

Class: _____ Name: _____



Unit 1 Jobs

* Listen and write.

A (TR 04)

- G** Hey, Jim. What do you want to be when you grow up?
- B** Hey, Sarah. Why the sudden question?
- G** Well, we did a survey on everyone's dream jobs today in class.
- B** I see. I used to want to become an astronaut and travel in space.
- G** What about now?
- B** Now, I want to be a vet.
- G** A vet was one of the popular jobs in our class too. Why do you want to be a vet?
- B** Well, I have a dog and he's five years old now. By the time I become an adult, he'll be old. So, I want to become a vet and take good care of him.
- G** Aw, that's very sweet.
- B** Thanks. How about you? What's your dream job?
- G** Hmm. I did say teacher earlier. But I also want to become a dancer too.
- B** Sure, it's not like we must choose one right now.
- G** Right. That's what I thought.

B (TR 05)

- B** Hey, Cindy. Do you want to hear about my future plans?
- G** What kind of future plans, Thomas?
- B** You know I want to be a famous actor, right?

- G** Yeah. You always talk about making it to Hollywood one day.
- B** Right. So I started taking acting classes this summer.
- G** Wow. You're serious about it, huh?
- B** Yes, I really mean it. By the time I graduate middle school, I want to start going to auditions.
- G** Wow, that sounds professional. Is that why you've been in the school play for three years in a row?
- B** Yes, even when I get small roles. Also, I'm planning to join art, music, and sports clubs starting next year.
- G** You want to join all those clubs?
- B** Yes. Acting requires not just acting skills, but various experiences too, you see.
- G** I guess that makes sense. Wow. Sounds like I should get your autograph already.

C (TR 06)

- W** All right, kids. The results of your personality tests are out.
- B1** What were those for, Mrs. White?
- W** It was to explore your career options, Alex. Knowing your personalities and values helps you find a career that makes you happy, remember?
- B1** Right. Now I remember.
- W** So, what do the results say?
- B1** It says I care for others and have self-control. The test suggested that I be a firefighter in the future. I'd like that.
- W** Sounds awesome. What about you, Sophia?
- G** It says I like to explore my surroundings and I'm determined to solve problems.

- W** OK, are you interested in any of the recommended jobs?
- G** Yes. It recommended being a scientist. I think it would fit me well.
- B2** Mine says I'm creative and have good communication skills. So, it suggested I be a content creator.
- W** Well, what do you think, Tim?
- B2** Hmm, I'll have to think about it.
- W** Very well.

D (TR 07)

W Hello! We're *Sunrise Studios* in Los Angeles, California. We're currently hiring eight new computer animators to join our company. Computer animators are artists who create moving images in animation movies. Animation movies from Disney and Pixar are all produced by computer animators. As a computer animator, you'll have the opportunity to bring motionless characters to life. If you are a creative, hard-working, and skilled animator, send us your application now. Please use our email at sunrisestudios@email.com and send your application by the 25th of April. Although past work experience will give you an advantage, it's not necessary. Just make sure to include your résumé and some samples of your work for us to review. If you have any questions, call 310-555-5757. Danny Kim, at our office, will kindly assist you. We hope to hear from you soon!

Class: _____ Name: _____



Unit 1 Jobs

* Listen and write.

A (TR 04)

- G** Hey, Jim. What do you want to be when you grow up?
- B** Hey, Sarah. Why the sudden question?
- G** Well, we did a survey on everyone's dream jobs today in class.
- B** I see. I used to want to become an astronaut and travel in space.
- G** What about now?
- B** Now, I want to be a vet.
- G** A vet was one of the popular jobs in our class too. Why do you want to be a vet?
- B** Well, I have a dog and he's five years old now. By the time I become an adult, he'll be old. So, I want to become a vet and take good care of him.
- G** Aw, that's very sweet.
- B** Thanks. How about you? What's your dream job?
- G** Hmm. I did say teacher earlier. But I also want to become a dancer too.
- B** Sure, it's not like we must choose one right now.
- G** Right. That's what I thought.

B (TR 05)

- B** Hey, Cindy. Do you want to hear about my future plans?
- G** What kind of future plans, Thomas?
- B** You know I want to be a famous actor, right?

- G** Yeah. You always talk about making it to Hollywood one day.
- B** Right. So I started taking acting classes this summer.
- G** Wow. You're serious about it, huh?
- B** Yes, I really mean it. By the time I graduate middle school, I want to start going to auditions.
- G** Wow, that sounds professional. Is that why you've been in the school play for three years in a row?
- B** Yes, even when I get small roles. Also, I'm planning to join art, music, and sports clubs starting next year.
- G** You want to join all those clubs?
- B** Yes. Acting requires not just acting skills, but various experiences too, you see.
- G** I guess that makes sense. Wow. Sounds like I should get your autograph already.

C (TR 06)

- W** All right, kids. The results of your personality tests are out.
- B1** What were those for, Mrs. White?
- W** It was to explore your career options, Alex. Knowing your personalities and values helps you find a career that makes you happy, remember?
- B1** Right. Now I remember.
- W** So, what do the results say?
- B1** It says I care for others and have self-control. The test suggested that I be a firefighter in the future. I'd like that.
- W** Sounds awesome. What about you, Sophia?
- G** It says I like to explore my surroundings and I'm determined to solve problems.
- W** OK, are you interested in any of the recommended jobs?

- G** Yes. It recommended being a scientist. I think it would fit me well.
- B2** Mine says I'm creative and have good communication skills. So, it suggested I be a content creator.
- W** Well, what do you think, Tim?
- B2** Hmm, I'll have to think about it.
- W** Very well.

D (TR 07)

W Hello! We're *Sunrise Studios* in Los Angeles, California. We're currently hiring eight new computer animators to join our company. Computer animators are artists who create moving images in animation movies. Animation movies from Disney and Pixar are all produced by computer animators. As a computer animator, you'll have the opportunity to bring motionless characters to life. If you are a creative, hard-working, and skilled animator, send us your application now. Please use our email at sunrisestudios@email.com and send your application by the 25th of April. Although past work experience will give you an advantage, it's not necessary. Just make sure to include your résumé and some samples of your work for us to review. If you have any questions, call 310-555-5757. Danny Kim, at our office, will kindly assist you. We hope to hear from you soon!

Class: _____ Name: _____



Unit 2 Language

* Listen and write.

A (TR 11)

- B** Hi, Sammy. Did you choose your foreign language classes yet?
- G** Hey, Ron. Yes. I already knew which ones I was going to choose.
- B** Oh. Which classes are you taking?
- G** I'm taking English and Spanish.
- B** English? But you're already so good at English!
- G** Well, I got a lot better. But I still have so much more to learn.
- B** I see. Why Spanish though?
- G** It's one of the most widely used languages in the world.
- B** Yeah, that's why I thought of Hindi, but....
- G** What's the problem?
- B** It's just that Hindi letters look so difficult.
- G** Hmm, they sure do. Then why don't you take Spanish with me? It'll be fun.
- B** Should I? All right, I'll take Spanish.
- G** And? What about the second class?
- B** Oh, I already decided to take French.
- G** Good. Is everything decided then?
- B** Yep. Thanks for your help.
- G** Sure. Anytime.

