

## Integrate Listening & Speaking

### Building 2 **Transcript**

#### Unit 1 – The Sound of Culture

#### **STUDENT BOOK**

#### **Track 002**

#### Unit 1 The Sound of Culture

#### LESSON A KEY WORDS

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

- Number 1.** generation  
**Number 2.** shrink  
**Number 3.** spread  
**Number 4.** similarity  
**Number 5.** poetry  
**Number 6.** entertain

#### **Track 003**

#### GENERAL LISTENING SECTION & QUESTIONS

#### PART A. Get ready to listen.

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

#### **Track 004**

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

Good afternoon, everyone. Thanks for being here today to listen to my presentation on foreign culture. We know that each country has their own unique culture. For example, here in Korea, we have Korean culture, in France, they have French culture, and so on. People who live in these places all share certain parts of their culture with each other. They more or less all speak a main language, eat similar foods, and share many other similarities with one another.

However, not all people in a particular country follow the exact same culture. Within each nation's culture, there are different, smaller cultures. These smaller cultures, found within national cultures, are called subcultures.

Cultures and subcultures are always changing. Cultures can take a long time to change. In fact, we often measure cultural change with generations. While old cultures shrink with older generations, and eventually become obsolete, new cultures emerge with new generations. One fairly new subculture is the hip-hop culture. It first emerged in New York City in the 1970's. Although it started out in one American city, it's now popular all around the world.

Hip hop is a musical art form. It's similar to poetry in that people use language to express their ideas while trying to entertain their listeners. Many people have studied the hip-hop subculture. So, they have studied the history, people, places, and things associated with it. They've also carefully examined the messages in hip-hop songs. But, we can also learn about this subculture by studying how language is used in hip-hop music. This brings me to the end of part one of my presentation. In part two, I will explain how language is part of what helped hip-hop subculture spread to many countries around the world.

#### **Track 005**

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

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

- a. Morning
- b. Afternoon
- c. Evening
- d. Night

**Number 2.** Which country is the speaker in?

- a. France
- b. America
- c. Korea
- d. New York

**Number 3.** What do we call smaller cultures that are found within national cultures?

- a. International cultures

- b. Subcultures
- c. Newer cultures
- d. Older cultures

**Number 4.** What musical art form does the speaker talk about?

- a. Culture
- b. Entertainment
- c. Poetry
- d. Hip hop

### **Track 006**

## **DETAILED LISTENING SECTION & QUESTIONS**

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

Good afternoon, everyone. Thanks for being here today to listen to my presentation on foreign culture. We know that each country has their own unique culture. For example, here in Korea, we have Korean culture, in France, they have French culture, and so on. People who live in these places all share certain parts of their culture with each other. They more or less all speak a main language, eat similar foods, and share many other similarities with one another. However, not all people in a particular country follow the exact same culture. Within each nation's culture, there are different, smaller cultures. These smaller cultures, found within national cultures, are called subcultures.

Cultures and subcultures are always changing. Cultures can take a long time to change. In fact, we often measure cultural change with generations. While old cultures shrink with older generations, and eventually become obsolete, new cultures emerge with new generations. One fairly new subculture is the hip-hop culture. It first emerged in New York City in the 1970's. Although it started out in one American city, it's now popular all around the world.

Hip hop is a musical art form. It's similar to poetry in that people use language to express their ideas while trying to entertain their listeners. Many people have studied the hip-hop subculture. So, they have studied the history, people, places, and things associated with it. They've also carefully examined the messages in hip-hop

songs. But, we can also learn about this subculture by studying how language is used in hip-hop music. This brings me to the end of part one of my presentation. In part two, I will explain how language is part of what helped hip-hop subculture spread to many countries around the world.

### **Track 007**

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

**Number 1.** What does the speaker say cultures and subcultures are always doing?

- a. Changing
- b. Measuring
- c. Shrinking
- d. Sharing

**Number 2.** Which country is not mentioned by the speaker?

- a. Korea
- b. France
- c. Canada
- d. America

**Number 3.** What is not mentioned by the speaker as a part of a culture?

- a. Language
- b. Food
- c. Presentations
- d. Music

**Number 4.** According to the speaker, how are hip hop and poetry similar to each other?

- a. They are both studied by many people.
- b. They both started in New York City.
- c. They both spread to many countries around the world.
- d. They both use language to express ideas and entertain listeners.

### **Track 008**

## **LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing the final "s" sound  
There are three ways a word that ends with the letter "s" can sound. We know which of the three ways the final "s" sound makes because of the

sound (not the letter) right before the final “s” sound.

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

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

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

### **Track 009**

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

thanks (x2) has the /s/ ending sound  
Thanks for being here today to listen to my presentation on foreign culture.

cultures (x2) has the /z/ ending sound  
Within each nation’s culture, there are different, smaller cultures.

similarities (x2) has the /z/ ending sound  
People from the same culture share many other similarities with one another.

places (x2) has the /iz/ ending sound  
People who live in these places all share certain parts of their culture with each other.

generations (x2) has the /z/ ending sound  
We often measure cultural change within generations.

ideas (x2) has the /z/ ending sound  
People use language to express their ideas.

parts (x2) has the /s/ ending sound  
People who live in these places all share certain parts of their culture with each other.

messages (x2) has the /iz/ ending sound  
People have carefully examined the messages in hip hop songs.

### **Track 010**

## **Unit 1 The Sound of Culture**

### **LESSON B REVIEW**

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

**Number 1.** parts (x2) is pronounced with the /s/ ending sound.

**Number 2.** messages (x2) is pronounced with the /iz/ ending sound.

**Number 3.** foods (x2) is pronounced with the /z/ ending sound.

**Number 4.** places (x2) is pronounced with the /iz/ ending sound.

### **Track 011**

#### **SPEAKING SKILL SECTION**

##### **PART A. Listen and read.**

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 a 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,” and “to,” 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 the MONEY.

Here is an example sentence:

a TIRED MAN WENT to the BEDROOM because he FELT TIRED.

## **Track 012**

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

Look at example one.

The words: “WE,” “KNOW,” “EACH,” “COUNTRY,” “HAS,” “THEIR,” “OWN,” “UNIQUE,” and “CULTURE” are content words.

The word: “that,” is a function word.

Stress the content words and reduce the function words.

Now try the example sentence: WE KNOW that EACH COUNTRY HAS THEIR OWN UNIQUE CULTURE. (x2)

Look at example two.

The words: “THEY,” “HAVE,” “STUDIED,” “HISTORY,” “PEOPLE,” “PLACES,” “THINGS,” and “ASSOCIATED” are content words.

The words: “the,” “and,” “with,” and “it” are function words.

Stress the content words and reduce the function words.

Now try the example sentence: THEY HAVE STUDIED the HISTORY, PEOPLE, PLACES, and THINGS ASSOCIATED with it. (x2)

## **Track 013**

### **INTEGRATE IT**

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

In part two of my presentation on foreign culture, I'll explain how language helped hip-hop spread around the world.

Although hip-hop emerged in an English-speaking country, you can basically use any language to express yourself through hip-hop. There are two main ingredients associated with making hip-hop songs: beats and rhyming.

A beat is the repetition of a single sound. You can have fast beats, or slow beats. In hip hop, artists try to emphasize words along with the beat of a song.

The grouping together of four beats is called a “bar.” It's the basic unit of expression in hip-hop. In hip-hop, artists try to strongly emphasize four words in a sentence or phrase to match the four beats in a bar. They also try to make the emphasized words rhyme.

Let's listen to a simple example. Listen to these four bars. Try to hear the words that are emphasized louder than the other words. Also, listen for the words that rhyme.

Stars on a bus and stars on a car.

Stars are near and stars are far.

Stars to win and stars to lose.

Stars on your shirt and stars on your shoes.

The emphasized words in the first bar are: stars, bus, stars, car.

How about the other bars? Did you hear what words were emphasized?

How about the words that rhyme?

At the end of the first and second bars, the words “car,” and “far,” rhyme.

At the end of the third and fourth bars, the words “lose,” and “shoes,” rhyme.

Emphasizing words and making them rhyme is possible in almost any language, not just in English. Since most people's taste in music is in their own language, this exciting and creative art form entertains people in a language they know and understand. This is why hip-hop has spread so easily across different cultures, languages, and around the world.

## **Track 014**

### **DO A PRESENTATION**

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

Good afternoon, everyone. Thank you for being here to listen to my presentation on foreign culture.

I'll start by explaining how cultures spread over time.

I'll also explain how cultures shrink over time with older generations.

Eventually, these older cultures disappear and become obsolete.

