# Integrate Listening & Speaking Building 3 Transcript

## Unit 1 – The Written Word

**STUDENT BOOK**

**Track 002**

**Unit 1 The Written Word**

**LESSON A**
**KEY WORDS**

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

**Number 1.** innovative
**Number 2.** literacy
**Number 3.** advancement
**Number 4.** function
**Number 5.** printing press
**Number 6.** mass production

**Track 003**

**GENERAL LISTENING**
**SECTION & QUESTIONS**

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

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

**Track 004**

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

Welcome to the Human History Network. I'm your host, Danielle Alvarez. In tonight's program, we'll look at one of the most important inventions in human history and discuss how it has changed human society.

Imagine if you lived in a world in which only the rich and powerful could read and write. What would it be like if you did not have access to books or the internet? Even if you were given access to these things, you likely wouldn't know how to read or use the World Wide Web. You wouldn't be able to communicate with people by writing letters, either. The world would be a very different place, and not in a good way.

A world in which only the rich and powerful could read and write actually used to exist a long time ago. This is somewhat similar to how society functioned in medieval Europe. However, there was one innovative thinker, named Johannes Gutenberg, who would change all of that with one of the greatest inventions ever. He created the Gutenberg printing press. This machine allowed people to print different letters, books, and other texts. The mass production of books helped the average person gain access to them to learn how to read.

During his life, and continuing long after his death, Gutenberg's invention helped to create widespread literacy. This contributed to advancements made during the Late-Renaissance, the Scientific Revolution, and the Enlightenment periods in Europe. These were periods of rapid progress in academics, astronomy, philosophy, politics, mathematics, medicine, science, society, and technology. These advancements likely wouldn't have been possible without the Gutenberg printing press. These periods of rapid progress also helped to revolutionize people's views on nature and society.

Stay tuned for part two of tonight's program! We will be interviewing a university history professor so that we can understand how the Gutenberg printing press affected and changed human society.

**Track 005**

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

**Number 1.** What time of day is the TV show on?
**a.** Morning
**b.** Afternoon
**c.** Evening
**d.** Night

**Number 2.** What does the host ask the audience to imagine?
**a.** Life long ago
**b.** Life as a rich and powerful person
**c.** Life without the ability to read and write
**d.** Life in a different place

**Number 3.** What invention is the host mainly talking about?
**a.** Books
**b.** The internet
**c.** Machines
**d.** The printing press

**Number 4.** What could Gutenberg's invention do?
**a.** Mass produce letters, books, and other texts
**b.** Teach people how to read and write
**c.** Allow people to access the internet
**d.** Help people learn science, math, and other subjects

**Track 006**

**DETAILED LISTENING SECTION & QUESTIONS**

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

Welcome to the Human History Network. I'm your host, Danielle Alvarez. In tonight's program, we'll look at one of the most important inventions in human history and discuss how it has changed human society.

Imagine if you lived in a world in which only the rich and powerful could read and write. What would it be like if you did not have access to books or the internet? Even if you were given access to these things, you likely wouldn't know how to read or use the World Wide Web. You wouldn't be able to communicate with people by writing letters, either. The world would be a very different place, and not in a good way.

A world in which only the rich and powerful could read and write actually used to exist a long time ago. This is somewhat similar to how society functioned in medieval Europe. However, there was one innovative thinker, named Johannes Gutenberg, who would change all of that with one of the greatest inventions ever. He created the Gutenberg printing press. This machine allowed people to print different letters, books, and other texts. The mass production of books helped the average person gain access to them to learn how to read.

During his life, and continuing long after his death, Gutenberg's invention helped to create widespread literacy. This contributed to advancements made during the Late-Renaissance, the Scientific Revolution, and the Enlightenment periods in Europe. These were periods of rapid progress in academics, astronomy, philosophy, politics, mathematics, medicine, science, society, and technology. These advancements likely wouldn't have been possible without the Gutenberg printing press. These periods of rapid progress also helped to revolutionize people's views on nature and society.

Stay tuned for part two of tonight's program! We will be interviewing a university history professor so that we can understand how the Gutenberg printing press affected and changed human society.

**Track 007**

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

**Number 1.** What time and place did Gutenberg live in?
**a.** Medieval Europe
**b.** Modern Europe
**c.** Revolutionary Europe
**d.** Late-Enlightenment Europe

**Number 2.** According to the host, what did Gutenberg's invention help create?
**a.** Widespread literacy
**b.** Widespread riches
**c.** The World Wide Web
**d.** Medieval times

**Number 3.** Which period was not mentioned as a period of rapid academic progress?
**a.** The Late-Renaissance period
**b.** The Enlightenment period
**c.** The Medieval period
**d.** The Scientific Revolution

**Number 4.** Who will the host talk to in the second part of the program?
**a.** A scientist
**b.** An inventor
**c.** A writer
**d.** A history professor

**🎧Track 008**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing the final "ed" sound
There are 3 ways a word that ends with the letters "ed" can sound. We know which of the 3 ways the final "ed" sound makes because of the sound (not the letter) right before the final "ed" sound.

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

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

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

**🎧Track 009**

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

used (x2) has the /d/ ending sound
This kind of world actually used to exist a long time ago.

functioned (x2) has the /d/ ending sound
This is very similar to how society functioned in medieval Europe.

created (x2) has the /id/ ending sound
He created the Gutenberg printing press.

affected (x2) has the /id/ ending sound
The Gutenberg printing press affected human society in many ways.

allowed (x2) has the /d/ ending sound
This machine allowed people to print different letters, books, and other texts.

helped (x2) has the /t/ ending sound
The mass production of books helped the average person gain access to them to learn how to read.

changed (x2) has the /d/ ending sound
The Gutenberg printing press changed people's views on nature and society.

lived (x2) has the /d/ ending sound
Imagine if you lived in a world in which only the rich and powerful could read and write.

**🎧Track 010**

**Unit 1 The Written Word**

**LESSON B**
**REVIEW**

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

**Number 1**. contributed (x2) is pronounced with the /id/ ending sound.
**Number 2.** produced (x2) is pronounced with the /t/ ending sound.
**Number 3.** lived (x2) is pronounced with the /d/ ending sound.
**Number 4.** helped (x2) is pronounced with the /t/ ending sound.

**🎧Track 011**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

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

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

**🎧Track 012**

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

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

Now try the example sentence: “The mass production ↪ of books helped the average person learn how to read.”

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

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

Now try the example sentence: “This machine ↪ allowed people to print different letters, books, and ↪ other texts.”

**🎧Track 013**

**INTEGRATE IT**

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

A: Welcome back to the Human History Network. I’m joined by history professor Luis Widener of the People’s Republic University. He’s an expert on European history. Thank you for being here today, Professor.

B: Good to be here. Thank you for inviting me.

A: So, let’s get right to it. How exactly did the Gutenberg printing press change the lives of people living in medieval Europe, and for the generations that came after this time?

B: Well, the invention basically brought an end to medieval Europe, and brought about the Scientific Revolution and the Enlightenment period.

A: I see, and how did the printing press help end medieval times and therefore cause these periods of rapid progress?

B: Well, Gutenberg’s invention helped to create widespread literacy. Before this, average people had to depend on the rich and powerful to read, write things for them, and to teach them things. But, with books being easily produced, anyone who wanted to read and learn could do so. This contributed to advancements in academics, astronomy, philosophy, politics, mathematics, medicine, science, technology, and other areas, including society as a whole.

A: Interesting. So, what effect did a more educated and literate population have on society?

B: Basically, people became more equal in society. Before the population was educated, there were rich and powerful people such as kings, queens, land owners, and others, and then there was everyone else. But, with a more educated population, new groups in society were created. There were scientists, doctors, inventors, artists, astronomers, and many more. Each generation after became a little bit more developed, and new inventions continued to be created based on information gained from the past.

A: Very interesting! It seems like the innovative mind of Mr. Gutenberg gave many people access to information and knowledge, and even changed human history forever. Hopefully, these advancements and human progress continue to revolutionize our thinking for the better. Thank you for joining us today, Professor!

B: My pleasure.

A: For the Human History Network, I'm Danielle Alvarez. See you next time!

**Track 014**

**DO AN INTERVIEW**

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

A: Welcome back to the Human History Network. I'm joined by history professor Luis Widener of the People's Republic University. He's an expert on European history. Thank you for being here today, Professor.

B: Good to be here. Thank you for inviting me.

A: So, let's get right to it. How exactly did the Gutenberg printing press change the lives of people living in medieval Europe, and for the generations that came after this time?

B: Well, the invention basically brought an end to medieval Europe, and brought about the Scientific Revolution and the Enlightenment period.