B (TR 12)

- G** Hi, Tony. Can I talk to you?
- B** What's up, Amy? You look worried.
- G** I think Sarah's mad at me.
- B** Really? Why do you think so?
- G** I saw her this morning, and she was acting strange.
- B** Did you try to talk to her? How do you know she's mad?
- G** Tony, sometimes silence speaks louder than words.
- B** What do you mean?
- G** When I tried to say hi to her this morning, she avoided making eye contact.
- B** Hmm, what else?
- G** Then I walked up to her, and she turned away from me. That was her body language saying she doesn't want to talk to me.
- B** All right.
- G** And later when we did talk, her voice was high-pitched and weird. She's definitely upset, right?
- B** Umm, I probably shouldn't tell you this, but she's not upset.
- G** What?
- B** She's just hiding something. She's actually planning a surprise party for you.
- G** Tony! You shouldn't have told me that!

C (TR 13)

- M** Today, we'll learn about animal languages. How do you think birds communicate with each other?

- G1** That's easy. Birds can make various sounds. I think their sounds have different meanings.
- M** Very good, Kelly. Many birds use their singing voice to communicate with each other. Then, what about bees?
- G1** Bees? They don't speak or sing. Does their buzzing mean anything?
- M** Yes, it does! Worker bees communicate with their buzzing sounds and the queen can even produce a special buzzing sound to control the hive.
- B** I thought bees dance to communicate.
- M** That's also true, Ben. Bees dance to tell each other where to find food.
- G2** What about animals that don't make sounds, like ants?
- M** Good question, Marissa. Ants use smell to communicate with each other.
- G2** How do they make smells?
- M** They produce special chemicals that tell each other where to find food, who they are, or even where danger is.

D (TR 14)

- M** Welcome to your first sign language class. Sign language is a visual language that uses hand movements, facial expressions, and body language. It's usually used by people with hearing difficulties or people who want to communicate with them. Today, we'll learn some basic signs. The first is "hello." To say "hello," lift up your hand with your palm facing forward. Put your fingers straight up together, and your thumb bent in front of your palm. Then, bring your hand close to your eyebrow and then back out. To say "goodbye," put your hand up, but this time with your thumb out naturally. Then, bend your fingers up and

down. To say “thank you,” touch your chin gently with your fingertips and move them outwards in front of you. Remember that in sign language, facial expressions are also very important. So, keep your smiles on for these signs.

Class: _____ Name: _____



Unit 2 Language

* Listen and write.

A (TR 11)

- B** Hi, Sammy. Did you choose your foreign language classes yet?
- G** Hey, Ron. Yes. I already knew which ones I was going to choose.
- B** Oh. Which classes are you taking?
- G** I'm taking English and Spanish.
- B** English? But you're already so good at English!
- G** Well, I got a lot better. But I still have so much more to learn.
- B** I see. Why Spanish though?
- G** It's one of the most widely used languages in the world.
- B** Yeah, that's why I thought of Hindi, but....
- G** What's the problem?
- B** It's just that Hindi letters look so difficult.
- G** Hmm, they sure do. Then why don't you take Spanish with me? It'll be fun.
- B** Should I? All right, I'll take Spanish.
- G** And? What about the second class?
- B** Oh, I already decided to take French.
- G** Good. Is everything decided then?
- B** Yep. Thanks for your help.
- G** Sure. Anytime.

B (TR 12)

- G** Hi, Tony. Can I talk to you?
- B** What's up, Amy? You look worried.
- G** I think Sarah's mad at me.
- B** Really? Why do you think so?
- G** I saw her this morning, and she was acting strange.
- B** Did you try to talk to her? How do you know she's mad?
- G** Tony, sometimes silence speaks louder than words.
- B** What do you mean?
- G** When I tried to say hi to her this morning, she avoided making eye contact.
- B** Hmm, what else?
- G** Then I walked up to her, and she turned away from me. That was her body language saying she doesn't want to talk to me.
- B** All right.
- G** And later when we did talk, her voice was high-pitched and weird. She's definitely upset, right?
- B** Umm, I probably shouldn't tell you this, but she's not upset.
- G** What?
- B** She's just hiding something. She's actually planning a surprise party for you.
- G** Tony! You shouldn't have told me that!

C (TR 13)

- M** Today, we'll learn about animal languages. How do you think birds communicate with each other?

- G1** That's easy. Birds can make various sounds. I think their sounds have different meanings.
- M** Very good, Kelly. Many birds use their singing voice to communicate with each other. Then, what about bees?
- G1** Bees? They don't speak or sing. Does their buzzing mean anything?
- M** Yes, it does! Worker bees communicate with their buzzing sounds and the queen can even produce a special buzzing sound to control the hive.
- B** I thought bees dance to communicate.
- M** That's also true, Ben. Bees dance to tell each other where to find food.
- G2** What about animals that don't make sounds, like ants?
- M** Good question, Marissa. Ants use smell to communicate with each other.
- G2** How do they make smells?
- M** They produce special chemicals that tell each other where to find food, who they are, or even where danger is.

D (TR 14)

- M** Welcome to your first sign language class. Sign language is a visual language that uses hand movements, facial expressions, and body language. It's usually used by people with hearing difficulties or people who want to communicate with them. Today, we'll learn some basic signs. The first is "hello." To say "hello," lift up your hand with your palm facing forward. Put your fingers straight up together, and your thumb bent in front of your palm. Then, bring your hand close to your eyebrow and then back out. To say "goodbye," put your hand up, but this time with your thumb out naturally. Then, bend your fingers up and

down. To say “thank you,” touch your chin gently with your fingertips and move them outwards in front of you. Remember that in sign language, facial expressions are also very important. So, keep your smiles on for these signs.

Class: _____ Name: _____



Unit 3 Museums

* Listen and write.

A (TR 18)

- G** Hey, I thought this field trip to the museum was going to be boring. It's more interesting than I expected.
- B** It is. I was just on the 3rd floor where the mummies are.
- G** Did you see all three floors already? I've only finished the 1st floor.
- B** No. I just started on the 3rd floor. I wanted to see the mummies first before it got too crowded.
- G** Good idea. What else did you see there?
- B** There were also Egyptian paintings about some Egyptian myths. They were pretty interesting. You should check them out later.
- G** Cool. I definitely will.
- B** So, what did you see on the 1st floor?
- G** There was an exhibit with insects from all over the world. It had a special section on silkworms with their actual cocoons.
- B** All right. Now let's see what's here on the 2nd floor.

B (TR 19)

- B** Hey, Vivian. I heard your dad works at Lakeside Museum.
- G** Hey, Peter. Yes, he does. What's up?
- B** I'm going there with my family this Saturday.

- G** What perfect timing! They're having a special exhibition on fish this month. You can even see fish that can live without water for years.
- B** Ooh. Sounds interesting.
- G** So, how many of you are going?
- B** Six. My grandparents, my parents, me, and my little sister.
- G** In that case, you should see if you guys can get a discount.
- B** Oh. What kind of discount?
- G** Seniors over 65 and kids under 7 can get a 5% discount on their admission fee.
- B** That's good to know. My sister's 5 years old.
- G** Nice. What about your grandparents?
- B** They're only in their fifties. But thanks for letting me know.
- G** Sure. Have fun on Saturday!

C (TR 20)

- G** What have you got there, Andy?
- B** Hey, Jen. It's a book about museums. I didn't know there were so many interesting museums around the world!
- G** Cool. What kind of museums are there?
- B** Well, for instance, there's a museum of dog collars!
- G** Of dog collars? That's unique! Where is it?
- B** It's in the United Kingdom. You can see a collection of 130 different rare and historic dog collars.
- G** Awesome. What other museums are there?
- B** There's also a museum of gold in Columbia. It's actually a famous tourist site.
- G** Oh yeah, I've heard of the city of gold, *El Dorado*.