**Number 3.** People from the same country can have different cultures. (x2)

## PRACTICE BOOK

### Track 106

#### Unit 1 The Sound of Culture

#### LESSON A DICTATION I

##### PART A. Listen and write the missing words.

**Number 1.** People who live in a country all share a culture with each other. (x2)

**Number 2.** Although hip-hop started out in New York City, it's popular all around the world. (x2)

**Number 3.** We can learn about the hip-hop subculture by studying the language used in it. (x2)

### Track 107

#### LISTENING SKILL PRACTICE

**PART A. Listen and check (✓) the box with the correct sound for the letter “s,” and write the word in the blank.**

**Number 1.** Thanks for being here today to listen to my presentation on foreign culture. (x2)

**Number 2.** Within each nation's culture, there are different, smaller cultures. (x2)

**Number 3.** We often measure cultural change within generations. (x2)

**Number 4.** They've carefully examined the messages in hip-hop songs. (x2)

**Number 5.** People who live in these places all share certain parts of their culture with each other. (x2)

### Track 108

#### DICTATION II

##### PART A. Listen and write the missing words.

**Number 1.** Old cultures shrink with older generations and eventually become obsolete. (x2)

**Number 2.** Hip-hop is one of many musical art forms. (x2)

## Unit 2 – Population Crisis

### STUDENT BOOK

#### Track 015

### Unit 2 Population Crisis

#### LESSON A

#### KEY WORDS

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

Number 1. developing

Number 2. advanced

Number 3. support

Number 4. expensive

Number 5. born

Number 6. replace

#### 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 populations.

#### Track 017

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

I'm Maya Oh, for LJF News. In part one of our special report this evening, we'll talk about the world's population.

Overall, the world's population is growing. However, much of that growth is happening in developing countries. The situation is different in countries with advanced economies. Many advanced countries – such as Germany, Japan, Singapore, the US, the UK, and South Korea, for example – have fewer babies being born each year. This is turning into a serious problem for some of these countries.

Shrinking populations are difficult for governments and citizens to deal with. As the existing population gets older, they have to be supported by younger people who work. This becomes very difficult to pull off when fewer younger people in the population are supporting more people who are older.

In many advanced countries, there aren't enough babies being born to replace the older population. Around two children per family must be born to "replace" their parents in the population. But, the average for advanced countries is only 1.68 children per family. Some countries like Japan, South Korea, and Singapore barely average one child per household. These countries have a population crisis because this situation has been getting worse for decades.

So, why are fewer people being born in advanced countries? First, it's increasingly more difficult and expensive to get an education, a job, housing, and keep up with other costs of living. Second, people are also working more and have less time to spend at home. These reasons lead many families to have one child, or just give up on having children altogether.

However, some advanced countries have figured out how to deal with this problem. Stay tuned for part two of our special report where we'll find out how some countries are getting over their shrinking population problem.

#### Track 018

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

Number 1. What time of day is it?

- a. Night
- b. Evening
- c. Afternoon
- d. Morning

Number 2. According to the speaker, what is happening to the overall world population?

- a. It's shrinking
- b. It's staying the same
- c. It's growing
- d. We don't know

**Number 3.** According to the speaker, what is happening to the population in many developing countries?

- a. It's staying the same
- b. We don't know
- c. It's shrinking
- d. It's growing

**Number 4.** According to the speaker, what is happening to the population in many advanced countries?

- a. It's shrinking
- b. It's staying the same
- c. We don't know
- d. It's growing

### **Track 019**

#### **DETAILED LISTENING SECTION & QUESTIONS**

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

I'm Maya Oh, for LJF News. In part one of our special report this evening, we'll talk about the world's population.

Overall, the world's population is growing. However, much of that growth is happening in developing countries. The situation is different in countries with advanced economies. Many advanced countries – such as Germany, Japan, Singapore, the US, the UK, and South Korea, for example – have fewer babies being born each year. This is turning into a serious problem for some of these countries.

Shrinking populations are difficult for governments and citizens to deal with. As the existing population gets older, they have to be supported by younger people who work. This becomes very difficult to pull off when fewer younger people in the population are supporting more people who are older.

In many advanced countries, there aren't enough babies being born to replace the older population. Around two children per family must be born to "replace" their parents in the population. But, the average for advanced countries is only 1.68 children per family. Some countries like Japan,

South Korea, and Singapore barely average one child per household. These countries have a population crisis because this situation has been getting worse for decades.

So, why are fewer people being born in advanced countries? First, it's increasingly more difficult and expensive to get an education, a job, housing, and keep up with other costs of living. Second, people are also working more and have less time to spend at home. These reasons lead many families to have one child, or just give up on having children altogether.

However, some advanced countries have figured out how to deal with this problem. Stay tuned for part two of our special report where we'll find out how some countries are getting over their shrinking population problem.

### **Track 020**

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

**Number 1.** Which is not one of the advanced countries mentioned by the speaker?

- a. Germany
- b. South Korea
- c. The US
- d. Sweden

**Number 2.** How many children per family must be born to replace their parents in the population?

- a. Around one
- b. Around one point five
- c. Around two
- d. Around two point five

**Number 3.** Why is a shrinking population a problem for citizens and governments?

- a. It's difficult for fewer younger people in the population to support more people who are older.
- b. It's difficult for fewer older people in the population to support more people who are younger.
- c. It's easy for fewer younger people in the population to support more people who are older.
- d. It's easy for fewer older people in the population to support more people who are younger.

**Number 4.** According to the speaker, what is the average number of births per family in Japan, South Korea and Singapore?

- a. Two
- b. One point six eight
- c. Three
- d. Barely one

### **Track 021**

## **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.

Oftentimes the other word is either an adverb, as in break down, or a preposition, as in see to, or, it's a combination of both, such as look down on.

There are two easy ways to learn and understand phrasal verbs.

First, you can understand phrasal verbs by learning synonyms.

For example, "to get rid of" means to throw away. Second, you can also guess the meaning of a phrasal verb through the context of the words around it.

### **Track 022**

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

**Number 1.** This is becoming a serious problem for some of these countries. (x2)

**Number 2.** Shrinking populations are difficult for governments and citizens to fix. (x2)

**Number 3.** People work more and have less time to spend at home, so they quit having children. (x2)

**Number 4.** Advanced countries have to learn how to deal with this population problem. (x2)

**Number 5.** Younger people supporting older people becomes very difficult to do. (x2)

### **Track 023**

## **Unit 2 Population Crisis**

## **LESSON B**

## **REVIEW**

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

**Number 1.** The government cannot give up on solving the population crisis. (x2)

**Number 2.** Stay tuned for part two of our special report. (x2)

**Number 3.** We will find out some important information. (x2)

**Number 4.** We must get over the shrinking population problem. (x2)

### **Track 024**

## **SPEAKING SKILL SECTION**

### **PART A. Listen and read.**

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

Use "the" with some geographical names, including:

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

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

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

### **Track 025**

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

Look at example one.

Say "the" with the geographical name.

The Mississippi River is a river located in the United States of America.

Look at example two.

Do not say “the” with the geographical name.  
Rainbow Lake is a lake in Alaska.

### **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 our special report, we looked at how and why some advanced countries are facing a population crisis. We found out that countries like Japan and South Korea have shrinking populations, because there aren't enough babies being born into the population to replace the older generations. Reasons for low birth rates include expensive education costs, not enough work-life balance, and other high-living costs. Many countries in Europe and East Asia also have shrinking population problems, and they have to figure out how to solve this problem soon.

Perhaps looking at some of the world's other advanced countries can give us one possible answer to this population problem. Countries like Germany, the US, and the UK have birth rates below two children, which is the number of children needed to “replace,” their parents in the population. Despite barely averaging a birth rate over 1.5, these countries have growing populations. But how is that possible when fewer babies are being born each year? The answer is through immigration.

Immigrants are people who move to another country to live and work. Multicultural cities like Berlin and Hamburg in Germany, New York and Los Angeles in the US, and London and Birmingham in the UK, are places where immigrants prefer to make their new home. In doing so, they help these countries populations grow. About fourteen percent of the total population in Germany, the US, and the UK are immigrants. Japan and South Korea, by contrast, both have less than four percent of their total population made up of immigrants.

However it happens, countries with shrinking populations must figure out how to get over this problematic situation soon. Thinking outside the box can help. For LJF News, I'm Maya Oh.

### **PRACTICE BOOK**

#### **Track 109**

#### **Unit 2 Population Crisis**

##### **LESSON A DICTATION I**

##### **PART A. Listen and write the missing words.**

- Number 1.** Much of the world's population growth is happening in developing countries. (x2)  
**Number 2.** At least two children per family must be born in order to replace their parents. (x2)  
**Number 3.** This population crisis was decades in the making. (x2)

#### **Track 110**

#### **LISTENING SKILL PRACTICE**

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

- pull off (x2)  
deal with (x2)  
turn into (x2)  
figure out (x2)  
give up on (x2)

#### **Track 111**

##### **DICTATION II**

##### **PART A. Listen and write the missing words.**

- Number 1.** The situation is turning into a crisis for many countries with advanced economies. (x2)  
**Number 2.** It's becoming increasingly hard to deal with the rising costs of education and buying a home. (x2)  
**Number 3.** One way to get over this problem is immigration. (x2)

**Unit 3 – Wild Weather****STUDENT BOOK****Track 027****Unit 3 Wild Weather****LESSON A****KEY WORDS****PART A. Listen and match. Then write and say.**

- Number 1.** tornado  
**Number 2.** bloom  
**Number 3.** temperature  
**Number 4.** sandstorm  
**Number 5.** climate  
**Number 6.** moisture

**Track 028****GENERAL LISTENING SECTION & QUESTIONS****PART A. Get ready to listen.**

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

**Track 029****PART B. Read the questions below, then listen and write notes as needed.**

Welcome to the National Nature Network. I'm your host, Victoria Cruz. Tonight, we're talking about strange weather events.