## PRACTICE BOOK

**Track 105**

**Unit 1 The Written Word**

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

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

**Number 1.** Even if you were given access to books and the internet, you wouldn't be able to read anything. (x2)
**Number 2.** The mass production of books helped the average person learn how to read. (x2)
**Number 3.** Gutenberg's invention helped to create widespread literacy across Europe. (x2)

**Track 106**

**LISTENING SKILL PRACTICE**

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

**Number 1.** The Gutenberg printing press changed human society for the better. (x2)
**Number 2.** Gutenberg's invention helped to create widespread literacy. (x2)
**Number 3.** Many people who weren't rich or powerful lived without knowing how to read or write. (x2)
**Number 4.** Johannes Gutenberg created a machine that would change the history of Europe. (x2)
**Number 5.** The machine also contributed to advancements in science, which started the Enlightenment period in Europe. (x2)

**Track 107**

**DICTATION II**

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

**Number 1.** The innovative thinker was named Johannes Gutenberg. (x2)
**Number 2.** The Gutenberg printing press affected and changed human society. (x2)
**Number 3.** A world where only the rich and powerful could read and write used to exist a long time ago. (x2)

## Unit 2 – Not Worth the Salt

**STUDENT BOOK**

**Track 015**

**Unit 2 Not Worth the Salt**

**LESSON A**
**KEY WORDS**

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

**Number 1.** mineral
**Number 2.** deposit
**Number 3.** hunt
**Number 4.** road
**Number 5.** critical
**Number 6.** commodity

**Track 016**

**GENERAL LISTENING**
**SECTION & QUESTIONS**

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

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

**Track 017**

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

Hello, everyone. Thank you for being here this morning for my history presentation. Today, I will give you some interesting information about salt, and tell you how it helped the Roman Empire expand.

First, we need to understand why salt is so important to humans. Throughout world history, salt has been a critical mineral, not only for humans, but also for life on Earth. Wild animals made trails by walking to and from above ground salt deposits to eat salt. Humans started to follow these animals and hunted them for food. Eventually, the trails became roads, and humans built towns near the roads. Humans then started farming, which meant that more salt was needed for food.
As human civilizations spread, salt became one of the world's most important trading commodities. People everywhere needed and traded salt. Egyptians, Greeks, Romans, Mongolians, Chinese, and many other civilizations on different continents, and through different periods of time, all viewed salt as a very important commodity. They used it as medicine, to flavor food, preserve things, clean things, and for many other purposes. In fact, some civilizations even used salt as money. There are stories of salt coins from Asia and cakes of salt in Africa that were used as money. There are other examples of this throughout world history, including in the Roman Empire.

Long ago, during the Roman Empire, networks of roads were built to transport people, goods, and services throughout its vast empire. The Romans also transported large amounts of salt over some of these roads as well. This is because Roman soldiers were often paid, in part, with salt. Salt is also one thing that helped the Roman Empire spread because everyone needed it, and there was a constant supply coming in from other places to pay the Roman soldiers.

In part two of my presentation, I will explain how salt is still important to us and how it even affects our thinking and speaking.

**Track 018**

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

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

**Number 2.** Why is the speaker giving the presentation?
**a.** To argue that salt is better than other minerals
**b.** To sell salt that comes from a long time ago
**c.** To share interesting information about salt and its history
**d.** To teach people the traditional way of trading salt

**Number 3.** According to the speaker, what did many civilizations think about salt?
**a.** It was very important
**b.** It was good for making roads
**c.** It was useful for farming
**d.** It was not good for people's health

**Number 4.** According to the speaker, why were Roman soldiers given salt?
**a.** As part of their payment
**b.** As a form of medicine
**c.** As a flavoring for their food
**d.** As a way to preserve their food

**Track 019**

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

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

Hello, everyone. Thank you for being here this morning for my history presentation. Today, I will give you some interesting information about salt, and tell you how it helped the Roman Empire expand.

First, we need to understand why salt is so important to humans. Throughout world history, salt has been a critical mineral, not only for humans, but also for life on Earth. Wild animals made trails by walking to and from above ground salt deposits to eat salt. Humans started to follow these animals and hunted them for food. Eventually, the trails became roads, and humans built towns near the roads. Humans then started farming, which meant that more salt was needed for food.
As human civilizations spread, salt became one of the world's most important trading commodities. People everywhere needed and traded salt. Egyptians, Greeks, Romans, Mongolians, Chinese, and many other civilizations on different continents, and through different periods of time, all viewed salt as a very important commodity. They used it as medicine, to flavor food, preserve things, clean things, and for many other purposes. In fact, some civilizations even used salt as money. There are stories of salt coins from Asia and cakes of salt in Africa that were used as money. There are other examples of this throughout world history, including in the Roman Empire.

Long ago, during the Roman Empire, networks of roads were built to transport people, goods, and services throughout its vast empire. The Romans also transported large amounts of salt over some of these roads as well. This is because Roman soldiers were often paid, in part, with salt. Salt is also one thing that helped the Roman Empire spread because everyone needed it, and there was a constant supply coming in from other places to pay the Roman soldiers.

In part two of my presentation, I will explain how salt is still important to us and how it even affects our thinking and speaking.

**Track 020**

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

**Number 1.** What does the speaker say salt did for the Roman Empire?
**a.** It helped the empire become rich
**b.** It helped the empire become more powerful
**c.** It helped the empire have better food
**d.** It helped the empire expand

**Number 2.** According to the speaker, why did roads form near salt deposits?
**a.** Because roads were good for transporting salt
**b.** Because there were farms nearby
**c.** Because there were hunting trails that eventually became roads
**d.** Because there were towns nearby

**Number 3.** Where does the speaker say there were stories of salt coins being used?
**a.** Asia
**b.** Africa
**c.** Europe
**d.** America

**Number 4.** Which civilization is not mentioned by the speaker?
**a.** The Chinese civilization
**b.** The Mongolian civilization
**c.** The Korean civilization
**d.** The Egyptian civilization

**Track 021**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

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

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

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

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

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

**Track 022**

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

services (x2) has the /iz/ ending sound
There were many services throughout the Roman Empire.

humans (x2) has the /z/ ending sound
We need to understand why salt is so important to humans.

networks (x2) has the /s/ ending sound
Long ago, during the Roman Empire, vast road networks were built.

trails (x2) has the /z/ ending sound
Eventually, the trails became roads.

towns (x2) has the /z/ ending sound
People built towns near the roads.

cakes (x2) has the /s/ ending sound
There are stories of salt cakes in Africa that were used as money.

continents (x2) has the /s/ ending sound
People on different continents all viewed salt as a very important commodity.

purposes (x2) has the /iz/ ending sound
People use salt for many different purposes.

**Track 023**

**Unit 2 Not Worth the Salt**

**LESSON B**
**REVIEW**

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

**Number 1.** deposits (x2) is pronounced with the /s/ ending sound.
**Number 2.** animals (x2) is pronounced with the /z/ ending sound.
**Number 3.** goods (x2) is pronounced with the /z/ ending sound.
**Number 4.** services (x2) is pronounced with the /iz/ ending sound.

**Track 024**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

Hearing signpost language

Signpost language is words and phrases that are used by a speaker during a presentation to help guide the listeners through a presentation.

Signpost language has many uses. Some of the most common uses are to introduce a topic, introduce a new part of the presentation, give examples, and finish a part of the presentation.

**Track 025**

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

**Number 1.** Signpost language that is used to introduce a topic comes at the beginning of the presentation and gives the main idea. For example, *The topic of my presentation today is...*

**Number 2.** Signpost language that is used to introduce a new part of a presentation comes at

the beginning of each part of a presentation to say what is going to happen next. For example, *First / Second / Third / Next / Now, let's talk about...*

**Number 3.** Signpost language that is used to give an example comes right before giving an example. For example, *To give an example / For instance,...*

**Number 4.** Signpost language that is used to finish a part of a presentation comes at the end of each part of a presentation to identify the end of that part. For example, *So now that we have talked about,… let's move on to the next part of the presentation*

**Track 026**

**INTEGRATE IT**

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

In the first part of my presentation, I discussed how salt has been an important commodity throughout human history. I mentioned some of its different uses, and how it has been used in different places throughout many periods of history. I also described how it was used as money by different civilizations, and how it helped the Roman Empire spread.

Now, I'll explain how salt is still a critical part of our lives. It's very likely that everyone here stores and uses salt at home. Although most of us no longer view the mineral as money anymore, we still use some common words and well-known expressions that stem from the history of salt being used as money.

For example, some people believe the salt payments that Roman soldiers used to receive as part of their pay is where the modern English word "salary" comes from. The Romans spoke a language called Latin and the word for a salt payment in Latin is "solarium argentum." Many linguists and historians believe the Latin word "solarium" and the English word "salary" are related, and therefore the word "salary" comes from "solarium argentum."

There's also a common expression in English that references the Roman soldiers' salt payments. You may have heard someone say that someone or something "isn't worth the salt." Basically, this phrase refers to how a Roman soldier's salary was cut, or lowered, if he didn't do a good enough job to earn his salt payment. His commanders would say that he "was not worth his salt" and pay him less.

As we can see through these historical and modern examples, salt was – and still is – a very important thing to humans on every continent. I hope you've found this presentation about salt and the Roman Empire interesting. Thank you for listening.