- B** Right. There's an exhibit about that legend too.
- G** Wow. I'd love to visit the museum of gold.
- B** Personally though, I'd like to visit the museum of chocolate.
- G** There's a museum of chocolate?
- B** Yes, in Switzerland. The book says it even has a 9-meter-tall chocolate fountain!

D (TR 21)

W Welcome to our special exhibition, *Beyond Earth*. Today, I'll take you on a journey through the history of space exploration. First up is a video of a satellite launch. A satellite launch means sending a satellite up into space. This video, the launch of Sputnik 1, was recorded in 1957. It was the first successful, man-made satellite in history, which marked the beginning of the space age. Moving on, this is a picture of a very special man. His name was Yuri Gagarin. He was the first human to travel to space in 1961. He circled around Earth once and safely came back home. Now, take a look at this extraordinary spacesuit. It was worn in 1969 by the famous Neil Armstrong. He was the first man to land on the Moon in the Apollo 11 mission. How cool!

Class: _____ Name: _____



Unit 3 Museums

* Listen and write.

A (TR 18)

- G** Hey, I thought this field trip to the museum was going to be boring. It's more interesting than I expected.
- B** It is. I was just on the 3rd floor where the mummies are.
- G** Did you see all three floors already? I've only finished the 1st floor.
- B** No. I just started on the 3rd floor. I wanted to see the mummies first before it got too crowded.
- G** Good idea. What else did you see there?
- B** There were also Egyptian paintings about some Egyptian myths. They were pretty interesting. You should check them out later.
- G** Cool. I definitely will.
- B** So, what did you see on the 1st floor?
- G** There was an exhibit with insects from all over the world. It had a special section on silkworms with their actual cocoons.
- B** All right. Now let's see what's here on the 2nd floor.

B (TR 19)

- B** Hey, Vivian. I heard your dad works at Lakeside Museum.
- G** Hey, Peter. Yes, he does. What's up?
- B** I'm going there with my family this Saturday.

- G** What perfect timing! They're having a special exhibition on fish this month. You can even see fish that can live without water for years.
- B** Ooh. Sounds interesting.
- G** So, how many of you are going?
- B** Six. My grandparents, my parents, me, and my little sister.
- G** In that case, you should see if you guys can get a discount.
- B** Oh. What kind of discount?
- G** Seniors over 65 and kids under 7 can get a 5% discount on their admission fee.
- B** That's good to know. My sister's 5 years old.
- G** Nice. What about your grandparents?
- B** They're only in their fifties. But thanks for letting me know.
- G** Sure. Have fun on Saturday!

C (TR 20)

- G** What have you got there, Andy?
- B** Hey, Jen. It's a book about museums. I didn't know there were so many interesting museums around the world!
- G** Cool. What kind of museums are there?
- B** Well, for instance, there's a museum of dog collars!
- G** Of dog collars? That's unique! Where is it?
- B** It's in the United Kingdom. You can see a collection of 130 different rare and historic dog collars.
- G** Awesome. What other museums are there?
- B** There's also a museum of gold in Columbia. It's actually a famous tourist site.
- G** Oh yeah, I've heard of the city of gold, *El Dorado*.

- B** Right. There's an exhibit about that legend too.
- G** Wow. I'd love to visit the museum of gold.
- B** Personally though, I'd like to visit the museum of chocolate.
- G** There's a museum of chocolate?
- B** Yes, in Switzerland. The book says it even has a 9-meter-tall chocolate fountain!

D (TR 21)

- W** Welcome to our special exhibition, *Beyond Earth*. Today, I'll take you on a journey through the history of space exploration. First up is a video of a satellite launch. A satellite launch means sending a satellite up into space. This video, the launch of Sputnik 1, was recorded in 1957. It was the first successful, man-made satellite in history, which marked the beginning of the space age. Moving on, this is a picture of a very special man. His name was Yuri Gagarin. He was the first human to travel to space in 1961. He circled around Earth once and safely came back home. Now, take a look at this extraordinary spacesuit. It was worn in 1969 by the famous Neil Armstrong. He was the first man to land on the Moon in the Apollo 11 mission. How cool!

Class: _____ Name: _____



Unit 4 Mysteries

* Listen and write.

A (TR 27)

B Hey, Susan. Look at this.

G Hi, Charles. Hey, it's *The Adventures of Sherlock Holmes*.

B Yeah. I never read mystery books before. But I remembered you saying this book is really fun.

G It is! I'm sure you'll like it.

B Actually, I already kinds of like it. I read a little at the library, and then I borrowed it because I wanted to read more.

G Awesome. I can recommend you other mystery books too if you want.

B Sure, I'd love to know more.

G Try *A Study in Scarlet*. It's written by the same author, and I liked that one too.

B OK. What about books by other authors?

G Hmm, I recently read *And Then There Were None* by a different author.

B How was that?

G It was very clever. I'm planning to read another novel by the same author. It's called, *Murder on the Orient Express*.

B Sounds exciting! All right, I'll go read now.

B (TR 28)

G Hey, Jack. Have you ever heard of the Bermuda Triangle?

- B** Hey, Jenny. Hmm, I'm not sure. What is it?
- G** It's an area in the Atlantic Ocean where airplanes, ships, and people disappear.
- B** Oh, *that* place. Yeah, I've heard of it.
- G** Isn't it so strange that things could just disappear like that?
- B** Well, what do you think is happening?
- G** It's hard to say. But I think it has something to do with aliens.
- B** What? Do you really think so? I'm sure there's some kind of scientific explanation.
- G** Like what?
- B** Like bad weather or technical problems.
- G** But there are interviews of people who saw things disappear there too.
- B** Jenny, you can't believe all that. Besides, things don't mysteriously disappear anymore now, do they?
- G** I guess not.
- B** See? That's because we have better technology. Signals hardly ever lose connection now.
- G** Yeah, whatever.

C (TR 29)

- B** What are you reading?
- G** It's a blog post about world mysteries, like the Loch Ness Monster.
- B** That's the monster that lives in the lake somewhere, right?
- G** Yes. It's believed to live in a lake in Scotland called Loch Ness.
- B** Oh yeah, I remember seeing its photo on the internet.
- G** Many people say it's a lie now. But some still believe it exists.

- B** Oh, was it a lie? What else does the post talk about?
- G** Crop circles.
- B** Crop circles? What are those?
- G** They're large, mysterious circles that appear in farm fields, like these photos.
- B** You're right. They do look strange.
- G** Yeah. When they first appeared, people thought they were the work of aliens. But later, it just turned out to be two people who made them.
- B** That's disappointing. I wish there were some real mysteries.
- G** Yeah. It's hard to hear about a good mystery anymore.

D (TR 30)

- G** Hello, everyone. I'm Maria Marquez from the school Mystery Club. We're having a Summer Night Dare this Friday. Anyone who's interested, please visit our club room to sign up. The club room is on the 2nd floor next to the girls' restroom. The dare will start at 9 pm and there'll be three dare missions.
- Mission 1, take a selfie with the reading boy statue by the school entrance. People say that the boy comes to life at night, turning pages of his book.
- Mission 2, record a video of yourself singing in the science lab. There may be another voice singing along with you. But your mission is to finish your song.
- And Mission 3, record a video of yourself walking up and down the stairs of the library. While doing that, count the steps. You may find the number of steps different coming down from going up.

Class: _____ Name: _____



Unit 4 Mysteries

* Listen and write.