Many places on Earth experience four distinct seasons each year. With each season, we can see some pretty typical changes to the environment. For example, flowers blooming in the spring, leaves changing color in the fall, and snow falling in the winter. However, not every place on Earth has four distinct seasons. The changes we see in each place depend on the climate in that area. For instance, you likely won't see very much snow in Kenya, and you won't see very many flowers bloom in Antarctica. In fact, many of the distinct weather changes we see

happening in a particular area have to do with the level of moisture in the air and the temperature.

For example, a sandstorm – also sometimes called a haboob – happens when hot, dry wind, which is blowing very quickly, sucks up large amounts of sand and carries it through the air. These storms can be extremely destructive. They transport millions of tons of sand over very long distances. Sandstorms can even travel over water. They can also be so large that they can be seen from space! In many places around the world with large deserts, such as Africa, Asia, Australia, and North America, sandstorms happen seasonally. This means that they regularly happen during a certain season every year.

Stay tuned for part two of our program on weird weather events, in which we will look at other types of storms, including some special types of tornadoes.

**Track 030****PART C. Listen, use your notes, and choose the best answer.**

**Number 1.** What time of day is the show on TV?

- a. Morning
- b. Afternoon
- c. Evening
- d. Night

**Number 2.** What is the main topic of the show?

- a. Antarctica
- b. Seasons
- c. Strange weather events
- d. Tornadoes

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

- a. Snow storms
- b. Tornadoes
- c. Seasonal storms
- d. Sandstorms

**Number 4.** Which continent is not mentioned in the TV show?

- a. Europe
- b. Africa
- c. Asia
- d. North America

### **Track 031**

#### **DETAILED LISTENING SECTION & QUESTIONS**

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

Welcome to the National Nature Network. I'm your host, Victoria Cruz. Tonight, we're talking about strange weather events.

Many places on Earth experience four distinct seasons each year. With each season, we can see some pretty typical changes to the environment. For example, flowers blooming in the spring, leaves changing color in the fall, and snow falling in the winter. However, not every place on Earth has four distinct seasons. The changes we see in each place depend on the climate in that area. For instance, you likely won't see very much snow in Kenya, and you won't see very many flowers bloom in Antarctica. In fact, many of the distinct weather changes we see happening in a particular area have to do with the level of moisture in the air and the temperature.

For example, a sandstorm – also sometimes called a haboob – happens when hot, dry wind, which is blowing very quickly, sucks up large amounts of sand and carries it through the air. These storms can be extremely destructive. They transport millions of tons of sand over very long distances. Sandstorms can even travel over water. They can also be so large that they can be seen from space! In many places around the world with large deserts, such as Africa, Asia, Australia, and North America, sandstorms happen seasonally. This means that they regularly happen during a certain season every year.

Stay tuned for part two of our program on weird weather events, in which we will look at other types of storms, including some special types of tornadoes.

### **Track 032**

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

**Number 1.** What is a common change that we can see during the spring season?

- a. Snow falling
- b. Leaves changing color
- c. Flowers blooming
- d. Sand blowing

**Number 2.** What two things affect many of the distinct weather changes we see happening in a particular area?

- a. Moisture and temperature
- b. Leaves and flowers
- c. Snow and sand
- d. Wind and distance

**Number 3.** What does the speaker say a haboob is?

- a. A tornado
- b. A sandstorm
- c. A flower
- d. A place

**Number 4.** Which statement about sandstorms is true?

- a. They do not travel long distances.
- b. They make flowers bloom.
- c. They only happen in Kenya.
- d. They can sometimes be seen from space.

### **Track 033**

#### **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, yes, and young

**Number 2.** /ai/ like in sky, supply, and buy

**Number 3.** /ay/ like in may, say, and play

**Number 4.** /ee/ like in money, anytime, and softly

**Number 5.** /i/ like in gym, hymn, and 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/ sound, the letter y usually comes at the beginning of the word, and the letter after y is usually a vowel.

In words that have the /ai/ sound, the letter y often comes at the end of the word, the letter

before y is often a consonant or a silent vowel, and sometimes y is the only vowel in the word.

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

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

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

### **Track 034**

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

typical (x2) has the /i/ sound  
A typical change in the spring, for example, is flowers blooming.

quickly (x2) has the /ee/ sound  
A sandstorm happens when hot wind, which is blowing very quickly, sucks up large amounts of sand and carries it through the air.

year (x2) has the /y/ sound  
Many places on Earth experience four distinct seasons each year.

very (x2) has the /ee/ sound  
Sandstorms transport millions of tons of sand over very long distances.

many (x2) has the /ee/ sound  
Many places around the world have large deserts, including Africa, Asia, Australia, and North America.

extremely (x2) has the /ee/ sound  
These storms can be extremely destructive.

types (x2) has the /ai/ sound  
Stay tuned for part two of our program on weird weather events, in which we will look at other types of storms.

they (x2) has the /ay/ sound

They can also be so large that they can be seen from space!

### **Track 035**

#### **Unit 3 Wild Weather**

#### **LESSON B REVIEW**

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

**Number 1.** Kenya (x2) is pronounced with the /y/ sound.

**Number 2.** dry (x2) is pronounced with the /ai/ sound.

**Number 3.** seasonally (x2) is pronounced with the /ee/ sound.

**Number 4.** regularly (x2) is pronounced with the /ee/ sound.

### **Track 036**

#### **SPEAKING SKILL SECTION**

#### **PART A. Listen and read.**

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

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

### **Track 037**

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

Look at example one.

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

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

Link the sounds together: “see” + “in” = “see → in”

Now try the example sentence: "The changes we see ↪ in each place depend on the climate in that area."

Look at example two.

The ending sound of the word "two" is the vowel sound /oo/.

The beginning sound of the word "of" is the vowel sound /o/.

Link the sounds together: "two" + "of" = "two ↪ of"

Now try the example sentence: "Stay tuned for part two ↪ of our program on weird weather events."

### **Track 038**

#### **INTEGRATE IT**

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

Welcome back to the National Nature Network. I'm your host, Victoria Cruz. In part one of tonight's program, we talked about sandstorms, also known as haboobs. Now, let's look at two more incredibly strange weather events.

First, there is the fire tornado. To see a fire tornado, two things have to happen at the same time. A fire and an air vortex. An air vortex happens when hot air quickly rises up from the ground and mixes with cooler, intense winds traveling above the ground. When this happens near a fire, a fire tornado forms. This event is typical in dry places that have seasonal wildfires, like in Australia, or the western US. Seasonal wildfires often happen during the dry months in the fall when many leaves and other plants have dried up. These fires can be very big and destructive, but luckily, fire tornadoes don't usually last a long time.

Perhaps we can even call this next weather event the opposite of a fire tornado. A water tornado, also known as a waterspout, is a tornado that forms over water. Much like its fire-breathing cousin, water tornadoes happen when warm temperatures from the ocean quickly rise and mix with the cooler and stronger winds above it. It sucks water up in a strong circular motion, and can transport it at speeds of up to

360 kilometers per hour. Sometimes, turtles, fish, and other sea life get sucked up into these water tornadoes. This happens in areas with a lot of moisture that experience a big change in temperature.

Well, that's all for tonight's program on weird weather events. We hope you've found it interesting to learn about these events and what causes them. See you next time!

### **Track 039**

#### **DO A TV SHOW**

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

Welcome back to the National Nature Network. I'm your host.

In tonight's program, we'll look at weird weather events.

Many places on Earth have four seasons and pretty typical weather.

But some places, which have a very distinct climate, can have very weird weather events.

Moisture and temperature are often two main ingredients to a weird weather event.

Sandstorms and tornadoes are examples of these events.

### **PRACTICE BOOK**

### **Track 112**

#### **Unit 3 Wild Weather**

##### **LESSON A DICTATION I**

##### **PART A. Listen and write the missing words.**

**Number 1.** There's a huge sandstorm moving across the desert. (x2)

**Number 2.** How low does the temperature get in winter? (x2)

**Number 3.** Watching the flowers bloom is my favorite springtime activity. (x2)

### Track 113

#### LISTENING SKILL PRACTICE

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

- Number 1.** many (x2)
- Number 2.** typical (x2)
- Number 3.** dry (x2)
- Number 4.** pretty (x2)
- Number 5.** quickly (x2)
- Number 6.** very (x2)
- Number 7.** they (x2)
- Number 8.** year (x2)

### Track 114

#### DICTATION II

**PART A.** Listen and write the missing words.

- Number 1.** Many places on Earth experience four distinct seasons each year. (x2)
- Number 2.** Sometimes, we can see pretty typical changes to the environment with each season. (x2)
- Number 3.** They happen when hot, dry winds blow very quickly. (x2)

## Unit 4 – Climate Change

### Track 040

#### Unit 4 Climate Change

#### LESSON A KEY WORDS

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

- Number 1.** greenhouse
- Number 2.** gas
- Number 3.** atmosphere
- Number 4.** vehicle
- Number 5.** vinyl
- Number 6.** devastation

### Track 041

#### GENERAL LISTENING SECTION & QUESTIONS

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

You will hear a speech in a government building. The speech is about climate change.