**PRACTICE BOOK**

**Track 108**

**Unit 2 Not Worth the Salt**

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

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

**Number 1.** Salt has been a critical mineral for humans and animals for almost all of history. (x2)
**Number 2.** Humans used to hunt animals that frequented above-ground salt deposits. (x2)
**Number 3.** Every civilization on every continent has viewed salt as a very important commodity. (x2)

**Track 109**

**LISTENING SKILL PRACTICE**

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

**Number 1.** Humans built towns near trails that led to salt deposits. (x2)
**Number 2.** Humans started to farm, increasing the need for salt. (x2)
**Number 3.** Salt was used as medicine, and to preserve and clean things. (x2)
**Number 4.** One of salt's many purposes was that it was used as money. (x2)

**Number 5.** Many Roman soldiers were paid, in part, with salt. (x2)

**Track 110**

**DICTATION II**

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

**Number 1.** Salt was often used as money in many old civilizations. (x2)
**Number 2.** Linguists believe the Latin word "solarium" and the English word "salary" are related. (x2)
**Number 3.** Salt was so critical to everyday use that it became used in several common expressions. (x2)

## Unit 3 – Magnificent Muscles

**STUDENT BOOK**

**Track 027**

**Unit 3 Magnificent Muscles**

**LESSON A**
**KEY WORDS**

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

**Number 1.** cell
**Number 2.** string
**Number 3.** rope
**Number 4.** muscle
**Number 5.** tissue
**Number 6.** anatomy

**Track 028**

**GENERAL LISTENING**
**SECTION & QUESTIONS**

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

You will hear a podcast online.
The podcast is about health.

**Track 029**

**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 less about technology and more about fitness. In today's episode, I want to talk about how to build muscle the smart way. There are a lot of people who want to get healthier and stronger. Many of them exercise very hard. But, if a person doesn't know what they are doing, they could see little to no results, or even worse, they could get injured at the gym. In order to avoid this, we have to understand the anatomy of muscles.

When it comes to muscles, there's a lot to understand. Did you know that the human body has over 650 muscles? That's incredible! There

are also two basic types of muscles: involuntary and voluntary muscles. Involuntary muscles include muscles like your heart, stomach, and others that function all the time without you having to think about them. These muscles even work while we're asleep! Voluntary muscles include the muscles in our arms, legs, back, chest, and many other body parts. These muscles only move when we think about moving them.

If we understand exactly how voluntary muscles move and work, then we can understand how to build them to become stronger. Muscles are made up of many many small, thin, and long tissues tightly packed together. Think about a rope. Rope is made up of many thin strings that are tightly packed together. Individually, they wouldn't be that strong, but when they are put together, they can pull a lot of weight. Our muscles are formed in a similar way. But, our voluntary muscle tissue is different from rope because the cells that make up the muscle tissue have the special ability to get smaller or longer together. This is how they move and push or pull things.

When we come back after this commercial break, I'll explain more about how muscles move and how you can exercise to become stronger.

**Track 030**

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

**Number 1.** How often is this podcast recorded?
**a.** Every day
**b.** Every week
**c.** Every month
**d.** Every year

**Number 2.** What is the main topic of this podcast?
**a.** Technology
**b.** Food
**c.** Fitness
**d.** Gyms

**Number 3.** According to the speaker, how many types of muscles do humans have?
**a.** 650
**b.** 50
**c.** 2
**d.** 1

**Number 4.** Which type of muscle is the speaker mostly talking about?
**a.** Voluntary muscles
**b.** Involuntary muscles
**c.** Leg muscles
**d.** Chest muscles

**Track 031**

**DETAILED LISTENING SECTION & QUESTIONS**

**PART A. Read the questions below, then listen again and write 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 less about technology and more about fitness. In today's episode, I want to talk about how to build muscle the smart way. There are a lot of people who want to get healthier and stronger. Many of them exercise very hard. But, if a person doesn't know what they are doing, they could see little to no results, or even worse, they could get injured at the gym. In order to avoid this, we have to understand the anatomy of muscles.

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If we understand exactly how voluntary muscles move and work, then we can understand how to build them to become stronger. Muscles are made up of many many small, thin, and long tissues tightly packed together. Think about a rope. Rope is made up of many thin strings that are tightly packed together. Individually, they wouldn't be that strong, but when they are put

together, they can pull a lot of weight. Our muscles are formed in a similar way. But, our voluntary muscle tissue is different from rope because the cells that make up the muscle tissue have the special ability to get smaller or longer together. This is how they move and push or pull things.

When we come back after this commercial break, I'll explain more about how muscles move and how you can exercise to become stronger.

**Track 032**

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

**Number 1.** Which problem is not mentioned by the speaker as something that can happen from not knowing what you're doing?
**a.** Getting no results
**b.** Getting few results
**c.** Getting tired
**d.** Getting injured

**Number 2.** According to the speaker, how many muscles are in the human body?
**a.** 650
**b.** 615
**c.** 600
**d.** 50

**Number 3.** What are some examples of involuntary muscles?
**a.** Heart and chest
**b.** Back and stomach
**c.** Heart and stomach
**d.** Arms and legs

**Number 4.** According to the speaker, what makes voluntary muscles different from involuntary muscles?
**a.** We have more of them
**b.** We have less of them
**c.** We cannot control their movement
**d.** We can control their movement

**Track 033**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

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

**Number 1.** "y" like in yellow (yellow), yes (yes), and young (young)
**Number 2.** "ai" like in sky (skai), supply (supplai), and buy (buai)
**Number 3.** "ay" like in may (may), say (say), and play (play)
**Number 4.** "ee" like in money (monee), anytime (aneetime), and softly (softlee)
**Number 5.** """ like in gym (gym), hymn (hymn), and myth (myth)

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

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

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

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

In words that have the /ee/ sound, the letter y often comes at the end of the word, 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 the letter y is the only vowel in the word.

**Track 034**

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

today (x2) has the /ay/ sound
In today's episode, I want to talk about how to build muscle.

body (x2) has the /ee/ sound
The human body has over 650 muscles.

gym (x2) has the /i/ sound
You could get injured at the gym.

they (x2) has the /ay/ sound
This is how they move and push or pull things.

you (x2) has the /y/ sound
I'll explain more about how muscles move and how you can exercise to become stronger.

exactly (x2) has the /ee/ sound
We need to understand exactly how muscles move and work.

types (x2) has the /ai/ sound
There are two basic types of muscles.

voluntary (x2) has the /ee/ sound
Voluntary muscles include the muscles in our arms, legs, back, and chest.

**Track 035**

**Unit 3 Magnificent Muscles**

**LESSON B**
**REVIEW**

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

**Number 1.** way (x2) is pronounced with the /ay/ sound.
**Number 2.** anatomy (x2) is pronounced with the /ee/ sound.
**Number 3.** you (x2) is pronounced with the /y/ sound.
**Number 4.** guys (x2) is pronounced with the /ai/ sound.

**Track 036**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

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

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

**Track 037**

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

Look at example one.
The ending sound of the word "the" is the vowel sound /ee/.
The beginning sound of the word "other" is the vowel sound /uh/.
Link the sounds together: "the" + "other" = "the ↪ other"

Now try the example sentence: "The ↪ other group of muscles are voluntary muscles."

Look at example two.
The ending sound of the word "to" is the long vowel sound /oo/.
The beginning sound of the word "understand" is the vowel sound /uh/.
Link the sounds together: "to" + "understand" = "to ↪ understand"

Now try the example sentence: "When it comes to muscles, there's a lot to ↪ understand."

**Track 038**

**INTEGRATE IT**

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

Hey, guys! It's me, Paul. Welcome back to the Fit-Tech Forever Podcast. Before the break, we were talking a little bit about the anatomy of voluntary muscles so that we can understand how to build them to become stronger. We learned that they are made up of many small, thin, and long tissues tightly packed together. This is similar to how the strings in a rope are tightly packed together, which makes it stronger. We also learned that the cells that make up muscle tissue have the special ability to get smaller or longer together. Getting smaller or longer is how our muscles move things.

Similar to how a rope needs to be connected to something before it can be pulled, many of our

voluntary muscles are connected to our bones. Voluntary muscles that are connected to the bones in our skeleton are called skeletal muscles. Skeletal muscles are connected to bones by a special, strong tissue called a tendon. Tendons pull on bone and help the cells in the muscle tissue to get smaller or longer to move things. Bones and muscles also give our body its shape and help us to move. We are able to lay down, sit down, stand up, jump, run, and dance because of our bones and muscles working together. Now that you know exactly how your bones and muscles work together, how do we get healthier and stronger?

Exercise is obviously one really important thing. But, it's only one piece of the puzzle. You also need to eat enough healthy food, drink lots of water, and get enough sleep and rest. A personal trainer, doctor, or another trained expert can give you advice about how to safely get healthier and stronger.

Well, that's it for today's episode. I hope you learned something, and I'll see you next time.

**Track 039**

**DO A PODCAST**

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

Welcome back to this episode of the Fit-Tech Forever Podcast.

Before the break, we were talking a little bit about the anatomy of muscles.

This will help us put together another piece of the puzzle, in order to understand how to build muscles to become stronger.

Remember that muscles are made up of many small, thin, and long tissues.

This makes them stronger, which is similar to how the strings in a rope are packed together.

One by itself is weak, but together they are stronger.