A (TR 27)

- B** Hey, Susan. Look at this.
- G** Hi, Charles. Hey, it's *The Adventures of Sherlock Holmes*.
- B** Yeah. I never read mystery books before. But I remembered you saying this book is really fun.
- G** It is! I'm sure you'll like it.
- B** Actually, I already kinds of like it. I read a little at the library, and then I borrowed it because I wanted to read more.
- G** Awesome. I can recommend you other mystery books too if you want.
- B** Sure, I'd love to know more.
- G** Try *A Study in Scarlet*. It's written by the same author, and I liked that one too.
- B** OK. What about books by other authors?
- G** Hmm, I recently read *And Then There Were None* by a different author.
- B** How was that?
- G** It was very clever. I'm planning to read another novel by the same author. It's called, *Murder on the Orient Express*.
- B** Sounds exciting! All right, I'll go read now.

B (TR 28)

- G** Hey, Jack. Have you ever heard of the Bermuda Triangle?

- B** Hey, Jenny. Hmm, I'm not sure. What is it?
- G** It's an area in the Atlantic Ocean where airplanes, ships, and people disappear.
- B** Oh, *that* place. Yeah, I've heard of it.
- G** Isn't it so strange that things could just disappear like that?
- B** Well, what do you think is happening?
- G** It's hard to say. But I think it has something to do with aliens.
- B** What? Do you really think so? I'm sure there's some kind of scientific explanation.
- G** Like what?
- B** Like bad weather or technical problems.
- G** But there are interviews of people who saw things disappear there too.
- B** Jenny, you can't believe all that. Besides, things don't mysteriously disappear anymore now, do they?
- G** I guess not.
- B** See? That's because we have better technology. Signals hardly ever lose connection now.
- G** Yeah, whatever.

C (TR 29)

- B** What are you reading?
- G** It's a blog post about world mysteries, like the Loch Ness Monster.
- B** That's the monster that lives in the lake somewhere, right?
- G** Yes. It's believed to live in a lake in Scotland called Loch Ness.
- B** Oh yeah, I remember seeing its photo on the internet.
- G** Many people say it's a lie now. But some still believe it exists.
- B** Oh, was it a lie? What else does the post talk about?

- G** Crop circles.
- B** Crop circles? What are those?
- G** They're large, mysterious circles that appear in farm fields, like these photos.
- B** You're right. They do look strange.
- G** Yeah. When they first appeared, people thought they were the work of aliens. But later, it just turned out to be two people who made them.
- B** That's disappointing. I wish there were some real mysteries.
- G** Yeah. It's hard to hear about a good mystery anymore.

D (TR 30)

- G** Hello, everyone. I'm Maria Marquez from the school Mystery Club. We're having a Summer Night Dare this Friday. Anyone who's interested, please visit our club room to sign up. The club room is on the 2nd floor next to the girls' restroom. The dare will start at 9 pm and there'll be three dare missions. Mission 1, take a selfie with the reading boy statue by the school entrance. People say that the boy comes to life at night, turning pages of his book. Mission 2, record a video of yourself singing in the science lab. There may be another voice singing along with you. But your mission is to finish your song. And Mission 3, record a video of yourself walking up and down the stairs of the library. While doing that, count the steps. You may find the number of steps different coming down from going up.

Class: _____ Name: _____



Unit 5 Architecture

* Listen and write.

A (TR 34)

- B** Hey, Anna. Didn't you say you were going to Europe this vacation?
- G** Hey, Brian. Yeah. I'm really excited to visit the Palace of Versailles in France.
- B** Awesome. I heard Versailles is incredibly beautiful.
- G** I know. I'm also planning to visit the church, Notre-Dame de Paris, while I'm there.
- B** Nice.
- G** What about you? Are you going anywhere this vacation?
- B** I am. That's why I asked actually. I'm going to Italy.
- G** Oh, we're both going to Europe. Where are you going to visit in Italy?
- B** I definitely want to see the Leaning Tower of Pisa.
- G** Great idea. It's so strange that a tower could stand like that.
- B** I thought so too. So, I want to see it for myself. I also want to visit the Colosseum. I'm curious how big it is.
- G** Oh, you mean the huge ancient sports stadium in Rome.
- B** Yes. That's the one.

B (TR 35)

- G** Hey, Ben, do you remember the class about ancient and modern buildings?
- B** Yes, Marissa. We learned about the Great Pyramid of Giza and the Burj

Khalifa. Why?

G I just want to make sure my notes are correct.

B Sure, ask me anything.

G So, the Great Pyramid of Giza is smaller than the Burj Khalifa, but it took longer to complete, right?

B Yes. In ancient times, it took many years to complete a building. But today, it takes only a few.

G Right. And what was the thing about stone and steel?

B Ancient buildings are usually made of stone, and modern buildings are made of concrete and steel.

G Why is that important?

B Because steel and concrete are far stronger than stone. Now, we can build much taller buildings.

G Oh, I see. That's why the Burj Khalifa can be 818 m tall, while the Great Pyramid of Giza is only 146 m tall.

C (TR 36)

B Hey, Susan. What are you looking at on your phone?

G Hey, Mark. These are pictures of Aunt Lily's new house. She added some cool features to it.

B Cool, an architect's house! What kind of features are there?

G First, look at this.

B Is that a fireplace ... in the bathroom?

G Yes. Isn't it awesome? She put it there because she likes having long baths.

B That's unique. What's the next picture?

G It's a garden in the kitchen.

- B** In the kitchen?
- G** Yes. She likes growing her own fruits and vegetables. But can you see where the plants are?
- B** They're not planted in pots. They're planted in the ground!
- G** Right. She has a real garden in her kitchen.
- B** That's brilliant.
- G** But I saved the best for last. Now watch this video.
- B** Hey, her roof opens!_
- G** And that's her bedroom. Look how many stars you can see!

D (TR 37)

W Not only humans can be architects. In this episode of *Nature's Wonders*, we'll introduce you to some amazing architects in the animal kingdom. Beavers are one of the most famous animal-architects in nature. They gather tree branches and mud to build dams around water. A beaver dam can be from a few meters to up to 100 meters long. Termites are also well-known animal-architects. They mix their spit with the soil to make towering nests on the ground. In Africa, some termite species make nests that reach up to 7 meters. Baya weavers are incredible bird-architects. While most birds can build nests, they're not as creatively made as baya weavers'. Baya weavers don't use the usual twigs and branches. Instead, they weave their nests with long pieces of grass. When they're done, their nests look like hanging bags of grass.

Class: _____ Name: _____



Unit 5 Architecture

* Listen and write.

A (TR 34)

- B** Hey, Anna. Didn't you say you were going to Europe this vacation?
- G** Hey, Brian. Yeah. I'm really excited to visit the Palace of Versailles in France.
- B** Awesome. I heard Versailles is incredibly beautiful.
- G** I know. I'm also planning to visit the church, Notre-Dame de Paris, while I'm there.
- B** Nice.
- G** What about you? Are you going anywhere this vacation?
- B** I am. That's why I asked actually. I'm going to Italy.
- G** Oh, we're both going to Europe. Where are you going to visit in Italy?
- B** I definitely want to see the Leaning Tower of Pisa.
- G** Great idea. It's so strange that a tower could stand like that.
- B** I thought so too. So, I want to see it for myself. I also want to visit the Colosseum. I'm curious how big it is.
- G** Oh, you mean the huge ancient sports stadium in Rome.
- B** Yes. That's the one.

B (TR 35)

- G** Hey, Ben, do you remember the class about ancient and modern buildings?
- B** Yes, Marissa. We learned about the Great Pyramid of Giza and the Burj

Khalifa. Why?