### Track 042

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

Good afternoon, members of the Ministry of Environment. Thank you for being here for my speech. Let's start by asking an important question. What is climate change? When a person drives a vehicle, like a car, that is powered by fossil fuels, like gasoline, it makes a gas called CO<sub>2</sub>. The CO<sub>2</sub> comes out of the car and floats up into the air. Because many people around the world use vehicles everyday, lots of CO<sub>2</sub> is going up into the air.

Whenever you turn on a light in your house, watch TV, use a washing machine or a computer, electricity is being used. Electricity comes from a power plant, which makes a lot of CO<sub>2</sub>. Since lots of people around the world use electricity frequently, it creates lots of CO<sub>2</sub>. There are many other things that are constantly happening around the world that also make lots of CO<sub>2</sub>. For

example, airplanes, agriculture, and industry all make tons of CO<sub>2</sub>. There are other harmful gases, besides just CO<sub>2</sub>, that humans make large amounts of on a daily basis. Together, we call these dangerous gases “greenhouse gases.”

Greenhouse gases, which we often cannot see, cover the sky like vinyl covers a greenhouse. And just like the air inside a greenhouse, the trapped air in the atmosphere becomes hotter. The Earth’s atmosphere is made up of five layers: the troposphere, stratosphere, mesosphere, thermosphere, and exosphere. Between the troposphere and stratosphere is where greenhouse gases are trapped. These hotter temperatures in the atmosphere cause serious changes to the environment. This is called climate change.

Now, that we understand what climate change is and what causes it, in the second part of my speech I will talk about the devastation it’s causing our planet and what we can do about it.

### **Track 043**

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

**Number 1.** What time of day is the speech being given?

- a. Night
- b. Morning
- c. Afternoon
- d. Evening

**Number 2.** What is the main question the speaker wants to answer?

- a. What is the best car to drive?
- b. What is the best way to get electricity?
- c. What is the atmosphere?
- d. What is climate change?

**Number 3.** According to the speaker, what are dangerous gases called?

- a. Greenhouse gases
- b. Gasoline
- c. Power plants
- d. Exospheres

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

- a. To give useful information about vehicles

- b. To warn people about the dangers of climate change
- c. To teach people about airplanes
- d. To thank people for using fossil fuels

### **Track 044**

## **DETAILED LISTENING SECTION & QUESTIONS**

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

Good afternoon, members of the Ministry of Environment. Thank you for being here for my speech. Let’s start by asking an important question. What is climate change? When a person drives a vehicle, like a car, that is powered by fossil fuels, like gasoline, it makes a gas called CO<sub>2</sub>. The CO<sub>2</sub> comes out of the car and floats up into the air. Because many people around the world use vehicles everyday, lots of CO<sub>2</sub> is going up into the air.

Whenever you turn on a light in your house, watch TV, use a washing machine or a computer, electricity is being used. Electricity comes from a power plant, which makes a lot of CO<sub>2</sub>. Since lots of people around the world use electricity frequently, it creates lots of CO<sub>2</sub>. There are many other things that are constantly happening around the world that also make lots of CO<sub>2</sub>. For example, airplanes, agriculture, and industry all make tons of CO<sub>2</sub>. There are other harmful gases, besides just CO<sub>2</sub>, that humans make large amounts of on a daily basis. Together, we call these dangerous gases “greenhouse gases.”

Greenhouse gases, which we often cannot see, cover the sky like vinyl covers a greenhouse. And just like the air inside a greenhouse, the trapped air in the atmosphere becomes hotter. The Earth’s atmosphere is made up of five layers: the troposphere, stratosphere, mesosphere, thermosphere, and exosphere. Between the troposphere and stratosphere is where greenhouse gases are trapped. These hotter temperatures in the atmosphere cause serious changes to the environment. This is called climate change.

Now, that we understand what climate change is and what causes it, in the second part of my

speech I will talk about the devastation it's causing our planet and what we can do about it.

### **Track 045**

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

**Number 1.** Which harmful gas does the speaker say comes out of vehicles?

- a. CO<sub>2</sub>
- b. Gasoline
- c. Atmosphere
- d. Agriculture

**Number 2.** Which electrical appliance is not mentioned?

- a. Computer
- b. TV
- c. Dishwasher
- d. Washing machine

**Number 3.** How many layers are there in the Earth's atmosphere?

- a. Two
- b. Three
- c. Four
- d. Five

**Number 4.** Which part of the atmosphere do greenhouse gases get trapped in?

- a. Between the thermosphere and exosphere
- b. Between the stratosphere and mesosphere
- c. Between the troposphere and stratosphere
- d. Between the thermosphere and mesosphere

### **Track 046**

#### **LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Syllabic stress in three or four-syllable words

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

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

Example 1. Gasoline (GAH-suh-leen)  
Emphasize and 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.

Example 2. Environment (en-VAI-ron-ment)  
Emphasize and stress the second syllable.

### **Track 047**

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

Atmosphere (AT-muh-sphere) (x2) has three syllables.  
Emphasize the beginning syllable.

Important (im-POR-tant) (x2) has three syllables.  
Emphasize the second syllable.

Frequently (FREE-quent-lee) (x2) has three syllables.  
Emphasize the beginning syllable.

Industry (IN-dus-tree) (x2) has three syllables.  
Emphasize the beginning syllable.

Agriculture (AG-ri-cul-tur) (x2) has four syllables.  
Emphasize the beginning syllable.

Devastation (de-vuh-STAY-shun) (x2) has four syllables.  
Emphasize the third syllable

Computer (com-PEW-ter) (x2) has three syllables.  
Emphasize the second syllable.

Troposphere (TRAH-puh-sphere) (x2) has three syllables.  
Emphasize the beginning syllable.

### **Track 048**

#### **Unit 4 Climate Change**

#### **LESSON B REVIEW**

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

**Number 1.** exosphere (EX-oh-sphere)

Emphasize the beginning syllable.

**Number 2.** environment (en-VAI-ron-ment)

Emphasize the second syllable.

**Number 3.** devastation (de-vuh-STAY-shun)

Emphasize the third syllable.

**Number 4.** computer (com-PEW-ter)

Emphasize the second syllable.

### **Track 049**

## **SPEAKING SKILL SECTION**

### **PART A. Listen and read.**

Words that have the letters “th” in them can be pronounced differently.

There are two ways a word with the letters “th” can sound.

Words that end with the letters “th” can be voiced “th” /voiced th/ (x2) or unvoiced “th” /unvoiced th/ (x2).

### **Track 050**

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

Look at example one.

Say the voiced “th” sound.

Sometimes “th” can make the “voiced th” sound, like in “this” (this) and “these” (these).

Look at example two.

Say the unvoiced “th” sound.

Sometimes “th” can make the “unvoiced th” sound, like in “bathroom” (bathroom) and “month” (month).

### **Track 051**

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

**Number 1.** Thank you (x2) Thank you for being here for my speech.

**Number 2.** Together (x2) Together, we call these dangerous gases “greenhouse gases.”

**Number 3.** Earth (x2) The Earth’s atmosphere is made up of five layers.

**Number 4.** There (x2) There are many other things that are constantly happening around the world that also make lots of CO2.

### **Track 052**

## **INTEGRATE IT**

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

Now that we know what climate change is and how humans cause it, I’ll talk about how serious the effects are and what we can do as a government, a nation, and ordinary citizens, to make a difference.

Greenhouse gasses make everything too hot. This causes extremely destructive changes to the Earth’s climate and weather conditions. For example, when it gets too hot, droughts, wildfires, and massive tropical storms happen. These tropical storms, known as cyclones, hurricanes, or typhoons – depending on where they happen – destroy plant and animal life in the ocean and on land. Furthermore, polar ice caps are melting, which is causing sea levels to rise. This causes floods and is also starting to destroy major cities, sink entire islands, and cause a lot of other environmental problems. Furthermore, CO2 and other harmful gases are not good for humans and other animals to breathe in.

Climate change has already caused a lot of devastation, and it is continuing to destroy many ecosystems. Humans are the main cause of climate change, especially through air travel, agriculture, and industry. Despite this, we can be the ones who fix it, but we must act immediately.

There are lots of things that individuals can do to create less CO2 and other greenhouse gasses. For example, ride a bicycle, walk, or use a vehicle that doesn’t make CO2. Make sure you turn off the lights and appliances in your home when you’re not using them. Use solar panels on your home instead of using electricity from the power plant.

Many people, companies, and governments may not feel the need to act immediately because the destruction of climate change happens gradually. But, if we don’t jump on it now, it’ll be too late to change later.