**PRACTICE BOOK**

**Track 111**

**Unit 3 Magnificent Muscles**

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

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

**Number 1.** The heart is one of the most important organs in the body. (x2)
**Number 2.** Did you see the new episode of Emergency Hospital? (x2)
**Number 3.** To avoid health problems, you need to exercise regularly. (x2)

**Track 112**

**LISTENING SKILL PRACTICE**

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

**Number 1.** sky (x2)
**Number 2.** technology (x2)
**Number 3.** exactly (x2)
**Number 4.** today (x2)
**Number 5.** buy (x2)
**Number 6.** way (x2)
**Number 7.** supply (x2)
**Number 8.** young (x2)

**Track 113**

**DICTATION II**

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

**Number 1.** It is very important that you buy fresh fruit and vegetables. (x2)
**Number 2.** Medical technology is improving so quickly. Soon, we'll be able to cure major diseases. (x2)
**Number 3.** When you are young, you are still very healthy, but you still need to take care of yourself. (x2)

## Unit 4 – The Doctor's Office

**Track 040**

**Unit 4 The Doctor's Office**

**LESSON A**
**KEY WORDS**

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

**Number 1.** shake
**Number 2.** nutrient
**Number 3.** combination
**Number 4.** stretch
**Number 5.** sensation
**Number 6.** vibrate

**Track 041**

**GENERAL LISTENING**
**SECTION & QUESTIONS**

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

You will hear a conversation in a doctor's office. The conversation is about health.

**Track 042**

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

A: Hi Joe, good to see you again. How are you today?

B: Hi, Doctor Lee. I'm doing OK, thanks. Good to see you, too.

A: So, what brings you here today?

B: I have this weird sensation in my arms. It feels like the muscles in my upper arms are suddenly vibrating. I can't control them. It's been happening for the past three days or so. It doesn't hurt, but it just feels...weird.

A: Oh, I see. How long does the vibrating feeling last?

B: Not that long. Usually about thirty seconds or less, I guess.

A: I see, and how often does this happen?

B: Maybe three or four times a day.

A: Well, it sounds like you are having something that is called muscle spasms.

B: Muscle spasms? What are muscle spasms?

A: Muscle spasms usually happen when a group of muscles in the human body are tired. Usually, your voluntary muscles only move when you want to move them. But, when your muscles get too tired, they can quickly tighten up and shake uncontrollably. It can also happen if you don't drink enough water, or aren't getting enough nutrients. It could also be a combination of these things as well. Are you exercising frequently these days?

B: Yes, I have been exercising a lot recently. And, these days, I have also been studying for my final exams at school.

A: Well, it sounds like you're doing a lot more mental and physical work than you usually do. Let me give you a few suggestions to help. Try to stretch a few times a day, take a multivitamin each day, and drink plenty of water. Another important thing is getting enough rest, so try to sleep for at least eight hours a day. Come back in about two weeks and let me know how you're feeling.

B: Alright. Thanks, Doctor Lee. See you then.

**Track 043**

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

**Number 1.** Why did the person visit the doctor's office?
**a.** He broke a bone
**b.** He caught a cold
**c.** His arm feels weird
**d.** He can't sleep

**Number 2.** Which part of the body does Joe mention?
**a.** Legs
**b.** Head
**c.** Arms

**d.** Chest

**Number 3.** What is one cause of Joe's problem?
**a.** Eating too much junk food
**b.** Not exercising enough
**c.** Drinking too much water
**d.** Not getting enough rest

**Number 4.** What two things does the doctor tell Joe to do?
**a.** Study and exercise more
**b.** Eat more and sleep less
**c.** Sleep and stretch more
**d.** Take a multivitamin and study more

**Track 044**

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

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

A: Hi Joe, good to see you again. How are you today?

B: Hi, Doctor Lee. I'm doing OK, thanks. Good to see you, too.

A: So, what brings you here today?

B: I have this weird sensation in my arms. It feels like the muscles in my upper arms are suddenly vibrating. I can't control them. It's been happening for the past three days or so. It doesn't hurt, but it just feels...weird.

A: Oh, I see. How long does the vibrating feeling last?

B: Not that long. Usually about thirty seconds or less, I guess.
A: I see, and how often does this happen?

B: Maybe three or four times a day.

A: Well, it sounds like you are having something that is called muscle spasms.

B: Muscle spasms? What are muscle spasms?

A: Muscle spasms usually happen when a group of muscles in the human body are tired. Usually, your voluntary muscles only move when you want to move them. But, when your muscles get too tired, they can quickly tighten up and shake uncontrollably. It can also happen if you don't drink enough water, or aren't getting enough nutrients. It could also be a combination of these things as well. Are you exercising frequently these days?

B: Yes, I have been exercising a lot recently. And, these days, I have also been studying for my final exams at school.

A: Well, it sounds like you're doing a lot more mental and physical work than you usually do. Let me give you a few suggestions to help. Try to stretch a few times a day, take a multivitamin each day, and drink plenty of water. Another important thing is getting enough rest, so try to sleep for at least eight hours a day. Come back in about two weeks and let me know how you're feeling.

B: Alright. Thanks, Doctor Lee. See you then.

**Track 045**

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

**Number 1.** What are muscle spasms?
**a.** Vibrating muscles
**b.** Sore muscles
**c.** Tired muscles
**d.** Stretched muscles

**Number 2.** How long does Joe say the muscle spasms last?
**a.** About three or four seconds
**b.** About thirty seconds
**c.** About eight hours
**d.** About two weeks

**Number 3.** What is not something the doctor suggests?
**a.** Stretching
**b.** Taking a multivitamin
**c.** Drinking plenty of juice
**d.** Getting more rest

**Number 4.** When will Joe go back to the doctor's office?
**a.** In two weeks

**b.** In eight days
**c.** In four days
**d.** In three days

**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 speaking louder and a little bit slower for that syllable.

For words with three syllables, sometimes the beginning or middle syllable is emphasized and stressed.
Example one: Vibrating (VI-bray-ting)
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 two: combination (com-buh-NAY-shun)
Emphasize and stress the third syllable.

**Track 047**

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

sensation (sen-SAY-shun) (x2) has three syllables.
Emphasize the second syllable.

happening (HA-peh-ning) (x2) has three syllables.
Emphasize the beginning syllable.

physical (FI-zi-cull) (x2) has three syllables.
Emphasize the beginning syllable.

important (im-POR-tent) (x2) has three syllables.
Emphasize the second syllable.

nutrients (NEW-tree-entz) (x2) has three syllables.
Emphasize the beginning syllable.

voluntary (VAHL-un-teh-ree) (x2) has four syllables.
Emphasize the beginning syllable.

combination (com-buh-NAY-shun) (x2) has four syllables.
Emphasize the third syllable.

exercising (EX-er-size-ing) (x2) has four syllables.
Emphasize the beginning syllable.

**Track 048**

**Unit 4 The Doctor's Office**

**LESSON B**
**REVIEW**

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

**Number 1.** physical (FI-zi-cull) (x2) Emphasize the beginning syllable.
**Number 2.** important (im-POR-tent) (x2) Emphasize the second syllable.
**Number 3.** exercising (EX-er-size-ing) (x2) Emphasize the beginning syllable.
**Number 4.** sensation (sen-SAY-shun) (x2) Emphasize the second syllable.

**Track 049**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

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

**Track 050**

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

Look at example one.
Say the voiced "th" sound.
Sometimes "th" can make the "voiced th" sound, like in "those" (those) and "that" (that).

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.** this (voiced th) (x2) I have this weird sensation in my upper arms.
**Number 2.** three (unvoiced th) (x2) It’s been happening for the past three days or so.
**Number 3.** thirty (unvoiced th) (x2) Usually about thirty seconds or less, I guess.
**Number 4.** these (voiced th) (x2) And I have also been studying for my final exams at school, these days.

**Track 052**

**INTEGRATE IT**

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

A: Hello, Joe. Good to see you again. Are you still having those muscle spasms?

B: Hi, Doctor Lee. Good to see you, too. I’m doing much better than last time. No more muscle spasms.

A: That’s good to hear. So, my suggestions worked then, huh?

B: Right. I started doing all of the things you suggested last time. So, I started to stretch more, take a multivitamin each day, and drink plenty of water.

A: I see. So, the muscle spasms stopped right away?

B: Well, no. I still had that weird vibrating feeling in my arms for a few days, but it wasn’t as bad as before. After I finished all of my final exams, I was able to get a lot more rest. I made sure I slept for at least eight hours a day, just like you said. After a few days of good rest, the muscle spasms totally stopped.

A: That’s good to hear. It’s important to continue to do these things, even after you feel better. You have to exercise regularly, eat healthy food, drink lots of water, and get enough rest so that all of your bodily systems function properly. So, don’t just do these things when you don’t feel well, but try to do a combination of them all the time.

B: Yeah, I guess I should try to take better care of my health from now on.

A: Definitely. You’re still young, but if you take good care of your body now, you will have a much easier time taking care of yourself when you get older.

B: Right, that’s what my grandpa always says, too.

A: Words of wisdom! It takes some getting used to, but if you develop healthy habits at a young age, you will be used to that lifestyle when you start getting older.

B: Alright. I’ll make sure I keep up my healthy habits. Thanks again, Doctor Lee.

A: Great. Take care, Joe!