G I just want to make sure my notes are correct.

B Sure, ask me anything.

G So, the Great Pyramid of Giza is smaller than the Burj Khalifa, but it took longer to complete, right?

B Yes. In ancient times, it took many years to complete a building. But today, it takes only a few.

G Right. And what was the thing about stone and steel?

B Ancient buildings are usually made of stone, and modern buildings are made of concrete and steel.

G Why is that important?

B Because steel and concrete are far stronger than stone. Now, we can build much taller buildings.

G Oh, I see. That's why the Burj Khalifa can be 818 m tall, while the Great Pyramid of Giza is only 146 m tall.

C (TR 36)

B Hey, Susan. What are you looking at on your phone?

G Hey, Mark. These are pictures of Aunt Lily's new house. She added some cool features to it.

B Cool, an architect's house! What kind of features are there?

G First, look at this.

B Is that a fireplace ... in the bathroom?

G Yes. Isn't it awesome? She put it there because she likes having long baths.

B That's unique. What's the next picture?

G It's a garden in the kitchen.

- B** In the kitchen?
- G** Yes. She likes growing her own fruits and vegetables. But can you see where the plants are?
- B** They're not planted in pots. They're planted in the ground!
- G** Right. She has a real garden in her kitchen.
- B** That's brilliant.
- G** But I saved the best for last. Now watch this video.
- B** Hey, her roof opens!
- G** And that's her bedroom. Look how many stars you can see!

D (TR 37)

W Not only humans can be architects. In this episode of *Nature's Wonders*, we'll introduce you to some amazing architects in the animal kingdom. Beavers are one of the most famous animal-architects in nature. They gather tree branches and mud to build dams around water. A beaver dam can be from a few meters to up to 100 meters long. Termites are also well-known animal-architects. They mix their spit with the soil to make towering nests on the ground. In Africa, some termite species make nests that reach up to 7 meters. Baya weavers are incredible bird-architects. While most birds can build nests, they're not as creatively made as bay weavers'. Baya weavers don't use the usual twigs and branches. Instead, they weave their nests with long pieces of grass. When they're done, their nests look like hanging bags of grass.

Class: _____ Name: _____



Unit 6 Technology

* Listen and write.

A (TR 41)

- G** Did you watch the trailer for the new movie, *AI*?
- B** Yeah, I did. It looked interesting.
- G** Hey, would you ever get a robot housekeeper, like in the movie?
- B** I think I would. I'll have it clean the house and do the dishes.
- G** Hmm. I'm not sure about getting one myself.
- B** Why not? Doesn't it sound convenient?
- G** It does. But what if the robot starts thinking on its own? What if it gets angry at me one day and starts attacking me?
- B** I think you watched too many science fiction movies. That kind of thing won't happen for another hundred years or so.
- G** Are you sure?
- B** Of course. A robot housekeeper will help you with your work, cook food for you....
- G** Oh, will it cook for me?
- B** Sure! And it'll make your food just the way you want it.
- G** Uh, maybe I'll get one to have it cook for me then.

B (TR 42)

- B** I love my new wireless earphones. They're so convenient.
- G** I agree. I want to thank whoever invented wireless Bluetooth technology.

- B** Well, I don't know who invented the technology, but I know it was named after a Danish king.
- G** Really? How did that happen?
- B** A long time ago, this king named Herald Bluetooth brought different Danish tribes together.
- G** All right.
- B** And you know how Bluetooth technology can connect all kinds of different devices together, right?
- G** Yes. I'm connecting my Bluetooth earphones and smartwatch to my smartphone right now. And I even connect my Bluetooth speaker at home too.
- B** Right. So, the technology brings different smart devices together, like how the king did with different tribes.
- G** Aha, I see.
- B** Also, even the Bluetooth symbol comes from the king's initials H and B written in Danish.
- G** Oh, that's what the symbol meant. That's interesting.

C (TR 43)

- W** Drones have a wide range of usages in our lives. Who can tell me where or how they're used? Yes, Pete?
- B1** They are used to put out fires on mountains. I saw it on the news once.
- W** You're right. Drones are unmanned, meaning no one is flying on them. So, they're used in dangerous situations such as putting out fires.
- G** Similarly, I saw drones spray something over farm fields on the news too.
- W** Yes, S11ue. Drones are indeed used in farming too.
- G** But why, Ms. Becker?

- W** Farming drones usually have various cameras and sensors. So, they can spray helpful chemicals over farm fields very quickly and accurately.
- G** I see.
- B2** Drones are also used for TV shows. They record videos from the sky, so we can see wider shots and landscapes.
- W** Good example, Max. Drones can shoot videos from higher angles, so they make scenes look more interesting.

D (TR 44)

- B** Technology is all around us. Thanks to technology, we use different devices every day that make our lives easier. How exactly does technology help each one of us? I interviewed my friends to find out. This is Amanda. Her grandpa lives in Switzerland. So, she often makes video calls to both see and talk to him. Before there were video calls, Amanda had to fly all the way to Switzerland to see him. This is Tom. He uses an electric toothbrush. It helps him brush his teeth better. Before he used electric toothbrushes, he used to go to the dentist a lot. Now, he doesn't go as often. And this is Kate. She loves exercising. She always wears her smartwatch when she exercises. She says the watch tells her about her overall health condition and how much she exercised that day.

Class: _____ Name: _____



Unit 6 Technology

* Listen and write.

A (TR 41)

- G** Did you watch the trailer for the new movie, *AI*?
- B** Yeah, I did. It looked interesting.
- G** Hey, would you ever get a robot housekeeper, like in the movie?
- B** I think I would. I'll have it clean the house and do the dishes.
- G** Hmm. I'm not sure about getting one myself.
- B** Why not? Doesn't it sound convenient?
- G** It does. But what if the robot starts thinking on its own? What if it gets angry at me one day and starts attacking me?
- B** I think you watched too many science fiction movies. That kind of thing won't happen for another hundred years or so.
- G** Are you sure?
- B** Of course. A robot housekeeper will help you with your work, cook food for you....
- G** Oh, will it cook for me?
- B** Sure! And it'll make your food just the way you want it.
- G** Uh, maybe I'll get one to have it cook for me then.

B (TR 42)

- B** I love my new wireless earphones. They're so convenient.
- G** I agree. I want to thank whoever invented wireless Bluetooth technology.

- B** Well, I don't know who invented the technology, but I know it was named after a Danish king.
- G** Really? How did that happen?
- B** A long time ago, this king named Herald Bluetooth brought different Danish tribes together.
- G** All right.
- B** And you know how Bluetooth technology can connect all kinds of different devices together, right?
- G** Yes. I'm connecting my Bluetooth earphones and smartwatch to my smartphone right now. And I even connect my Bluetooth speaker at home too.
- B** Right. So, the technology brings different smart devices together, like how the king did with different tribes.
- G** Aha, I see.
- B** Also, even the Bluetooth symbol comes from the king's initials H and B written in Danish.
- G** Oh, that's what the symbol meant. That's interesting.

C (TR 43)

- W** Drones have a wide range of usages in our lives. Who can tell me where or how they're used? Yes, Pete?
- B1** They are used to put out fires on mountains. I saw it on the news once.
- W** You're right. Drones are unmanned, meaning no one is flying on them. So, they're used in dangerous situations such as putting out fires.
- G** Similarly, I saw drones spray something over farm fields on the news too.
- W** Yes, Sue. Drones are indeed used in farming too.
- G** But why, Ms. Becker?