**PRACTICE BOOK** **Track 115****Unit 4 Climate Change****LESSON A  
VOCABULARY PRACTICE**

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

- Number 1.** vehicle (x2)
- Number 2.** gas (x2)
- Number 3.** atmosphere (x2)
- Number 4.** greenhouse (x2)
- Number 5.** vinyl (x2)
- Number 6.** devastation (x2)
- Number 7.** gasoline (x2)
- Number 8.** harmful (x2)
- Number 9.** agriculture (x2)
- Number 10.** industry (x2)

 **Track 116****DICTATION I**

**PART A. Listen and write the missing words.**

- Number 1.** You can find vinyl in lots of everyday items, such as bags and furniture. (x2)
- Number 2.** We have to reduce the amount of greenhouse gases entering the atmosphere. (x2)
- Number 3.** Cars that use gasoline are really harmful to the environment. (x2)

 **Track 117****LISTENING SKILL PRACTICE**

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

- Number 1.** atmosphere (AT-muh-sphere) (x2)
- Number 2.** important (im-POR-tant) (x2)
- Number 3.** frequently (FREE-quent-lee) (x2)
- Number 4.** industry (IN-dus-tree)(x2)
- Number 5.** agriculture (AG-ri-cul-tur) (x2)
- Number 6.** devastation (de-vuh-STAY-shun) (x2)
- Number 7.** computer (com-PEW-ter) (x2)
- Number 8.** troposphere (TRAH-puh-sphere) (x2)

 **Track 118****DICTATION II**

**PART A. Listen and write the missing words.**

- Number 1.** Driving cars frequently is bad for the environment. (x2)
- Number 2.** Can you tell me more about the troposphere? (x2)
- Number 3.** How can we make industry and agriculture more environmentally friendly? (x2)

## Unit 5 – Rising Temperatures

### STUDENT BOOK

#### Track 053

### Unit 5 Rising Temperatures

#### LESSON A

#### KEY WORDS

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

- Number 1.** record  
**Number 2.** agency  
**Number 3.** gather  
**Number 4.** research  
**Number 5.** exception  
**Number 6.** resource

#### Track 054

#### GENERAL LISTENING SECTION & QUESTIONS

#### PART A. Get ready to listen.

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

#### Track 055

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

Good afternoon, everyone. Thank you all for being here to listen to my presentation today. The topic of my presentation is global warming. First, I'm going to show you a graph, which gives data about rising temperatures around the globe. At the end of my presentation, you should understand just how quickly this problem is occurring.

As you know, there are different scientific agencies and organizations around the world. Some examples are NASA (National Aeronautics and Space Administration) and NOAA (National Oceanic and Atmospheric Administration) in the US, JMA (Japan Meteorological Agency) in Japan, and others in different countries. Many of them study and record temperatures in the atmosphere, on land, and in the ocean. They

take this information and share it with one another. They use a variety of tools to gather this information, such as weather balloons and satellites. Entire research teams dedicate lots of time, energy, and other resources in order to keep track of the Earth's temperature.

This graph shows the average global temperature on the y-axis. On the x-axis, we can see all the years since 1950. We can notice something interesting by looking at this information. Since the 1950's, when humans started using more fossil fuels, the average global temperature has been rising, especially in the past thirty years or so. We can see that the world is getting hotter at a faster rate than in the past. In fact, eighteen of the nineteen hottest years have all occurred since 2001. This means that nearly every single year, we're having new records of high temperatures. The only exception is in 1998, which as you can see, is not that far off from 2001.

In the second part of my presentation, I'll give you more data about global warming and climate change.

#### Track 056

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

**Number 1.** What time of day is the presentation being given?

- a. Morning
- b. Afternoon
- c. Evening
- d. Night

**Number 2.** Why is the speaker showing a graph?

- a. To show information about the world
- b. To show information about their presentation
- c. To show information about global warming
- d. To show information about the ocean

**Number 3.** What does the graph tell us has been happening since 1950?

- a. The world's temperature has remained the same.
- b. The world's temperature has been going up.
- c. The world's temperature has been going down.

d. The world's temperature went up and then down again.

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

- a. Serious
- b. Angry
- c. Happy
- d. Sick

### **Track 057**

## **DETAILED LISTENING SECTION & QUESTIONS**

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

Good afternoon, everyone. Thank you all for being here to listen to my presentation today. The topic of my presentation is global warming. First, I'm going to show you a graph, which gives data about rising temperatures around the globe. At the end of my presentation, you should understand just how quickly this problem is occurring.

As you know, there are different scientific agencies and organizations around the world. Some examples are NASA (National Aeronautics and Space Administration) and NOAA (National Oceanic and Atmospheric Administration) in the US, JMA (Japan Meteorological Agency) in Japan, and others in different countries. Many of them study and record temperatures in the atmosphere, on land, and in the ocean. They take this information and share it with one another. They use a variety of tools to gather this information, such as weather balloons and satellites. Entire research teams dedicate lots of time, energy, and other resources in order to keep track of the Earth's temperature.

This graph shows the average global temperature on the y-axis. On the x-axis, we can see all the years since 1950. We can notice something interesting by looking at this information. Since the 1950's, when humans started using more fossil fuels, the average global temperature has been rising, especially in the past thirty years or so. We can see that the world is getting hotter at a faster rate than in the past. In fact, eighteen of the nineteen hottest years have all occurred since 2001. This means

that nearly every single year, we're having new records of high temperatures. The only exception is in 1998, which as you can see, is not that far off from 2001.

In the second part of my presentation, I'll give you more data about global warming and climate change.

### **Track 058**

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

**Number 1.** What does the speaker say everyone should understand by the end of the presentation?

- a. Why the problem is happening
- b. Where the problem is happening
- c. When the problem started
- d. How quickly the problem is happening

**Number 2.** Which agency is not mentioned by the speaker?

- a. NASA
- b. UN
- c. NOAA
- d. JMA

**Number 3.** What is on the y-axis of the graph?

- a. The years since 1950
- b. The global agencies
- c. The average global temperature
- d. The research teams

**Number 4.** What year does the speaker say was an exception?

- a. 1918
- b. 1950
- c. 1998
- d. 2001

### **Track 059**

## **LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing linked words

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

For example:

**Number 1.** “problem” + “is” = “problem ↪ is”

**Number 2.** “some” + “examples” + “are” = “some ↪ examples ↪ are”

### **Track 060**

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

**Number 1.** The topic of my presentation ↪ is global warming. (x2)

**Number 2.** Many of them study and record temperatures ↪ in the atmosphere, on land, and ↪ in the ocean. (x2)

**Number 3.** They take this ↪ information ↪ and share ↪ it with one another. (x2)

**Number 4.** We can see something interesting by looking at this information. (x2)

**Number 5.** This means that nearly every single year, we’re having new records of high temperatures. (x2)

**Number 6.** At the end ↪ of my presentation, you should ↪ understand just how quickly this problem ↪ is occurring. (x2)

### **Track 061**

#### **Unit 5 Rising Temperatures**

#### **LESSON B REVIEW**

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

**Number 1.** At the end of my presentation, you should understand that temperatures around the world are quickly rising. (x2)

**Number 2.** Agencies and organizations from around the world collect this information and share it. (x2)

### **Track 062**

#### **SPEAKING SKILL SECTION PART A. Listen and read.**

Every syllable has at least one vowel.

Sometimes there is a silent (X) syllable in the middle of a word.

Do not say this vowel sound.

When you say these words, don’t say the “e” sound before the “r” sound in the middle of the word.

### **Track 063**

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

Look at example one.

Say all of the syllables. How many syllables are there?

“e-ve-ry-one” (x2)

There are 4 syllables.

Now, don’t say the “e” sound before the “r” sound in the middle of the word.

How many syllables are there now?

“e-vry-one”

There are now 3 syllables.

Now try the example sentence: “Good afternoon, evXryone.”

Look at example two.

Say all of the syllables. How many syllables are there?

“dif-fer-rent” (x2)

There are three syllables.

Now, don’t say the “e” sound before the “r” sound in the middle of the word.

How many syllables are there now?

“diff-rent”

There are now two syllables.

Now try the example sentence: “As you know, there are diffXrent scientific agencies and organizations around the world.”

### **Track 064**

#### **INTEGRATE IT**

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

In part one of my presentation, we looked at a graph and learned that the average global temperature has been rising. In fact, this is occurring at a higher rate than in the past.

So, how much hotter is the Earth getting every year? This graph shows that since about the year 1990, the average global temperature has increased from 0.15 degrees to 0.2 degrees Celsius every decade. Once again, we can see that things are getting hotter much faster than they have in the past.

You might look at all this information that's been recorded and ask, "What's the big deal? It's just a few degrees. The temperature goes up and down all the time." But remember, these are global numbers. The temperature is very different locally. For example, it's a lot hotter in Saudi Arabia than in Alaska, right? What the global numbers tell us is that it's quickly getting hotter everywhere. This is a problem, as we can see by looking at the next chart.

What this shows us is that rapidly rising temperatures are making stronger and more destructive cyclones, hurricanes, and typhoons. What we can see is that as global temperatures rise, these storms are becoming stronger and stronger. Many scientists believe these storms are getting stronger because of the rising sea levels, which is caused by the greenhouse effect melting polar ice caps. Higher sea levels mean that more water is being gathered and transported by these storms. It's almost like adding more wood to a fire. The more that is added, the bigger and stronger it will become.

Consider the data I've just shown to you on these charts and graphs. Think about the warnings from all the agencies and organizations around the world, too. We need to do something now! Thank you for listening to my presentation.

**Track 065**

**DO A PRESENTATION**

**PART B. Work with a partner. Understand the context in part A. Then listen to the**

**presentation, repeat, and fill in the blanks.**

Good afternoon, everyone. Thank you all for being here to listen to my presentation.

Today I will show you a graph.

It has information about rising global temperatures.