## PRACTICE BOOK

**Track 114**

**Unit 4 The Doctor’s Office**

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

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

**Number 1.** stretch (x2)
**Number 2.** nutrient (x2)
**Number 3.** shake (x2)
**Number 4.** combination (x2)
**Number 5.** advice (x2)
**Number 6.** sensation (x2)
**Number 7.** tense (x2)
**Number 8.** exam (x2)
**Number 9.** vibrate (x2)
**Number 10.** uncontrollably (x2)

**Track 115**

**DICTATION I**

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

**Number 1.** You'll need to make sure you stretch your leg twice a day. (x2)
**Number 2.** Don't be worried if you feel the machine vibrate. (x2)
**Number 3.** You are going to need a combination of vitamins and bed rest. (x2)

**Track 116**

**LISTENING SKILL PRACTICE**

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

**Number 1.** happening (HA-peh-ning) (x2)
**Number 2.** exercising (EX-er-size-ing) (x2)
**Number 3.** combination (com-bi-NAY-shun) (x2)
**Number 4.** sensation (sen-SAY-shun) (x2)
**Number 5.** nutrients (NEW-tree-ents) (x2)
**Number 6.** voluntary (VA-lun-teh-ree) (x2)
**Number 7.** physical (FI-zi-cull) (x2)
**Number 8.** important (im-POR-tent) (x2)

**Track 117**

**DICTATION II**

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

**Number 1.** You really need to look after your physical health. (x2)
**Number 2.** I don't know what's happening to my arm. (x2)
**Number 3.** It is important that you follow these steps. (x2)

## Unit 5 – Graphene

**STUDENT BOOK**

**Track 053**

**Unit 5 Graphene**

**LESSON A**
**KEY WORDS**

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

**Number 1.** polygon
**Number 2.** hexagon
**Number 3.** atom
**Number 4.** discover
**Number 5.** raw material
**Number 6.** properties

**Track 054**

**GENERAL LISTENING**
**SECTION & QUESTIONS**

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

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

**Track 055**

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

Welcome to LJF News. I'm your host, Maya Oh. In this evening's special report, we'll look at what some people are calling the miracle metal. If you haven't heard of the miracle metal yet, it's called graphene.

Graphene was discovered at the University of Manchester, in England, in 2004. Although you may not have heard of it before, you've probably already seen the raw material for graphene. For instance, if you've used a pencil, then you probably have held graphene in your hands before. This is because graphene is made from a raw material called graphite, and graphite is often used as the dark-grey substance commonly found in pencils that we use to write with. Graphene is basically just an extremely thin layer of graphite.

One of the things that makes graphene so special is its size and shape. While many substances have a thick three-dimensional shape, graphene is two-dimensional, flat and thin. This is because graphene atoms are flat polygons. The shape of graphene atoms is a hexagon, and their layers are only one atom thick.

Its unique size and shape help give graphene some special properties. For example, it's really hard, but it's also flexible and can bend and stretch. This is not very common. Another great thing about graphene is that it can carry an electrical current, which is highly useful. Another interesting thing about graphene is that it expands when it gets cold and shrinks when it gets hot. This is the opposite of what practically every other substance does under these temperatures. These unique properties make graphene very special, but also different from many other raw materials. This means it can be used in many different ways that could be extremely useful to us.

Stay tuned for part two of our special report when we'll look at what graphene is currently being used for and what it can be used for in the future.

**Track 056**

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

**Number 1.** What do some people call graphene?
**a.** The dark gray metal
**b.** The miracle metal
**c.** The raw metal
**d.** The special metal

**Number 2.** Which word best describes graphene?
**a.** Big
**b.** Thick
**c.** Thin
**d.** Round

**Number 3.** What shape are graphene atoms?
**a.** Circles
**b.** Triangles
**c.** Rectangles
**d.** Hexagons

**Number 4.** What will the speaker talk about next?
**a.** The uses of graphene
**b.** What graphene looks like
**c.** Why graphene is special
**d.** Where graphene was discovered

**Track 057**

**DETAILED LISTENING SECTION & QUESTIONS**

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

Welcome to LJF News. I'm your host, Maya Oh. In this evening's special report, we'll look at what some people are calling the miracle metal. If you haven't heard of the miracle metal yet, it's called graphene.

Graphene was discovered at the University of Manchester, in England, in 2004. Although you may not have heard of it before, you've probably already seen the raw material for graphene. For instance, if you've used a pencil, then you probably have held graphene in your hands before. This is because graphene is made from a raw material called graphite, and graphite is often used as the dark-grey substance commonly found in pencils that we use to write with. Graphene is basically just an extremely thin layer of graphite.

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extremely useful to us.

Stay tuned for part two of our special report when we'll look at what graphene is currently being used for and what it can be used for in the future.

**Track 058**

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

**Number 1.** Where does the speaker say graphite is commonly found?
**a.** In most metals
**b.** In atoms
**c.** In most other raw materials
**d.** In some pencils

**Number 2.** How many layers thick is a graphene atom?
**a.** One
**b.** Two
**c.** Three
**d.** Four

**Number 3.** Why does graphene have special properties?
**a.** Because it was discovered fairly recently
**b.** Because it can be used for many things in the future
**c.** Because of its unique size and shape
**d.** Because it is similar to most other metals

**Number 4.** What is not mentioned by the speaker as a special property of graphene?
**a.** It is flexible
**b.** It carries electricity
**c.** It floats on water
**d.** It is hard

**Track 059**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

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

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

Look at example one: a-bout (uh-BOUT) (x2), about (x2)

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

Look at example two: tra-vel (TRA-vuhl) (x2), travel (x2)
Look at example three: sys-tem (SIS-tuhm) (x2), system (x2)
Look at example four: ta-ken (TAY-kuhn) (x2), taken (x2)
Look at example five: fa-ther (FAH-thuhr) (x2), father (x2)

**Track 060**

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

**Number 1.** wel-come (x2)
**Number 2.** spe-cial (x2)
**Number 3.** a-tom (x2)
**Number 4.** fu-ture (x2)
**Number 5.** to-day (x2)
**Number 6.** com-mon-ly (x2)
**Number 7.** pro-per-ties (x2)
**Number 8.** e-lec-tri-cal (x2)

**Track 061**

**Unit 5 Graphene**

**LESSON B**
**REVIEW**

**PART B. Now listen and check your answers.**
**Number 1.** atom (x2)
**Number 2.** metal (x2)
**Number 3.** pencil (x2)
**Number 4.** useful (x2)

**Track 062**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

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

Here are some examples:
The words, “man,” “post office,” and “letter” are nouns.
The words, “walk” and “send” are verbs.
The words “old” is an adjective.
The word “slowly” is an adverb.

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

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

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

Here is an example sentence:
the OLD MAN SLOWLY WALKED to the POST OFFICE to SEND a LETTER.

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

**Track 063**

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

Look at example one.
The words: GRAPHENE, BASICALLY, EXTREMELY, THIN, LAYER, and GRAPHITE are content words.
The words: is, just, an, and of are function words.

Stress the content words and reduce the function words.

Now try the example sentence: GRAPHENE is BASICALLY just an EXTREMELY THIN LAYER of GRAPHITE. (x2)

Look at example two.
The words: SHAPE, GRAPHENE, ATOMS, HEXAGON, LAYERS, ONE, ATOM, and THICK are content words.
The words: the, of, is, a, and, their, are, and only are function words.
Stress the content words and reduce the function words.

Now try the example sentence: the SHAPE of GRAPHENE ATOMS is a HEXAGON, and their LAYERS are only ONE ATOM THICK. (x2)

**Track 064**

**INTEGRATE IT**

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

Welcome back to LJF News. I’m your host, Maya Oh. In part one of this evening’s special report, we talked about graphene. We learned about some of its special and unique properties. In part two of our special report, we’ll look at how it can be used both now and in the future.

Since graphene was discovered not that long ago, we’re still learning a lot about it. Scientists all around the world are studying its properties and trying to think of ways to use it. Companies are also looking into how they can use this special substance to make products that people need. Every year there are new discoveries about how graphene’s unique properties can be used.

Graphene can improve how existing products work. For example, graphene could be used to make better rechargeable batteries. It can recharge quicker than some of the existing materials that are used in rechargeable batteries. There’s another use for graphene that could improve something that billions of people around the world use: shoes. Shoes made using graphene would be much better than the shoes that we currently wear. This is because graphene is stronger and more flexible than the materials used in shoes today.

Graphene could also be used to make products do totally new things that they can’t currently do. It could also be used to make new inventions. For example, because of its hexagon shape, the holes between graphene atoms are smaller than

most other materials. So, there's a new kind of water filter that can clean dirty water and even turn salt water from the ocean into fresh, clean drinking water. Another possible type of new product would be screens for smartphones, tablets, and TVs that can bend. This is because graphene has the property of being hard, but also flexible.

It won't be long until it's all systems go for graphene to be used more in our daily lives. Thank you for watching. For LJF News, I'm Maya Oh.

**Track 065**

**DO A NEWS BROADCAST**

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

Welcome back to LJF News. I'm your host.

In this evening's special report, we'll look at a very special substance.

It's a very interesting metal called graphene.

One thing that makes graphene so special is its unique size and shape.

What also makes it extremely useful is its properties.