- W** Farming drones usually have various cameras and sensors. So, they can spray helpful chemicals over farm fields very quickly and accurately.
- G** I see.
- B2** Drones are also used for TV shows. They record videos from the sky, so we can see wider shots and landscapes.
- W** Good example, Max. Drones can shoot videos from higher angles, so they make scenes look more interesting.

D (TR 44)

- B** Technology is all around us. Thanks to technology, we use different devices every day that make our lives easier. How exactly does technology help each one of us? I interviewed my friends to find out. This is Amanda. Her grandpa lives in Switzerland. So, she often makes video calls to both see and talk to him. Before there were video calls, Amanda had to fly all the way to Switzerland to see him. This is Tom. He uses an electric toothbrush. It helps him brush his teeth better. Before he used electric toothbrushes, he used to go to the dentist a lot. Now, he doesn't go as often. And this is Kate. She loves exercising. She always wears her smartwatch when she exercises. She says the watch tells her about her overall health condition and how much she exercised that day.

Class: _____ Name: _____

Unit 7 Money



* Listen and write.

A (TR 50)

- W** Hello, welcome to Peter's Clothing.
- B** Hi. I'm looking for holiday gifts for my parents.
- W** Certainly. Do you have anything in mind?
- B** I'm thinking of warm clothing like hats, scarves, or gloves.
- W** OK, what do you think of these gloves and scarves? They're very popular and on sale right now.
- B** They look nice. How much are the gloves?
- W** They're originally 60 dollars, but with a 10% discount, they're down to 54 dollars.
- B** All right. I'll get these gloves for my mom. What about these scarves?
- W** They're originally 50 dollars, but only 45 dollars right now. Everything is 10% off until Sunday.
- B** Hmm. The scarves are nice, but I think my dad already has a few scarves.
- W** Then what about these socks? They're high-quality socks at a great price.
- B** They look good.
- W** They come in a set of three pairs for 36 dollars.
- B** OK. I'll get the socks for my dad then.

B (TR 51)

- B** So, how much lemonade do you think we can sell this Saturday?

- G** Hmm. Maybe 30 cups if we stay in our neighborhood and 50 cups if we go to the park.
- B** Then, let's go to the park.
- G** All right. We'll need about one lemon per cup. So, let's get ten bags of these lemons. There are five to six lemons in each bag.
- B** Perfect. They're 5 dollars a bag, so that's 50 dollars.
- G** Now the sugar and ice.
- B** One bag of sugar should be enough, which is 4 dollars.
- G** And what about three bags of ice? They're 2 dollars a bag.
- B** Good. Lastly, we need cups. Look, this one is 50 cups for 15 dollars.
- G** OK, let's get it. And how much is all that?
- B** That's 75 dollars in total.
- G** If we sell all 50 cups, 3 dollars each, then we'll make 75 dollars in the end!

C (TR 52)

- G** Hey, Thomas. Guess what? I've started getting an allowance.
- B** Hey, Alice. That's awesome. I wish I got an allowance too.
- G** Yeah, it's pretty nice. But I kind of have to earn my allowance.
- B** What do you mean by that?
- G** For example, if I clean our fish tank, I earn 10 dollars. And if I wash the car, I earn 15 dollars.
- B** I see. What happens if you don't do any of that? Do you get nothing?
- G** No. I still get at least 15 dollars a month.
- B** That's nice. Then, what do you do with your allowance?
- G** I use it to buy whatever I want. You know what the best part is?

B No, what is it?

G I always have money to buy ice cream when the ice cream truck comes around. I even get two – one for myself and one for my little sister!

D (TR 53)

M How can you use your money wisely? There are three ways to manage your money: spend it, save it, or invest it. Spending is probably the easiest thing to do. Whether it's buying things for yourself or others, or even donating to charity, spending money brings joy. What is your favorite way to spend your money? Saving money is a simple but sure way to turn your pocket money into a bigger fortune. Go to a bank near your house and open a savings account. You'll soon feel the satisfaction of seeing your money grow. Lastly, you can invest. This could mean investing in stock markets, but don't forget to invest in yourself too. The money spent on your education and future is a valuable investment. Remember, your money matters. So, find the right balance among spending, saving, and investing. It's the most important thing when managing money.

Class: _____ Name: _____



Unit 7 Money

* Listen and write.

A (TR 50)

W Hello, welcome to Peter's Clothing.

B Hi. I'm looking for holiday gifts for my parents.

W Certainly. Do you have anything in mind?

B I'm thinking of warm clothing like hats, scarves, or gloves.

W OK, what do you think of these gloves and scarves? They're very popular and on sale right now.

B They look nice. How much are the gloves?

W They're originally 60 dollars, but with a 10% discount, they're down to 54 dollars.

B All right. I'll get these gloves for my mom. What about these scarves?

W They're originally 50 dollars, but only 45 dollars right now. Everything is 10% off until Sunday.

B Hmm. The scarves are nice, but I think my dad already has a few scarves.

W Then what about these socks? They're high-quality socks at a great price.

B They look good.

W They come in a set of three pairs for 36 dollars.

B OK. I'll get the socks for my dad then.

B (TR 51)

B So, how much lemonade do you think we can sell this Saturday?

- G** Hmm. Maybe 30 cups if we stay in our neighborhood and 50 cups if we go to the park.
- B** Then, let's go to the park.
- G** All right. We'll need about one lemon per cup. So, let's get ten bags of these lemons. There are five to six lemons in each bag.
- B** Perfect. They're 5 dollars a bag, so that's 50 dollars.
- G** Now the sugar and ice.
- B** One bag of sugar should be enough, which is 4 dollars.
- G** And what about three bags of ice? They're 2 dollars a bag.
- B** Good. Lastly, we need cups. Look, this one is 50 cups for 15 dollars.
- G** OK, let's get it. And how much is all that?
- B** That's 75 dollars in total.
- G** If we sell all 50 cups, 3 dollars each, then we'll make 75 dollars in the end!

C (TR 52)

- G** Hey, Thomas. Guess what? I've started getting an allowance.
- B** Hey, Alice. That's awesome. I wish I got an allowance too.
- G** Yeah, it's pretty nice. But I kind of have to earn my allowance.
- B** What do you mean by that?
- G** For example, if I clean our fish tank, I earn 10 dollars. And if I wash the car, I earn 15 dollars.
- B** I see. What happens if you don't do any of that? Do you get nothing?
- G** No. I still get at least 15 dollars a month.
- B** That's nice. Then, what do you do with your allowance?
- G** I use it to buy whatever I want. You know what the best part is?

B No, what is it?

G I always have money to buy ice cream when the ice cream truck comes around. I even get two – one for myself and one for my little sister!

D (TR 53)

M How can you use your money wisely? There are three ways to manage your money: spend it, save it, or invest it. Spending is probably the easiest thing to do. Whether it's buying things for yourself or others, or even donating to charity, spending money brings joy. What is your favorite way to spend your money? Saving money is a simple but sure way to turn your pocket money into a bigger fortune. Go to a bank near your house and open a savings account. You'll soon feel the satisfaction of seeing your money grow. Lastly, you can invest. This could mean investing in stock markets, but don't forget to invest in yourself too. The money spent on your education and future is a valuable investment. Remember, your money matters. So, find the right balance among spending, saving, and investing. It's the most important thing when managing money.

Class: _____ Name: _____



Unit 8 Copyrights

* Listen and write.