The information has been gathered and recorded by many agencies around the world.

This information comes from years of research.

**PRACTICE BOOK**

**Track 119**

**Unit 5 Rising Temperatures**

**LESSON A  
DICTATION I**

**PART A. Listen and write the missing words.**

**Number 1.** At the end of my presentation, you should understand just how quickly this problem is occurring. (x2)

**Number 2.** As you know, there are different scientific agencies and organizations around the world. (x2)

**Number 3.** Many of them study and record temperatures in the atmosphere. (x2)

**Track 120**

**LISTENING SKILL PRACTICE**

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

**Number 1.** talk → about (x2)

**Number 2.** something → interesting (x2)

**Number 3.** some → examples → are (x2)

**Number 4.** share → it (x2)

**Number 5.** looking → at (x2)

**Number 6.** this → information (x2)

**Track 121**

**DICTATION II**

**PART A. Listen and write the missing words.**

**Number 1.** We can see something → interesting by looking → at this → information. (x2)

**Number 2.** Some → examples → are NASA and NOAA in the US. (x2)

**Number 3.** I'm going to talk → about global warming. (x2)

**Unit 6 – Screen Time****STUDENT BOOK****Track 066****Unit 6 Screen Time****LESSON A  
KEY WORDS****PART A. Listen and match. Then write and say.**

**Number 1.** recommendation

**Number 2.** expert

**Number 3.** accomplish

**Number 4.** result

**Number 5.** task

**Number 6.** survey

**Track 067****GENERAL LISTENING SECTION &  
QUESTIONS****PART A. Get ready to listen.**

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

**Track 068****PART B. Read the questions below, then  
listen and write notes as needed.**

Welcome to the Human Health Network. In tonight's program, we'll learn about the results of a fascinating new survey.

Humans should sleep about eight hours per day. This means we're usually only awake for sixteen hours. In those sixteen hours, most of us need to go to school, go to work, or we have a daily routine of tasks that we need to spend time on in order to accomplish. We also spend time going to and from different places. Furthermore, we spend time eating, showering, and doing other necessary things to take care of ourselves. So, it's fair to say that on average, most of us only have a few hours of free time during the day. Many people like to spend their free time online, but how much is too much?

Recommendations from medical experts, who have studied this topic, suggest how much time we should spend online. Since there are a variety of different ways to spend time online – including using PC's, laptops, tablets, and smartphones – they simply call it “screen time.” The recommendations are different depending on a person's age, and they do not include time spent online for work or school-related reasons. So, what are those recommendations? Well, as you can see in this bar graph, it's recommended that very young children from the ages of two to five should only have about one hour of screen time per day. Children from the ages of five to nineteen need to limit their screen time to just two hours a day.

These are the recommendations, but how much time do kids actually spend online each day? According to recent surveys, American kids between the ages of eight to nineteen spend more than seven hours online per day, on average. Stay tuned to learn more details about these fascinating survey results.

### **Track 069**

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

**Number 1.** According to the speaker, how many hours of sleep should people get each day?

- a. Two
- b. Seven
- c. Eight
- d. Sixteen

**Number 2.** What does the speaker say a lot of people like to do in their free time?

- a. Sleep
- b. Eat
- c. Shower
- d. Go online

**Number 3.** What is not included in the recommendations for screen time per day?

- a. Time spent online for school or work-related reasons
- b. Time spent online using tablets and smartphones
- c. Time spent online by children aged 2 to 5
- d. Time spent online by medical experts

**Number 4.** What is the main point of this TV show?

- a. To prevent people from using the internet
- b. To sell new smartphones and tablets
- c. To give people useful information
- d. To teach people how to use the internet

### **Track 070**

## **DETAILED LISTENING SECTION & QUESTIONS**

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

Welcome to the Human Health Network. In tonight's program, we'll learn about the results of a fascinating new survey.

Humans should sleep about eight hours per day. This means we're usually only awake for sixteen hours. In those sixteen hours, most of us need to go to school, go to work, or we have a daily routine of tasks that we need to spend time on in order to accomplish. We also spend time going to and from different places. Furthermore, we spend time eating, showering, and doing other necessary things to take care of ourselves. So, it's fair to say that on average, most of us only have a few hours of free time during the day. Many people like to spend their free time online, but how much is too much?

Recommendations from medical experts, who have studied this topic, suggest how much time we should spend online. Since there are a variety of different ways to spend time online – including using PC's, laptops, tablets, and smartphones – they simply call it “screen time.” The recommendations are different depending on a person's age, and they do not include time spent online for work or school-related reasons. So, what are those recommendations? Well, as you can see in this bar graph, it's recommended that very young children from the ages of two to five should only have about one hour of screen time per day. Children from the ages of five to nineteen need to limit their screen time to just two hours a day.

These are the recommendations, but how much time do kids actually spend online each day? According to recent surveys, American kids

between the ages of eight to nineteen spend more than seven hours online per day, on average. Stay tuned to learn more details about these fascinating survey results.

### **Track 071**

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

**Number 1.** Which daily routine is not mentioned by the speaker?

- a. Eating
- b. Showering
- c. Going to school
- d. Getting dressed

**Number 2.** What do the recommendations for screen time depend on?

- a. How much free time a person has
- b. How old a person is
- c. How well a person is doing in school
- d. Where a person works

**Number 3.** According to medical experts, how much time should a high-school student spend online?

- a. One hour
- b. Two hours
- c. Three hours
- d. Seven hours

**Number 4.** How much time does the speaker say American teens spend online on average?

- a. One hour
- b. Two hours
- c. Seven hours
- d. Eight hours

### **Track 072**

#### **LISTENING SKILL SECTION**

**PART A. Listen and understand.**

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

**Number 1.** “people” + “like” = “people ↪ like”

**Number 2.** “from” + “medical” = “from ↪ medical”

### **Track 073**

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

**Number 1.** In tonight's program, we'll ↪ learn about the results of a fascinating new survey. (x2)

**Number 2.** Recommendations from ↪ medical experts, who have studied this topic, suggest how much time we should spend online. (x2)

**Number 3.** Children from the age of five to nineteen ↪ need to limit their screen time to just ↪ two hours a day. (x2)

**Number 4.** Furthermore, we spend time eating, showering, and ↪ doing other necessary things to take ↪ care of ourselves. (x2)

**Number 5.** Many people ↪ like to spend their free time online, but how much is too much? (x2)

**Number 6.** American kids between the ages of eight ↪ to nineteen spend more than seven hours online per day, on average. (x2)

### **Track 074**

#### **Unit 6 Screen Time**

#### **LESSON B REVIEW**

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

**Number 1.** People like to spend time online, but they need to take care of themselves too by spending time doing necessary things. (x2)

**Number 2.** Recommendations from medical experts show us that young people should only spend about two hours online everyday. (x2)

### **Track 075**

#### **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. The ending “ed” can be pronounced like “t,” “d” or “id.”

### **Track 076**

#### **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 marked.

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

Look at example three.  
Say the correct “ed” sound.  
Sometimes “ed” can make the “id” sound, like in the word divided.

### **Track 077**

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

**Number 1.** We hope that the survey results helped you think more about how much time you spend online.

**Number 2.** Many teens are worried about how much time they spend online.

**Number 3.** It’s recommended that young children between the ages of two and five only have about one hour of screen time per day.

**Number 4.** Stay tuned to learn more details about these fascinating survey results.

### **Track 078**

#### **INTEGRATE IT**

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

Welcome back to the Human Health Network. In part one of tonight’s program, we saw that young people should only spend about two hours online every day. However, survey results show that many kids, ages eight and up, are actually online almost four times that amount.

Here are some more surprising results from the survey. Many teens themselves are worried about how much time they spend online. Ninety percent of teens agreed that spending too much time online is a problem. And of them, 60 percent said it’s a “serious problem,” as you can see on this pie chart. Fifty-four percent of teens said that they think they spend too much time online. So, over half of teens know they have a problem. But, the problem is more serious than just wasting time online. Psychological studies show that too much screen time can disrupt sleep, cause depression, and increase obesity.

To fix the problem, we have to start by understanding our routines. Another result from the survey showed that 44 percent of teens check their phone as soon as they wake up. Instead of doing this, try to change your daily routine. Medical experts recommend checking your phone after you’ve washed your face, gotten dressed, had breakfast, and brushed your teeth. They say to do necessary tasks first. Set daily goals, and try not to have any screen time until those goals are accomplished. Parents also need to change. Another result shows that 51 percent of teens said they think their parents spend too much time online. So, it’s fair to say that there should be a family effort to reduce screen time.

We hope that the survey results helped you think more about how much time you spend online. You can learn more by visiting our website. See you next week for our program on the Human Health Network.