**PRACTICE BOOK**

**Track 118**

**Unit 5 Graphene**

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

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

**Number 1.** Atoms are the most important building blocks for all matter in the universe. (x2)
**Number 2.** To find the properties of an object, you need to examine it by using a number of different techniques. (x2)
**Number 3.** Three-dimensional printing has been around since the 1980s. (x2)

**Track 119**

**LISTENING SKILL PRACTICE**

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

**Number 1.** metal (x2)
**Number 2.** useful (x2)
**Number 3.** layer (x2)
**Number 4.** pencil (x2)
**Number 5.** ever (x2)
**Number 6.** opposite (x2)
**Number 7.** currently (x2)
**Number 8.** temperature (x2)

**Track 120**

**DICTATION II**

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

**Number 1.** Graphene is unique because it shrinks under high temperatures and expands when it gets cold. (x2)
**Number 2.** Materials that have thin layers often contain atoms that are flat polygons. (x2)
**Number 3.** Scientists are currently trying to find other miracle metals that have desirable properties. (x2)

## Unit 6 – Nature's Favorite Shape

**STUDENT BOOK**

**Track 066**

**Unit 6 Nature's Favorite Shape**

**LESSON A**
**KEY WORDS**

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

**Number 1.** geometry
**Number 2.** pattern
**Number 3.** snail
**Number 4.** spiral
**Number 5.** beehive
**Number 6.** pentagon

**Track 067**

**GENERAL LISTENING**
**SECTION & QUESTIONS**

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

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

**Track 068**

**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'll look at geometry and patterns of shapes in nature.

Human beings are unique and very intelligent. We tend to think of ourselves as the most intelligent living things on Earth because we have made so many incredible advancements, particularly in the areas of science and math. But, if you look at nature, you will see that other forms of life, and even non-living natural processes on Earth, are also remarkable. The question is, are humans really making mathematical and scientific advancements, or were the answers we are finding now already in nature and we're only just becoming aware of them?

We can see math being used all around us in nature. There's no denying that geometry and patterns in nature are everywhere we look. There are many examples of patterns and shapes in nature. Spider webs, the shells of snails, and many other things, have a spiral shape and pattern. Mountains, some trees, and other plants, such as certain flowers, have a triangle shape. Starfish, seeds in an apple, and many other things, form a five-sided polygon called a pentagon. Probably the shape that is most commonly found in nature is the six-sided polygon, known as a hexagon. Beehives, rocks, the eyes of a fly, along with countless other things, are examples of hexagons in nature. However, is this just a coincidence? Or, does nature actually prefer hexagons?

When we come back from the commercial break, we will try to answer this question as we take a look at how and why we find so many examples of hexagons in nature.

**Track 069**

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

**Number 1.** What time of day is the TV show on?
**a.** Morning
**b.** Afternoon
**c.** Evening
**d.** Night

**Number 2.** What is the specific topic of the show?
**a.** Human beings in nature
**b.** Living things in nature
**c.** Non-living things in nature
**d.** Shapes and patterns in nature

**Number 3.** What does the speaker say is probably the most commonly found shape in nature?
**a.** Hexagon
**b.** Pentagon
**c.** Triangle
**d.** Spiral

**Number 4.** Why is the speaker talking?
**a.** To warn people about dangerous plants and insects
**b.** To sell things that can be found in nature
**c.** To teach people about patterns and shapes and nature

**d.** To argue that living things are better than non-living things

**Track 070**

**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'll look at geometry and patterns of shapes in nature.

Human beings are unique and very intelligent. We tend to think of ourselves as the most intelligent living things on Earth because we have made so many incredible advancements, particularly in the areas of science and math. But, if you look at nature, you will see that other forms of life, and even non-living natural processes on Earth, are also remarkable. The question is, are humans really making mathematical and scientific advancements, or were the answers we are finding now already in nature and we're only just becoming aware of them?

We can see math being used all around us in nature. There's no denying that geometry and patterns in nature are everywhere we look. There are many examples of patterns and shapes in nature. Spider webs, the shells of snails, and many other things, have a spiral shape and pattern. Mountains, some trees, and other plants, such as certain flowers, have a triangle shape. Starfish, seeds in an apple, and many other things, form a five-sided polygon called a pentagon. Probably the shape that is most commonly found in nature is the six-sided polygon, known as a hexagon. Beehives, rocks, the eyes of a fly, along with countless other things, are examples of hexagons in nature. However, is this just a coincidence? Or, does nature actually prefer hexagons?

When we come back from the commercial break, we will try to answer this question as we take a look at how and why we find so many examples of hexagons in nature.

**Track 071**

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

**Number 1.** What does the speaker say about human beings?
**a.** They are not very unique or intelligent
**b.** They are the only intelligent living things on Earth
**c.** They are better than all other living things
**d.** They are unique and very intelligent

**Number 2.** Which word does the speaker use to describe non-human living things and non-living natural processes?
**a.** Incredible
**b.** Remarkable
**c.** Unique
**d.** Intelligent

**Number 3.** Why does the speaker mention spider webs, snail shells, and trees?
**a.** They are examples of non-human intelligence
**b.** They are examples of shapes and patterns found in nature
**c.** They are examples of scientific discoveries
**d.** They are examples of hexagons

**Number 4.** What two examples of pentagons does the speaker give?
**a.** Trees and starfish
**b.** Mountains and apple seeds
**c.** Starfish and apple seeds
**d.** Apple seeds and spider webs

**Track 072**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

Hearing different "th" sounds
Practice two ways that "th" can sound.
There are two ways that words with the letters "th" can sound. The voiced "th" sound is made by passing air through the mouth, and using voice vibrations in your throat.

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

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

Look at example two
Unvoiced “th” sounds like /th/ like in the words: myth (myth), bath (bath), and month (month)

**Track 073**

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

**Number 1.** Earth (x2) makes the unvoiced /th/ sound
**Number 2.** the (x2) makes the voiced /th/ sound
**Number 3.** them (x2) makes the voiced /th/ sound
**Number 4.** things (x2) makes the unvoiced /th/ sound
**Number 5.** with (x2) makes the unvoiced /th/ sound
**Number 6.** other (x2) makes the voiced /th/ sound
**Number 7.** there (x2) makes the voiced /th/ sound
**Number 8.** this (x2) makes the voiced /th/ sound

**Track 074**

**Unit 6 Nature’s Favorite Shape**

**LESSON B**
**REVIEW**

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

**Number 1.** Earth (x2) makes the unvoiced /th/ sound.
**Number 2.** math (x2) makes the unvoiced /th/ sound.
**Number 3.** together (x2) makes the voiced /th/ sound.
**Number 4.** they (x2) makes the voiced /th/ sound.

**Track 075**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

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

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

**Track 076**

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

Look at example one.
The ending sound of the word “in” is the consonant sound /n/.
The beginning sound of the word “nature” is the same consonant sound /n/.
Link the sounds together: “in” + “nature” = “in ↪ nature”

Now try the example sentence: “We’ll take a look at how and why there are so many hexagons in ↪ nature.”

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

Now try the example sentence: “Multiple combs fit ↪ together to cover a flat surface.”

**Track 077**

**INTEGRATE IT**

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

Welcome back to the National Nature Network. I’m your host, Victoria Cruz. Tonight, we’re looking at geometry in nature. In the first part of the program, we talked about how shapes are everywhere we look in nature. We also learned that nature seems to prefer the shape of a hexagon. Now, we’ll look at how and why there are so many hexagons in nature.

Let’s start to answer this question by thinking about one of the most well-known examples of

hexagons in nature: the honeycombs in a beehive. Bees have a brain about the size of a small seed, so we can probably say that they aren't intelligent enough to decide to make hexagons. But, if bees aren't aware that they are deciding on a particular shape, then why do they know how to make hexagons?

The goal of the honeycombs in a beehive is to cover a flat surface without wasting any space. Bees use wax to make honeycombs. Actually, when they are first made, honeycombs have more of a circle shape than a hexagon shape. As the wax cools down and multiple combs fit together to cover a flat surface, they change into a hexagon shape. But, why a hexagon? Is it just a coincidence? Why not a triangle or a square shape? The reason is, when many of the same shape are used to cover a flat surface, hexagons are better than any other shape at covering a flat surface without wasting any space. When they fit together, hexagons are also more stable than triangles or squares.

The need to cover a surface without wasting any space, while remaining strong, is common in nature. Rocks, the eyes of a fly, and many other living and non-living things in nature, need to do it. This is probably why hexagons are a dime a dozen in nature. Since they are so common, it's not really a question of intelligence, but simple math.

We hope you enjoyed tonight's program on geometry and patterns in nature, and we'll see you next time.