A (TR 57)

- B** Amanda, did you finish the English writing assignment?
- G** Hey, Tim, of course. Did you not?
- B** Not yet. I couldn't choose a topic. Can I just copy yours?
- G** No way! I put a lot of effort into it. It's like breaking the rules of copyright.
- B** All right, sorry. But I don't really get the idea of copyright.
- G** OK, look at it this way. Whose bike is this?
- B** That's mine.
- G** Now, how would you feel if other people used your bike, or maybe even sold it without your permission?
- B** That's ridiculous! And it's stealing.
- G** Exactly. That's because the bike is your property. And there are laws to protect personal property.
- B** All right.
- G** Well, copyright is the same, except it protects people's creative work.
- B** Hmm. So, copyright is saying that things like written stories or paintings are creators' properties?
- G** Yes! Now you're getting it.

B (TR 58)

- G** Hey, John. What are you doing?

- B** Hey, Jacky. I'm making a video. I'm going to post it on my channel.
- G** Cool. Is that you playing the piano?
- B** Yes, that's me practicing Beethoven's music for the school concert.
- G** I see. But is it OK to post someone else's music like that?
- B** What do you mean?
- G** I mean, you're playing the piano. But it's still Beethoven's music. I don't think you can just post other people's work like that.
- B** Oh. Are you talking about copyrights? You don't have to worry about that. Beethoven's music is not copyrighted.
- G** Really? Why not?
- B** Well, Beethoven's music is centuries old.
- G** So copyright law doesn't protect it?
- B** No. Because there was no such thing as copyright at the time. So it can't be protected now either.
- G** Oh, OK.
- B** Also, copyrights don't last forever. Even if Beethoven's music was copyrighted, it'd be over now.

C (TR 59)

- M** Now, are there any questions about copyright law?
- G1** Mr. White, I have a great idea for a play right now. But what if someone writes about a similar idea before me? Will my idea be protected?
- M** Sorry, Maria, but no. Copyright only protects pieces of work that are actually written or recorded.
- G1** I see. I should hurry and write my play then.
- B** What about names, like song titles?
- M** Good question, Vincent. But names and titles are also not protected by copyright law.

- B** Really? Even brand names?
- M** Well, there are other laws, like trademark law, to protect unique names, including brand names.
- B** I see.
- G2** I thought we only get in trouble if we make money from the copied work.
- M** Not at all, Janet. Even without making money, you can still break copyright law.
- G2** Oh, no. I didn't know that.
- M** That's right, kids. So, no copying things off the internet for homework.

D (TR 60)

W Did you know that the *Happy Birthday* song was protected by copyright law for a long time? Companies paid millions of dollars to use the song on TV shows and movies. Luckily, nobody needs to pay to use the song anymore. In 2016, it was decided that it was no one's property. Like the *Happy Birthday* song, the famous novel, *The Great Gatsby*, is also free to use. Its copyright ended in 2020, 95 years after it was published in 1925. On the other hand, Michael Jackson's songs are still copyrighted because, in many countries, copyright lasts 50 to 70 years after the creator's death. However, this doesn't mean his songs will be free to use in 70 years or so. Copyright law changes all the time. So, when you're using someone else's work, always make sure you're using it in a lawful way.

Class: _____ Name: _____



Unit 8 Copyrights

* Listen and write.

A (TR 57)

- B** Amanda, did you finish the English writing assignment?
- G** Hey, Tim, of course. Did you not?
- B** Not yet. I couldn't choose a topic. Can I just copy yours?
- G** No way! I put a lot of effort into it. It's like breaking the rules of copyright.
- B** All right, sorry. But I don't really get the idea of copyright.
- G** OK, look at it this way. Whose bike is this?
- B** That's mine.
- G** Now, how would you feel if other people used your bike, or maybe even sold it without your permission?
- B** That's ridiculous! And it's stealing.
- G** Exactly. That's because the bike is your property. And there are laws to protect personal property.
- B** All right.
- G** Well, copyright is the same, except it protects people's creative work.
- B** Hmm. So, copyright is saying that things like written stories or paintings are creators' properties?
- G** Yes! Now you're getting it.

B (TR 58)

- G** Hey, John. What are you doing?
- B** Hey, Jacky. I'm making a video. I'm going to post it on my channel.

- G** Cool. Is that you playing the piano?
- B** Yes, that's me practicing Beethoven's music for the school concert.
- G** I see. But is it OK to post someone else's music like that?
- B** What do you mean?
- G** I mean, you're playing the piano. But it's still Beethoven's music. I don't think you can just post other people's work like that.
- B** Oh. Are you talking about copyrights? You don't have to worry about that. Beethoven's music is not copyrighted.
- G** Really? Why not?
- B** Well, Beethoven's music is centuries old.
- G** So copyright law doesn't protect it?
- B** No. Because there was no such thing as copyright at the time. So it can't be protected now either.
- G** Oh, OK.
- B** Also, copyrights don't last forever. Even if Beethoven's music was copyrighted, it'd be over now.

C (TR 59)

- M** Now, are there any questions about copyright law?
- G1** Mr. White, I have a great idea for a play right now. But what if someone writes about a similar idea before me? Will my idea be protected?
- M** Sorry, Maria, but no. Copyright only protects pieces of work that are actually written or recorded.
- G1** I see. I should hurry and write my play then.
- B** What about names, like song titles?
- M** Good question, Vincent. But names and titles are also not protected by copyright law.

- B** Really? Even brand names?
- M** Well, there are other laws, like trademark law, to protect unique names, including brand names.
- B** I see.
- G2** I thought we only get in trouble if we make money from the copied work.
- M** Not at all, Janet. Even without making money, you can still break copyright law.
- G2** Oh, no. I didn't know that.
- M** That's right, kids. So, no copying things off the internet for homework.

D (TR 60)

- W** Did you know that the *Happy Birthday* song was protected by copyright law for a long time? Companies paid millions of dollars to use the song on TV shows and movies. Luckily, nobody needs to pay to use the song anymore. In 2016, it was decided that it was no one's property. Like the *Happy Birthday* song, the famous novel, *The Great Gatsby*, is also free to use. Its copyright ended in 2020, 95 years after it was published in 1925. On the other hand, Michael Jackson's songs are still copyrighted because, in many countries, copyright lasts 50 to 70 years after the creator's death. However, this doesn't mean his songs will be free to use in 70 years or so. Copyright law changes all the time. So, when you're using someone else's work, always make sure you're using it in a lawful way.

Class: _____ Name: _____



Unit 9 Elections

* Listen and write.

A (TR 64)

- G** Hey, Jack. Did you see the election posters for student president in the cafeteria?
- B** No, Nancy. But I was given some campaign flyers on my way here. There are some great candidates.
- G** There are. Who do you think should be our Student President?
- B** Well, I haven't had time to read through the flyers yet. What about you? Do you have someone in mind?
- G** Yeah. I'm thinking of Maria Jenkins. She said she'll organize a holiday party every year.
- B** Cool, a party. But what's it for?
- G** It's to have fun and get to know students from other classes. There'll be lots of food and a band too!
- B** Hmm, looking at these flyers now, I like Jake Owen's ideas. He says he'll work on rebuilding the old gym into a swimming pool.
- G** That's awesome. But I don't think I can give up those holiday parties.
- B** All right. It's your vote.

B (TR 65)

- M** All right, guys. We'll vote for our class president now. You know our candidates, Lucy and George, right?
- G1** Yes, Mr. Moore.