### **PRACTICE BOOK**

### **Track 122**

#### **Unit 6 Screen Time**

##### **LESSON A DICTATION I**

##### **PART A. Listen and write the missing words.**

**Number 1.** Most of us have a daily routine or tasks that we need to spend some time on every day to accomplish. (x2)

**Number 2.** Medical experts, who have studied this topic, suggest how much time we should spend online. (x2)

**Number 3.** Their recommendations vary depending on a person's age. (x2)

### Track 123

#### LISTENING SKILL PRACTICE

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

**Number 1.** we'll → learn (x2)

**Number 2.** take → care (x2)

**Number 3.** and → doing (x2)

**Number 4.** people → like (x2)

**Number 5.** some → more (x2)

**Number 6.** reduce → screen time (x2)

### Track 124

#### DICTATION II

**PART A.** Listen and write the missing words.

**Number 1.** In tonight's program, we'll → learn about the results of a fascinating new survey. (x2)

**Number 2.** Many people → like to spend their free time online (x2)

**Number 3.** Everyone should make an effort to reduce → screen time each day. (x2)

## Unit 7 – The Fitness Club

### STUDENT BOOK

### Track 079

#### Unit 7 The Fitness Club

#### LESSON A KEY WORDS

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

**Number 1.** membership

**Number 2.** gym

**Number 3.** improve

**Number 4.** intelligence

**Number 5.** trainer

**Number 6.** exercise

### Track 080

#### GENERAL LISTENING SECTION & QUESTIONS

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

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

### Track 081

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

Hey there, it's Thomas from POW Fitness Club! I want you to come down to the gym RIGHT NOW and sign up for a membership! Lots of people say they are too busy, but did you know that exercise isn't just good for your body, it also makes you smarter and happier? Remember, it's so important to take care of your health!

Working out raises your heart rate and increases blood flow to your brain. Studies show that exercising releases chemicals in your brain that make you feel happier. Also, the increased blood flow to your brain helps improve memory and therefore your ability to learn things. Furthermore, after a hard workout, you eat and sleep much better. Eating and sleeping are also very

important to keep up your levels of happiness and intelligence.

So if you want to do well at school, work, and in life, you should go to the gym and exercise! And this winter, we're offering a 25% off discount for new memberships! So, there is no need to save up!

In addition to being healthier, happier, and stronger, another great thing about POW Fitness Club is that we offer group classes. You can make new friends while working out, and also improve your mental and physical health together. We have spinning, boot camp, yoga, Pilates, cross training, and other types of classes. You can call, go online to our website, or hop on over to the gym and talk to one of our friendly personal trainers.

So, come down to POW right now, get a membership, and improve your life!

### **Track 082**

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

**Number 1.** Where does the speaker work?

- a. A classroom
- b. A gym
- c. A hospital
- d. A school

**Number 2.** According to the speaker, what three things is exercise good for?

- a. Physical health, saving money, and intelligence
- b. Happiness, saving money, and intelligence
- c. Physical health, happiness, and intelligence
- d. Happiness, making friends, and intelligence

**Number 3.** How does the speaker say you can make new friends?

- a. By exercising more
- b. By being happier
- c. By being more intelligent
- d. By taking a group class

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

- a. He's selling something
- b. He's making friends
- c. He's teaching a class

d. He's warning people

### **Track 083**

## **DETAILED LISTENING SECTION & QUESTIONS**

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

Hey there, it's Thomas from POW Fitness Club! I want you to come down to the gym RIGHT NOW and sign up for a membership! Lots of people say they are too busy, but did you know that exercise isn't just good for your body, it also makes you smarter and happier? Remember, it's so important to take care of your health!

Working out raises your heart rate and increases blood flow to your brain. Studies show that exercising releases chemicals in your brain that make you feel happier. Also, the increased blood flow to your brain helps improve memory and therefore your ability to learn things. Furthermore, after a hard workout, you eat and sleep much better. Eating and sleeping are also very important to keep up your levels of happiness and intelligence.

So if you want to do well at school, work, and in life, you should go to the gym and exercise! And this winter, we're offering a 25% off discount for new memberships! So, there is no need to save up!

In addition to being healthier, happier, and stronger, another great thing about POW Fitness Club is that we offer group classes. You can make new friends while working out, and also improve your mental and physical health together. We have spinning, boot camp, yoga, Pilates, cross training, and other types of classes. You can call, go online to our website, or hop on over to the gym and talk to one of our friendly personal trainers.

So, come down to POW right now, get a membership, and improve your life!

### **Track 084**

**PART B. Listen, use your notes, and choose**

**the best answer.**

**Number 1.** Why does the speaker want people to come to the gym?

- a. To become healthier
- b. To become happier
- c. To become smarter
- d. To buy a membership

**Number 2.** How does exercise help make you smarter?

- a. It increases blood flow to the brain
- b. It releases chemicals
- c. It makes you get more sleep
- d. It helps you to eat better

**Number 3.** How much is the winter discount on a membership?

- a. 5% off
- b. 10% off
- c. 20% off
- d. 25% off

**Number 4.** Which group class is not mentioned?

- a. Yoga
- b. Spinning
- c. Boxing
- d. Cross training

### **Track 085**

## **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.

Oftentimes, the other word is either an adverb, as in build up, or a preposition, as in look into, or it's 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 find out" means to learn.

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

### **Track 086**

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

**Number 1.** I want you to come to the gym right now. (x2)

**Number 2.** Register for a membership! (x2)

**Number 3.** Exercising raises your heart rate. (x2)

**Number 4.** So, there is no need to save! (x2)

**Number 5.** You can call, go online to our website, or travel to the gym. (x2)

### **Track 087**

## **Unit 7 The Fitness Club**

### **LESSON B REVIEW**

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

**Number 1.** Do you have a question that I can help you out with? (x2)

**Number 2.** Come on down to the gym. (x2)

**Number 3.** We'll get you all set up! (x2)

**Number 4.** I'll head over there after work, at around 6:30 PM. (x2)

### **Track 088**

## **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 "s," "z," or "iz."

### **Track 089**

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

Look at example one.

Say the correct "s" sound.

Sometimes "s" can make the "s" sound, like in the word ships.

Look at example two.

Say the correct "s" sound.

Sometimes "s" can make the "z" sound, like in the word things.

Look at example three.  
Say the correct “s” sound.  
Sometimes “s” can make the “iz” sound, like in  
the word releases.

### **Track 090**

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

**Number 1.** Working out increases blood flow to  
your brain. (x2)

**Number 2.** Talk to one of our friendly personal  
trainers. (x2)

**Number 3.** Exercise is good for your body, and  
makes you smarter and happier. (x2)

**Number 4.** We offer group classes. (x2)

### **Track 091**

#### **INTEGRATE IT**

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

A: Hello, POW Fitness Club. This is personal  
trainer Thomas speaking. How may I assist you  
today?

B: Hello, Thomas. My name is Angie. I'm calling  
because I saw an advertisement on TV about  
your gym.

A: Oh, yeah! That's right. Do you have a question  
that I can help you out with?

B: Yes, actually. In the advertisement, it says  
there's a 25% off winter discount for new  
members. Is that correct?

A: It sure is. That discount is from November until  
December 31st though, so you'd have to get a  
membership before the end of the year.

B: Oh, I see. So, with the 25% off special winter  
price, how much is it for a membership?

A: Well, the 25% off price is for a six-month  
membership, and with the discount included, it's  
\$262.50. Also, it's extra if you want to take an  
exercise class, like spinning, yoga, or something  
else.

B: Oh, I see. What about a year membership?  
How much is that?

A: I'm glad you asked. We are offering another  
special winter discount price going on for new  
members. If you sign up for a year membership  
we'll give you a 50% off discount. With the  
discount included, the membership price is \$500  
dollars. On top of that, you also get to try two free  
group classes of your choice!

B: Wow! Sounds great. I think I'd like to sign up  
for the year membership.

A: Great. Come on down to the gym and we'll get  
you all set up!

B: OK. I'll head over there after work at around  
6:30 PM, is that OK?

A: Sure thing! See you then. Bye.

B: Bye.

### **Track 092**

#### **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: Hello, this is a personal trainer at POW  
Fitness Club. How may I assist you today?

B: Hello. I'm calling because I saw an  
advertisement on TV about your gym.

A: That's right. Do you have a question that I can  
help you out with?

B: Yes, actually. The advertisement said there's a  
winter special with 25% off a membership price.  
So, with the discount, how much is the total price?

### **PRACTICE BOOK**

### **Track 125**

#### **Unit 7 The Fitness Club**

##### **LESSON A DICTATION I**

**PART A. Listen and write the missing words.**

**Number 1.** Come get a new membership at the gym now! (x2)

**Number 2.** Did you know that exercise isn't just good for your body? (x2)

**Number 3.** It also makes you more intelligent! (x2)

**Track 126****LISTENING SKILL PRACTICE**

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

come down (x2)

sign up (x2)

work out (x2)

save up (x2)

hop on over (x2)

**Track 127****DICTATION II**

**PART A. Listen and write the missing words.**

**Number 1.** Working out raises your heart rate. (x2)

**Number 2.** So, there is no need to save up! (x2)

**Number 3.** You can call, go online to our website, or hop on over to the gym. (x2)

**Unit 8 – Smart Work Out****STUDENT BOOK****Track 093****Unit 8 Smart Work Out****LESSON A  
KEY WORDS**

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

**Number 1.** technology

**Number 2.** overwhelming

**Number 3.** frequency

**Number 4.** benefit

**Number 5.** habit

**Number 6.** skip

**Track 094****GENERAL LISTENING SECTION &  
QUESTIONS**

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

You will hear a podcast online.

The podcast is about health and technology.