## PRACTICE BOOK

**Track 121**

**Unit 6 Nature's Favorite Shape**

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

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

**Number 1.** Is it a coincidence that so many things in nature have the same shape? (x2)
**Number 2.** In the wild, honey bees create their own beehives, but domestic bees live in man-made structures. (x2)
**Number 3.** Many people think that bees are very remarkable animals. (x2)

**Track 122**

**LISTENING SKILL PRACTICE**

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

**Number 1.** Humans think of themselves as the most intelligent living things on Earth. (x2)
**Number 2.** Humans have made so many incredible advancements in the areas of science and math. (x2)
**Number 3.** There are so many remarkable patterns in nature. Are you aware of them? (x2)
**Number 4.** Some of the most beautiful things in nature are the shells of snails. (x2)
**Number 5.** There are many things in nature that have triangle shapes, such as mountains and some types of trees. (x2)

**Track 123**

**DICTATION II**

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

**Number 1.** I can't remember the name of a five-sided polygon. Is it a pentagon? (x2)
**Number 2.** There have been so many amazing scientific discoveries about the natural world. (x2)
**Number 3.** You have to be good at math if you want to be a scientist. (x2)

## Unit 7 – Personalized Medicine

**STUDENT BOOK**

**Track 078**

**Unit 7 Personalized Medicine**

**LESSON A**
**KEY WORDS**

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

**Number 1.** factor
**Number 2.** cough
**Number 3.** genes
**Number 4.** illness
**Number 5.** DNA
**Number 6.** syndrome

**Track 079**

**GENERAL LISTENING**
**SECTION & QUESTIONS**

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

You will hear a presentation at a business meeting. The presentation is about health care.

**Track 080**

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

Thank you all for being here to listen to my presentation. My name is Robert, and I work for the LTMPC Medicine Company. I'd like to tell you today about some exciting innovations our company has made in the field of medicine. Before that, though, it's important that we understand how people can get sick.

We can start to understand this by thinking about three main categories of illness. The first category of illness is mainly caused by environmental factors. For example, you might catch a cold if your friend is sick and coughs near you. This sickness is caused by conditions related to you and your surrounding environment. Other environmental factors like diet, exercise, and other lifestyle choices that we make, can also affect our health.
The other category of illness is caused by our genes. They are given to us by what's in our DNA, so we're born with them. An example is the illness known as Marfan syndrome. This is a condition in some people's genes that affects the connective tissue inside their body. A person who has Marfan syndrome has it from birth. No matter how healthily they eat, or how much they exercise, they always have this condition.

Other illnesses, like asthma, are not fully understood yet by scientists. This third category of illness may be caused by environmental factors, as well as factors in our genes. For example, a person could have a problem in their genes that affects their heart, but if they eat healthy food and exercise – which are environmental factors – maybe it won't affect them. However, if that person never exercises and eats unhealthy food all the time, they could have a heart attack one day. Scientists, doctors, and researchers are now making discoveries that allow us to create different kinds of medicine for this third category of illness.

In the next part of my presentation, I'll explain how certain medicines work and what kinds of medicine LTMPC makes.

**Track 081**

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

**Number 1.** Where does the speaker work?
**a.** A hospital
**b.** A medicine company
**c.** An environmental company
**d.** A genes company

**Number 2.** What does the speaker want to explain first?
**a.** New innovations
**b.** History of the LTMPC company
**c.** How people get sick
**d.** How to be healthy

**Number 3.** According to the speaker, how many categories of illness are there?
**a.** One
**b.** Two

**c.** Three
**d.** Four

**Number 4.** Why is the speaker talking?
**a.** He's informing people about a product
**b.** He's making friends
**c.** He's teaching a class
**d.** He's warning people

**Track 082**

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

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

Thank you all for being here to listen to my presentation. My name is Robert, and I work for the LTMPC Medicine Company. I'd like to tell you today about some exciting innovations our company has made in the field of medicine. Before that, though, it's important that we understand how people can get sick.

We can start to understand this by thinking about three main categories of illness. The first category of illness is mainly caused by environmental factors. For example, you might catch a cold if your friend is sick and coughs near you. This sickness is caused by conditions related to you and your surrounding environment. Other environmental factors like diet, exercise, and other lifestyle choices that we make, can also affect our health.

The other category of illness is caused by our genes. They are given to us by what's in our DNA, so we're born with them. An example is the illness known as Marfan syndrome. This is a condition in some people's genes that affects the connective tissue inside their body. A person who has Marfan syndrome has it from birth. No matter how healthily they eat, or how much they exercise, they always have this condition.

Other illnesses, like asthma, are not fully understood yet by scientists. This third category of illness may be caused by environmental factors, as well as factors in our genes. For example, a person could have a problem in their genes that affects their heart, but if they eat healthy food and exercise – which are environmental factors – maybe it won't affect them. However, if that person never exercises and eats unhealthy food all the time, they could have a heart attack one day. Scientists, doctors, and researchers are now making discoveries that allow us to create different kinds of medicine for this third category of illness.

In the next part of my presentation, I'll explain how certain medicines work and what kinds of medicine LTMPC makes.

**Track 083**

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

**Number 1.** Why does the speaker mention catching a cold?
**a.** To give an example of when we need cold medicines
**b.** To give an example of illnesses caused by our genes
**c.** To give an example of how cold medicines work
**d.** To give an example of illnesses caused by environmental factors

**Number 2.** Why does the speaker mention DNA?
**a.** To explain how our DNA works
**b.** To explain where an illness in our genes comes from
**c.** To explain where environmental illnesses come from
**d.** To explain why diet and exercise are important

**Number 3.** According to the speaker, which illness isn't fully understood yet?
**a.** Asthma
**b.** Coughs
**c.** Marfan syndrome
**d.** Colds

**Number 4.** Which illness is not mentioned?
**a.** Heart conditions
**b.** Colds
**c.** Headaches
**d.** Marfan syndrome

**Track 084**

**LISTENING SKILL SECTION**

**PART A. Listen and understand.**

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

Linked words sound like they are one word.

**Number 1.** “we” + “are” = “we ↪ are”
**Number 2.** “to” + “one” = “to ↪ one”

**Track 085**

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

**Number 1.** Thank you ↪ all for being here to listen to my presentation. (x2)
**Number 2.** I’d like to tell you today ↪ about some exciting innovations our company has made in the field of medicine. (x2)
**Number 3.** It’s important that we ↪ understand how people can get sick. (x2)
**Number 4.** The sickness is caused by conditions related to you ↪ and your surrounding environment. (x2)
**Number 5.** The ↪ other category ↪ of illness is caused by our genes. (x2)
**Number 6.** They ↪ are in our DNA, so we’re born with them. (x2)

**Track 086**

**Unit 7 Personalized Medicine**

**LESSON B**
**REVIEW**

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

**Number 1.** Let’s start to ↪ understand the first category ↪ of illness. (x2)
**Number 2.** No matter how healthily they ↪ eat or how much they ↪ exercise, they have this condition. (x2)

**Track 087**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

Words that end with the letter “s” are pronounced differently.
There are three ways a word that ends with the letter “s” can sound.
Words that end with the letter “s” can be pronounced like “s,”, “z,” or “iz.”

**Track 088**

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

Look at example one.
Say the correct final “s” sound.
Sometimes “s” can make the “s” sound, like in the word coughs.

Look at example two.
Say the correct final “s” sound.
Sometimes “s” can make the “z” sound, like in the word medicines.

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

**Track 089**

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

**Number 1.** Other illnesses, like asthma, are not fully understood yet. (x2)
**Number 2.** The sickness is caused by conditions related to you and your surrounding environment. (x2)
**Number 3.** This is a condition that affects the connective tissue inside someone’s body. (x2)
**Number 4.** If a person eats unhealthy food all the time, they could have a heart attack. (x2)

**Track 090**

**INTEGRATE IT**

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

Alright ladies and gentlemen, in the next part of my presentation, I’ll explain to you how some of

the new medicines made by the LTMPC Medicine Company work. First, they work with all types of illnesses that are caused by environmental factors. Second, they also work with illnesses that are caused by our genes.

In the past, companies would make certain types of medicine and doctors would give this medicine to people who needed it. The medicine was always made with the same amount of chemicals, and doctors would tell people how much to take. This was the old way.

However, the LTMPC Medicine Company is opening the door to a whole new world in the field of medicine. We don't just make one type of medicine that works the same for everyone. We make a new type of medicine, which is made up of different kinds of chemicals and is given in different amounts. The kinds of chemicals and amounts that are needed are decided by each person. We're all different, even though we may share some of the same environmental factors. Most of us also have completely different genes, or we may have some of the same factors in our genes, and have different environmental factors, as noted in the example I gave before.

For instance, a person could have a condition with their heart. It could have been passed on to them through their DNA. But, if they eat healthy food and exercise – which are environmental factors – maybe it won't be a problem for them. Maybe they just need a low dose of medicine at times to help keep their heart working well. However, if another person with the same heart condition never exercises and eats unhealthy food all the time, they have different environmental factors affecting their health. Therefore, they might need a higher dose of medicine more often, as well as lifestyle changes, to prevent them from having a heart attack. This is what's called personalized medicine, and LTMPC has made several incredible discoveries in this area.

To learn more about our personalized medicine products, please come see me after the presentation, or go to our website to find out more. Thank you for listening today, and remember to be healthy.

**Track 091**

**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.**

Hello, welcome to my presentation on personalized medicine.

Before I begin, it's important to understand that different illnesses affect different people.

Some sicknesses are caused by environmental factors.

However, other conditions are caused by factors in our genes.

