during the Korean War.

Since then, North and South Korea have remained divided as nations.

They have different leaders, governments, flags, and also ideas about society.

Despite this, they have competed together as a unified team under one flag

It all started back in 1990 when the Korean Unification Flag was created.

Then, in 1991, the two countries competed together as one team at the 41st World Table Tennis Championships in Japan, and at the 8th FIFA World Youth Football Championship in Portugal.

Although athletes from both countries marched together under the Unification Flag, in several Olympics over the years, they competed separately.

Then, at the 2018 Winter Olympics in South Korea, they competed together again as one team under one flag.

These examples show that sports are an excellent way of bringing people together.

**PRACTICE BOOK**

**🎧Track 123**

**Unit 7 Peace Through Sports**

**LESSON A**

**DICTATION I**

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

**Number 1.** North and South Korea have remained divided as nations.

**Number 2.** They have different leaders, governments, flags, and also ideas about society.

**Number 3.** They have competed together as a unified team under one flag.

**🎧Track 124**

**LISTENING SKILL PRACTICE**

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

**Number 1.** also↪in (x2)

**Number 2.** so↪at (x2)

**Number 3.** also↪ideas (x2)

**Number 4.** the↪international (x2)

**Number 5.** they↪are (x2)

**Number 6.** the↪opening (x2)

**Number 7.** way↪of (x2)

**Number 8.** so↪under (x2)

**🎧Track 125**

**DICTATION II**

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

**Number 1.** Welcome to the International Sports Network.

**Number 2.** They did so at the 41st World Table Tennis Championships in Japan.

**Number 3.** Also in 1991, the two countries competed as one team again.

**Unit 8 – Teamwork**

**STUDENT BOOK**

**🎧Track 092**

**Unit 8 Teamwork**

**LESSON A**

**KEY WORDS**

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

**Number 1.** lose

**Number 2.** pass

**Number 3.** discouraged

**Number 4.** teammate

**Number 5.** blame

**Number 6.** exhausted

**🎧Track 093**

**GENERAL LISTENING SECTION**

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

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

You will hear a conversation on a soccer field.

The conversation is about teamwork.

**🎧Track 094**

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

**A:** We’re losing the game because you’re not passing the ball enough!

**B:** No! We’re losing because you’re not shooting the ball well!

**A:** What about our defenders? They can’t even stop the other team’s players!

**C:** Wait! Listen up, team! We’re losing right now, but things aren’t that bad. The score is only two to zero and we still have one more half of the soccer game to play. So don’t get discouraged! It’s easy to be good teammates when we’re winning, but a strong team stands together when things are difficult. Right now we’re losing, so we need teamwork now more than ever.

Are we going to cooperate as a team and try to win? Or, are we going to blame each other and lose? What do you want?

**D:** We want to win!

**C:** Good! We can beat these guys! Here’s what we’ll do.

Defenders, make sure you watch the other team’s players. When they are getting closer to our goal area, you must defend by taking the ball away from them. Don’t wait for them to come to you. Attack them! Communicate with each other! Can you do it?

**D:** Yes!

**C:** Good! Midfielders and forwards, you need to communicate too! Pass the ball more. This will make the other team’s defenders chase the ball around. After a while, they will get exhausted. When you see them start to lose energy, shoot the ball towards their goal and try to score. Work as a team! Can you do it?

**D:** Yes!

**C:** I said, CAN YOU DO IT?

**D:** YES!

**C:** OK, then! One, two, three…

**D:** TEAMWORK!

**🎧Track 095**

**GENERAL LISTENING QUESTIONS**

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

**Number 1.** What is the score of the soccer game?

**a.** Zero to zero

**b.** One to zero

**c.** Two to zero

**d.** Three to zero

**Number 2.** How do the teammates feel in the beginning of the conversation?

**a.** Excited

**b.** Happy

**c.** Sad

**d.** Discouraged

**Number 3.** What does the coach say the team needs now more than ever?

**a.** Teamwork

**b.** Defenders

**c.** Communication

**d.** Energy

**Number 4.** What do the midfielders and forwards need to do more?

**a.** Defend the ball

**b.** Pass the ball

**c.** Shoot the ball well

**d.** Chase the ball around

**🎧Track 096**

**DETAILED LISTENING SECTION**

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

**A:** We’re losing the game because you’re not passing the ball enough!

**B:** No! We’re losing because you’re not shooting the ball well!

**A:** What about our defenders? They can’t even stop the other team’s players!

**C:** Wait! Listen up, team! We’re losing right now, but things aren’t that bad. The score is only two to zero and we still have one more half of the soccer game to play. So don’t get discouraged! It’s easy to be good teammates when we’re winning, but a strong team stands together when things are difficult. Right now we’re losing, so we need teamwork now more than ever.

Are we going to cooperate as a team and try to win? Or, are we going to blame each other and lose? What do you want?

**D:** We want to win!

**C:** Good! We can beat these guys! Here’s what we’ll do.

Defenders, make sure you watch the other team’s players. When they are getting closer to our goal area, you must defend by taking the ball away from them. Don’t wait for them to come to you. Attack them! Communicate with each other! Can you do it?