**Track 095**

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

Hey guys, it's me, Paul. Welcome back to the Fit-Tech Forever Podcast, where each week we talk about how to be strong and smart. This week, we're going to talk about health and the benefits of wearable technology.

The things we need to do for our health must be done at different frequencies. For example, brushing our teeth, drinking water, and eating, must be done multiple times per day. Exercise should be daily, a few times per week, or just weekly, depending on the intensity of the exercise, how active your life outside the gym is, and other things. Washing clothes, cleaning the house, and stuff like that should be done every week or two. Going to the doctor and dentist

should happen once a year or so. You get the idea! But, keeping track of all this can get a little overwhelming at times. It's easy to procrastinate, doing some of these healthy habits, or even to just simply forget about them.

You can ensure that you're not skipping any of the healthy habits you want to keep by setting daily, weekly, and monthly reminders on your phone. This will help you keep track of healthy habits at the correct frequency. You can also use apps to help track information about your level of activity, diet, fitness progress and goals, and other information related to your health. You can also use wearable technology, like a smart watch, to help you keep track of your fitness progress. Your smart watch can track a lot of information that can help you to stay healthy.

In part two of today's podcast, I will talk to my friend, Sue, who recently started using a smart watch. We'll find out how it helped her!

### **Track 096**

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

**Number 1.** What is the topic of this weekly podcast?

- a. How to be strong and smart
- b. How to be smart with technology
- c. How to be strong and fit
- d. How to be healthy and different

**Number 2.** How often does the speaker say people should exercise?

- a. Daily, weekly, or monthly
- b. Daily, a few times per week, or weekly
- c. A few times per week, weekly, or monthly
- d. Weekly, monthly, or yearly

**Number 3.** What does the speaker say can help people to be healthier?

- a. Going to the doctor
- b. Drinking more water
- c. Using technology
- d. Listening to podcasts

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

- a. To teach people about ways to be healthy
- b. To warn people about the dangers of gyms

- c. To sell people something
- d. To thank people for listening

### **Track 097**

## **DETAILED LISTENING SECTION & QUESTIONS**

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

Hey guys, it's me, Paul. Welcome back to the Fit-Tech Forever Podcast, where each week we talk about how to be strong and smart. This week, we're going to talk about health and the benefits of wearable technology.

The things we need to do for our health must be done at different frequencies. For example, brushing our teeth, drinking water, and eating, must be done multiple times per day. Exercise should be daily, a few times per week, or just weekly, depending on the intensity of the exercise, how active your life outside the gym is, and other things. Washing clothes, cleaning the house, and stuff like that should be done every week or two. Going to the doctor and dentist should happen once a year or so. You get the idea! But, keeping track of all this can get a little overwhelming at times. It's easy to procrastinate, doing some of these healthy habits, or even to just simply forget about them.

You can ensure that you're not skipping any of the healthy habits you want to keep by setting daily, weekly, and monthly reminders on your phone. This will help you keep track of healthy habits at the correct frequency. You can also use apps to help track information about your level of activity, diet, fitness progress and goals, and other information related to your health. You can also use wearable technology, like a smart watch, to help you keep track of your fitness progress. Your smart watch can track a lot of information that can help you to stay healthy.

In part two of today's podcast, I will talk to my friend, Sue, who recently started using a smart watch. We'll find out how it helped her!

### **Track 098**

**PART B. Listen, use your notes, and choose**

**the best answer.**

**Number 1.** According to the speaker, how often should you drink water?

- a. Multiple times per day
- b. Daily
- c. Weekly
- d. Monthly

**Number 2.** According to the speaker, what does the frequency of a person's workouts depend on?

- a. Their clothes
- b. How they feel
- c. What they ate for breakfast
- d. The intensity of their workouts

**Number 3.** What does the speaker say can be overwhelming?

- a. Going to the doctor
- b. Cleaning the house
- c. Keeping track of healthy habits
- d. Eating breakfast

**Number 4.** What is not mentioned by the speaker as one of the things that can help people have healthier habits?

- a. Smartphones
- b. Computers
- c. Smart watches
- d. Apps

### **Track 099**

## **LISTENING SKILL SECTION**

### **PART A. Listen and understand.**

Hearing linked words

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

For example:

**Number 1.** "where" + "each" = "where ↪ each"

**Number 2.** "track" + "a" + "lot" + "of" = "track ↪ a ↪ lot ↪ of"

### **Track 100**

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

**Number 1.** This week, we're going to talk ↪ about health and the benefits ↪ of wearable technology. (x2)

**Number 2.** The things we need to do for ↪ our health must be done ↪ at different frequencies. (x2)

**Number 3.** Exercise can be daily, a few times per week, or just weekly, depending ↪ on the intensity of the exercise. (x2)

**Number 4.** It's ↪ easy to procrastinate doing some ↪ of these healthy habits. (x2)

**Number 5.** This will help you keep track of healthy habits ↪ at the correct frequency. (x2)

**Number 6.** This can help you keep track ↪ of your fitness progress. (x2)

### **Track 101**

## **Unit 8 Smart Workout**

### **LESSON B REVIEW**

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

**Number 1.** Technology can help make sure you're not skipping any of the healthy habits you want to keep by setting reminders on your phone. (x2)

**Number 2.** This will help you keep track of healthy habits at the correct frequency, and track information about your level of activity. (x2)

### **Track 102**

## **SPEAKING SKILL SECTION**

### **PART A. Listen and read.**

We can use the word "just" to make what we say stronger or weaker.

When we use the word "just" to make what we say stronger, it can be a synonym for "very" or "really."

When we use the word “just” to make what we say softer or weaker, it can be a synonym for “only” or “simply.”

### **Track 103**

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

Look at example one.

We can use “just” to mean “very” or “really” to make the meaning in a sentence a little bit stronger.

Now try the example sentence.

That’s just incredible!

Look at example two.

We can use “just” to mean “only” or “simply” to make the meaning in a sentence a little bit softer or weaker.

Now try the example sentence.

You can exercise daily or just weekly, depending on the intensity of the exercise.

### **Track 104**

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

**Number 1.** In the past, when I got tired, I would just forget to keep my healthy habits. (x2)

**Number 2.** It’s just amazing how technology can help you exercise. (x2)

**Number 3.** I just exercise once a month. (x2)

**Number 4.** I just love my new smart watch! (x2)

### **Track 105**

#### **INTEGRATE IT**

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

A: Welcome back to the Fit-Tech Forever Podcast. I’m here with my guest, Sue. Hi, Sue!

B: Hi, Paul.

A: So, I understand that you recently started using wearable technology to help you keep track of your health. Tell our listeners about your experience.

B: Right, so, I’d been trying to get in shape for a few years. But, the same thing would always happen. I would sign up for a new membership at a gym, start working out, but then I’d get busy with work, or something else would happen. Things in life would just get overwhelming. I would just skip a few workouts, and then just give up exercising altogether.

A: I’m sure many of our listeners have had the same experience before. So, what changed for you?

B: About six months ago, my old smartphone broke, so I went down to the store to pick out a new phone. Then the salesman told me about a smartphone that comes with a smart watch.

A: Uh-huh. Then what?

B: So, I asked him what the smart watch can do. He said that it has a lot of benefits for people who exercise. He showed me how the smart watch can track how many steps I take each day, how far and fast I run, my heart rate, how long I sleep, and more. He even showed me data from his own smart watch and said how the technology helped him to lose some weight.

A: Wow. What a good salesman!

B: Haha! I know, right? So, yeah, I decided to get the smart watch and it’s been really great so far. It helps me monitor all of my activity and keeps track of my healthy habits. I’ve managed to lose a few kilograms, sleep more, and I just feel wonderful now!

A: Well, there you have it, folks. Remember, it’s not just about working out harder, you have to work out smarter, too. Until next week, I’m Paul. See ya!

### **PRACTICE BOOK**

### **Track 128**

#### **Unit 8 Smart WorkOut**

#### **LESSON A VOCABULARY PRACTICE**

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

skipping any of the healthy habits you want to keep by using technology. (x2)

- Number 1. reminder (x2)
- Number 2. intensity (x2)
- Number 3. benefit (x2)
- Number 4. habit (x2)
- Number 5. technology (x2)
- Number 6. active (x2)
- Number 7. procrastinate (x2)
- Number 8. overwhelming (x2)
- Number 9. skip (x2)
- Number 10. frequency (x2)

**Track 129**

**DICTATION I**

**PART A. Listen and write the missing words.**

- Number 1. There are many benefits of using wearable technology. (x2)
- Number 2. We need to keep healthy habits that must be done at different frequencies. (x2)
- Number 3. It's important not to skip anything, even if things are overwhelming at times. (x2)

**Track 130**

**LISTENING SKILL PRACTICE**

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

- Number 1. talk → about (x2)
- Number 2. benefits → of (x2)
- Number 3. skipping → any (x2)
- Number 4. forget → about (x2)
- Number 5. some → of (x2)
- Number 6. can → ensure (x2)

**Track 131**

**DICTATION II**

**PART A. Listen and write the missing words.**

- Number 1. This week, we're going to talk about the benefits of wearable technology. (x2)
- Number 2. It's easy to procrastinate doing some of these healthy habits, or even to just simply forget about them. (x2)
- Number 3. You can ensure that you're not