**PRACTICE BOOK**

**Track 124**

**Unit 7 Personalized Medicine**

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

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

**Number 1.** You might catch a cold if your friend is sick and coughs near you. (x2)
**Number 2.** The other category of illnesses is caused by our genes. (x2)
**Number 3.** They are given to us by what's in our DNA, so we're born with them. (x2)

**Track 125**

**LISTENING SKILL PRACTICE**

**PART A. Listen and write the words that link the vowel sounds together.**

**Number 1.** you ↪ all (x2)
**Number 2.** today ↪ about (x2)
**Number 3.** we ↪ understand (x2)
**Number 4.** to ↪ understand (x2)
**Number 5.** the ↪ illness (x2)
**Number 6.** allow ↪ us (x2)

**Track 126**

**DICTATION II**

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

**Number 1.** Thank you all for being here today to listen to my presentation. (x2)
**Number 2.** It's important that we understand how people can get sick. (x2)
**Number 3.** We are now making discoveries that allow us to create different kinds of medicine. (x2)

## Unit 8 – Choosing a Career

**STUDENT BOOK**

**Track 092**

**Unit 8 Choosing a Career**

**LESSON A**
**KEY WORDS**

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

**Number 1.** career
**Number 2.** journalist
**Number 3.** agent
**Number 4.** internship
**Number 5.** graduation
**Number 6.** challenge

**Track 093**

**GENERAL LISTENING**
**SECTION & QUESTIONS**

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

You will hear a presentation in a school.
The presentation is about jobs.

**Track 094**

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

Good afternoon, students of Black Water High School. As you prepare for graduation, all of you will have to create your own path and choose what you want to do in life. Many of you will go to college or university, and some of you will start working right away, but all of you will be faced with the same decision. What career do you want to have? Today, I want to talk to you about this important topic.

Career planning is important because it affects what you decide to study in school, what kinds of internships you decide to do, what skills you need to have, and many other things. Your career will determine when you work, where you work, and many other things about your life.

One thing I can tell you about having a career is that it's not always easy or even fun. Even people who get their dream job can have difficult times. Think about a professional baseball player. It might be their dream job, but most of them have to face big challenges. For example, they might get an injury that requires surgery. They might also have to deal with things like their agent telling them that the team they play for doesn't want or need them anymore. People across all different fields and careers have to deal with difficult situations and challenges.

When a difficult challenge happens at work, some people might want to quit and change careers, but that's not always the best decision. That's why it's really important that you choose a career that you're interested in. Even if you don't get your dream job, you at least need to care about what you do and want to do it well. If you aren't that interested in your career, you won't be able to easily deal with certain difficulties.

In part two of my presentation today, I'll tell you about myself and how I became an award-winning journalist.

**Track 095**

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

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

**Number 2.** How old do you think the students are?
**a.** They are probably in middle school
**b.** They probably just started high school
**c.** They are probably about to finish high school
**d.** They are probably in college

**Number 3.** According to the speaker, what is important when choosing a career?
**a.** Choosing a job that you're interested in
**b.** Choosing a job that's always fun
**c.** Choosing a job that's easy to change
**d.** Choosing a job that gets you the most money

**Number 4.** Why is the speaker talking?
**a.** To teach people about career planning
**b.** To tell people which career is the best for them
**c.** To help people stay away from big challenges
**d.** To warn people about internships

**Track 096**

**DETAILED LISTENING SECTION & QUESTIONS**

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

Good afternoon, students of Black Water High School. As you prepare for graduation, all of you will have to create your own path and choose what you want to do in life. Many of you will go to college or university, and some of you will start working right away, but all of you will be faced with the same decision. What career do you want to have? Today, I want to talk to you about this important topic.

Career planning is important because it affects what you decide to study in school, what kinds of internships you decide to do, what skills you need to have, and many other things. Your career will determine when you work, where you work, and many other things about your life.

One thing I can tell you about having a career is that it's not always easy or even fun. Even people who get their dream job can have difficult times. Think about a professional baseball player. It might be their dream job, but most of them have to face big challenges. For example, they might get an injury that requires surgery. They might also have to deal with things like their agent telling them that the team they play for doesn't want or need them anymore. People across all different fields and careers have to deal with difficult situations and challenges.

When a difficult challenge happens at work, some people might want to quit and change careers, but that's not always the best decision. That's why it's really important that you choose a career that you're interested in. Even if you don't get your dream job, you at least need to care about what you do and want to do it well. If you aren't that interested in your career, you won't be able to easily deal with certain difficulties.

In part two of my presentation today, I'll tell you about myself and how I became an award-winning journalist.

**Track 097**

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

**Number 1.** According to the speaker, what decision will everyone face?
**a.** Which career they want to have
**b.** Which internship to do
**c.** Which college to go to
**d.** What to prepare for before graduation

**Number 2.** According to the speaker, what does career planning affect?
**a.** Many things in your life
**b.** How many challenges you will face
**c.** Whether or not you get your dream job
**d.** How many awards you will win

**Number 3.** What will the speaker talk about in part two of his presentation?
**a.** His experience studying at school
**b.** His experience doing an internship
**c.** His experience choosing a career
**d.** His experience with difficult challenges

**Number 4.** Which job is not mentioned by the speaker?
**a.** Baseball player
**b.** Doctor
**c.** Agent
**d.** Journalist

**Track 098**

**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.** "good" + "afternoon" = "good ↪ afternoon"
**Number 2.** "all" + "of" = "all ↪ of"

**Track 099**

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

**Number 1.** Some ↪ of you will start working right ↪ away, but ↪ all ↪ of you will be faced with the same decision. (x2)
**Number 2.** Today, I want to talk to you about this ↪ important topic. (x2)
**Number 3.** Career planning ↪ is ↪ important, because ↪ it ↪ affects what you decide to study in school. (x2)
**Number 4.** It ↪ affects what kinds ↪ of ↪ internships you decide to do. (x2)
**Number 5.** Think ↪ about ↪ a professional baseball player. (x2)
**Number 6.** Most ↪ of them have to face big challenges. (x2)

**Track 100**

**Unit 8 Choosing a Career**

**LESSON B**
**REVIEW**

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

**Number 1.** For example, they might get an injury that requires surgery. (x2)
**Number 2.** Choose a career that you're interested in. (x2)

**Track 101**

**SPEAKING SKILL SECTION**

**PART A. Listen and read.**

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

**Track 102**

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

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

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

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

**🎧Track 103**

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

**Number 1.** All of you will be faced with the same decision. (x2)
**Number 2.** I talked to some people who I know. (x2)
**Number 3.** I decided to become a sports journalist. (x2)
**Number 4.** If you aren’t that interested in your career, you won’t be able to deal with certain difficulties. (x2)

**🎧Track 104**

**INTEGRATE IT**

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

In part two of my presentation today, I’ll tell you about how I became an award-winning journalist. My dream job was to be a professional baseball player. I was a pitcher for my college team, but I suffered from a terrible injury in my shoulder. I needed surgery, and the doctor told me I could never play baseball again.

This was a sad time for me. I hadn’t thought about anything other than being a professional baseball player. After my shoulder surgery, I had to think about a new career for the first time. So, I talked to some people who I trusted. One of them said I should be a baseball coach. After I heard this, I started thinking more about all of the different jobs that are related to professional baseball. There are personal trainers who help the players stay healthy. Equipment managers take care of the bats, helmets, and other equipment. Sports agents help the players find a team to play for, and also help with salary decisions. TV announcers call the plays in the games, and journalists write about them. That’s when it hit me. I love baseball and I love writing, so I decided to become a sports journalist.

It wasn’t easy to suddenly change careers. I had to change what I was studying in college, and study for two extra years. After graduation, I couldn’t find a job, so I took an internship. I kept working and following the career path that I was interested in. Eventually, I won an award for the Best Sports Journalist of the Year!

So, my advice to you is to find something that you’re interested in. Think about what your dream job is. Think of all the different jobs that are related to your dream job and make a list of them. This is a great start to planning your career. Finally, talk to people you trust about your ideas. Good luck!

**PRACTICE BOOK**

**🎧Track 127**

**Unit 8 Choosing a Career**

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

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

**Number 1.** graduation (x2)
**Number 2.** challenge (x2)
**Number 3.** career (x2)
**Number 4.** agent (x2)
**Number 5.** path (x2)
**Number 6.** situation (x2)
**Number 7.** determine (x2)
**Number 8.** surgery (x2)
**Number 9.** journalist (x2)
**Number 10.** internship (x2)

**🎧Track 128**

**DICTATION I**

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

**Number 1.** What kind of career do you want to have? (x2)
**Number 2.** As you prepare for graduation, all of you will have to choose your own path. (x2)
**Number 3.** There are different kinds of internships that you can decide to do. (x2)

**🎧Track 129**

**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.** think ↪ about (x2)
**Number 3.** people ↪ across (x2)
**Number 4.** Good ↪ afternoon (x2)
**Number 5.** an ↪ injury (x2)
**Number 6.** students ↪ of (x2)
**Number 7.** right ↪ away (x2)
**Number 8.** quit ↪ and(x2)

**🎧Track 130**

**DICTATION II**

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

**Number 1.** Good afternoon, students of Black Water High School. (x2)
**Number 2.** For example, they might get an injury that requires surgery. (x2)
**Number 3.** People across all different fields and careers have to deal with difficult situations. (x2)