**D:** Yes!

**C:** Good! Midfielders and forwards, you need to communicate too! Pass the ball more. This will make the other team’s defenders chase the ball around. After a while, they will get exhausted. When you see them start to lose energy, shoot the ball towards their goal and try to score. Work as a team! Can you do it?

**D:** Yes!

**C:** I said, CAN YOU DO IT?

**D:** YES!

**C:** OK, then! One, two, three…

**D:** TEAMWORK!

**🎧Track 097**

**DETAILED LISTENING QUESTIONS**

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

**Number 1.** What do some of the teammates say about the defenders in the beginning of the conversation?

**a.** They aren’t shooting the ball well.

**b.** They aren’t passing the ball enough.

**c.** They aren’t stopping the other team’s players.

**d.** They are doing a great job.**Number 2.** According to the coach, when is it easy to be a good teammate?

**a.** When a team is winning the game

**b.** Before the game

**c.** In the middle of the game

**d.** When a team is losing the game

**Number 3.** What does the coach tell all of his team’s players they need to do?

**a.** Pass

**b.** Chase

**c.** Shoot

**d.** Communicate

**Number 4.** How does the coach plan to beat the other team’s defenders?

**a.** Make them get tired

**b.** Communicate with them

**c.** Discourage them

**d.** Watch them

**🎧Track 098**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing the reduction of “and”.

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

When this happens, we say the words together quickly. Here is a word that is often blended with the words that come before and after it.

“and” sounds like “n” when we say “us-n-them”

**🎧Track 099**

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

zero-n-we (x2)

The score is only two to zero and we still have one more half of the soccer game to play.

team-n-try (x2)

Are we going to cooperate as a team and try to win?

each other-n-lose (x2)

Or, are we going to blame each other and lose?

midfielders-n-forwards (x2)

Midfielders and forwards, you need to communicate too!

**🎧Track 100**

**Unit 8 Teamwork**

**LESSON B**

**REVIEW**

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

**Number 1.** ball-n-score (x2)

**Number 2.** midfielders-n-forwards (x2)

**Number 3.** communicate-n-cooperate (x2)

**Number 4.** run more-n-get tired (x2)

**🎧Track 101**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

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

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

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

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

**🎧Track 102**

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

Look at example 1.

Say the correct y sound.

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

Look at example 2.

Say the correct y sound.

As a vowel, “y” can make the “ai” sound, like in the words *buy* and *sky.*

Look at example 3.

Say the correct y sound.

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

Look at example 4.

Say the correct y sound.

As a vowel, “y” can make the “ay” sound, like in the words *may* and *say.*

**🎧Track 103**

**INTEGRATE IT**

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

**A:** Hello, Coach Taylor. May I ask you a few questions about the soccer game?

**B:** Sure.

**A:** OK, thanks coach. First of all, congratulations on an amazing ‘come from behind’ win. How do you feel about coming back from a score of two to zero to win the championship match?

**B:** Thank you. First, I want to thank the players on my team. You know, at halftime we were down two to zero and the team wasn’t feeling good. They thought we might lose. But, we talked about it and they came out in the second half. They were able to score three more goals. The defense also did an amazing job of preventing more goals from the other team.

**A:** What did you tell your players at halftime to get them ready for the second half of the game?

**B:** Well, basically I told them that there’s no “I” in team, and that we can beat the other team if we cooperate, communicate, and collaborate. Then we made a creative plan for how to score some goals and try to win.

**A:** And what was that plan?

**B:** I told the midfielders and forwards to pass the ball more to cause the other team’s defenders to run more and get exhausted.

**A:** I see, well your plan worked because with only fifteen minutes left your players scored three goals very quickly.

**B:** That’s right. I also want to say thank you to the other team. They were tough opponents and they played a great game.

**A:** Well, congratulations once again coach, and thank you for talking to me.

**B:** No problem!

**PRACTICE BOOK**

**🎧Track 126**

**Unit 8 Teamwork**

**LESSON A**

**VOCABULARY PRACTICE**

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

**Number 1.** chase (x2)

**Number 2.** pass (x2)

**Number 3.** attack (x2)

**Number 4.** score (x2)

**Number 5.** discouraged (x2)

**Number 6.** blame (x2)

**Number 7.** beat (x2)

**Number 8.** exhausted (x2)

**Number 9.** teammate (x2)

**Number 10.** lose (x2)

**🎧Track 127**

**DICTATION I**

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

**Number 1.** We’re losing right now.

**Number 2.** The score is only two to zero.

**Number 3.** So don’t get discouraged.

**🎧Track 128**

**LISTENING SKILL PRACTICE**

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

zero-n-we (x2)

pass-n-shoot (x2)

ball-n-score (x2)

midfielders-n-forwards (x2)

**🎧Track 129**

**DICTATION II**

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

**Number 1.** It’s only two to zero and we still have one more half of a match to play.

**Number 2.** Midfielders and forwards, you need to communicate too!

**Number 3.** When you see them start to lose energy, pass and shoot the ball.