- M** Before I hand out these yellow voting papers, I want to go over some rules.
- G1** Rules? I didn't know there were rules for voting.
- M** Well, there are. First, everyone in our classroom will vote.
- B** But what about Lily? She's absent today.
- M** Don't worry, Vince. I'll make sure she votes too.
- B** Can I vote for her?
- M** No, you cannot. That has to do with our second rule. Everyone gets only one vote. That's only fair.
- B** All right. Are there more rules?
- M** Yes, just one more. We'll keep our votes secret.
- G2** Really? But I wanted to know who voted for who.
- M** I know. But the idea is to help everyone be true to their own decision. Keeping our votes secret prevents anyone feeling pressured to vote for a certain candidate.

C (TR 66)

- W** Today, we'll learn about different leaders and their roles. Let's start with the president. What do you know about a president?
- B1** A president represents a country.
- W** You're right, David. The president is the top leader of a country and makes important national decisions.
- G** Also, people vote for the president.
- W** Yes, Laura. In most countries, presidents are elected through national citizen votes.
- B2** What about the leader of our city, Mr. Miller? Was he elected through votes too?

- W** Yes, Jake. A leader of a city or town is called a mayor, and our mayor was also elected through votes.
- B2** Like how people voted for the president?
- W** Well, not exactly. While people from all over the country vote for the president, the mayor is voted by local citizens.
- B2** I see. I think it makes sense that only the local people vote for their mayor.
- W** Right, I agree.

D (TR 67)

- B** Hello, my name is George Williams, and I'm thrilled to be running for your class president once again. During the last semester, we organized many successful events, such as a talent show and bake sale. Also, we created a more enjoyable class environment by decorating our classroom. Now, I'm not here to ask for just another re-election. I want to continue building the classroom we were creating together. Many of you must remember the events we never got to do, like auctions or game days. And I have more ideas for a welcoming classroom, like making a secret mailbox. You already know my commitment to our class, and that I actually make things happen. With your support, we can make this semester even more memorable than the last one. Thank you for your time and attention. Please vote for me, George Williams!

Class: _____ Name: _____



Unit 9 Elections

* Listen and write.

A (TR 64)

- G** Hey, Jack. Did you see the election posters for student president in the cafeteria?
- B** No, Nancy. But I was given some campaign flyers on my way here. There are some great candidates.
- G** There are. Who do you think should be our Student President?
- B** Well, I haven't had time to read through the flyers yet. What about you? Do you have someone in mind?
- G** Yeah. I'm thinking of Maria Jenkins. She said she'll organize a holiday party every year.
- B** Cool, a party. But what's it for?
- G** It's to have fun and get to know students from other classes. There'll be lots of food and a band too!
- B** Hmm, looking at these flyers now, I like Jake Owen's ideas. He says he'll work on rebuilding the old gym into a swimming pool.
- G** That's awesome. But I don't think I can give up those holiday parties.
- B** All right. It's your vote.

B (TR 65)

- M** All right, guys. We'll vote for our class president now. You know our candidates, Lucy and George, right?
- G1** Yes, Mr. Moore.

- M** Before I hand out these yellow voting paper, I want to go over some rules.
- G1** Rules? I didn't know there were rules for voting.
- M** Well, there are. First, everyone in our classroom will vote.
- B** But what about Lily? She's absent today.
- M** Don't worry, Vince. I'll make sure she votes too.
- B** Can I vote for her?
- M** No, you cannot. That has to do with our second rule. Everyone gets only one vote. That's only fair.
- B** All right. Are there more rules?
- M** Yes, just one more. We'll keep our votes secret.
- G2** Really? But I wanted to know who voted for who.
- M** I know. But the idea is to help everyone be true to their own decision. Keeping our votes secret prevents anyone feeling pressured to vote for a certain candidate.

C (TR 66)

- W** Today, we'll learn about different leaders and their roles. Let's start with the president. What do you know about a president?
- B1** A president represents a country.
- W** You're right, David. The president is the top leader of a country and makes important national decisions.
- G** Also, people vote for the president.
- W** Yes, Laura. In most countries, presidents are elected through national citizen votes.
- B2** What about the leader of our city, Mr. Miller? Was he elected through votes too?

W Yes, Jake. A leader of a city or town is called a mayor, and our mayor was also elected through votes.

B2 Like how people voted for the president?

W Well, not exactly. While people from all over the country vote for the president, the mayor is voted by local citizens.

B2 I see. I think it makes sense that only the local people vote for their mayor.

W Right, I agree.

D (TR 67)

B Hello, my name is George Williams, and I'm thrilled to be running for your class president once again. During the last semester, we organized many successful events, such as a talent show and bake sale. Also, we created a more enjoyable class environment by decorating our classroom. Now, I'm not here to ask for just another re-election. I want to continue building the classroom we were creating together. Many of you must remember the events we never got to do, like auctions or game days. And I have more ideas for a welcoming classroom, like making a secret mailbox. You already know my commitment to our class, and that I actually make things happen. With your support, we can make this semester even more memorable than the last one. Thank you for your time and attention. Please vote for me, George Williams!

Class: _____ Name: _____

Unit 10 City and Country Living



* **Listen and write.**

A (TR 73)

- G** Hello?
- B** Hi, Kelly. It's Ron. How are you doing?
- G** Hi, Ron. I'm actually doing pretty good. I've been exploring and getting to know my new town since last week.
- B** Nice. How do you like it so far?
- G** I like it a lot. There aren't many people, so it's really calm and peaceful. And the scenery is beautiful here.
- B** Oh, yeah. You told me about it being close to the sea.
- G** Yes. I'll send you some pictures that I've taken.
- B** Cool, I got them. The first picture of the sea looks awesome.
- G** I can also take a walk and play around in the grass, like in the fields in the second picture I sent you.
- B** Wow. These fields look like they could be in a movie.
- G** Yeah. They're definitely different from those city views of buildings.

B (TR 74)

- B** Look at this article. It says more and more schools in rural areas are closing.
- G** Really? Why would schools close?
- B** Because there are not enough students to attend the school anymore.

- G** No students? I've heard of student numbers going down before. But I didn't think it was that serious.
- B** Yeah, me neither. According to the article, this school had to close when their last four students graduated.
- G** Wow. It's hard to imagine there being only four students in the whole school.
- B** I know. And I thought 16 students in our class weren't many.
- G** Yeah. We even have three classes in our grade.
- B** But then, when we were younger, there used to be over 20 students in our classes.
- G** That's true. Which do you think is better? To have more classmates or fewer?
- B** I think more is better. That way, we always have enough people to play a soccer game.

C (TR 75)

- G** Hey, if you could choose to live in the city or the country, where would you live?
- B** I would definitely stay in the city.
- G** All right, why?
- B** Well, I like meeting people and visiting different places. It's much easier to do all that in the city.
- G** I guess there's not much public transportation in the country.
- B** Yeah, you'd have to wait maybe a couple of hours to take a bus or ask someone to drive you places.
- G** But cities are polluted, you know. It may be healthier living in the country.

- B** Still, there aren't many shopping malls or movie theaters in the country. I don't want to have to give up all of that.
- G** All right. But there must be other fun activities in the country.
- B** Yeah. I suppose it'd be easier to do outdoor activities like hiking.
- G** Right. And there are lots of local events like farmers' markets.

D (TR 76)

- M** Cities are complex and important places. To maximize their function and value, many countries around the world engage in urban planning. One popular form of urban planning is arranging city streets in square patterns. This structure simplifies the city's layout. An example of this structure can be seen in the streets of Manhattan in New York City. Preserving cultural value is important for some cities. Urban planning can help maintain their history and identity. In Paris, for example, buildings are limited to 12 stories, or 37 m in height. This is to protect the city's iconic skyline with the Eiffel Tower. Green spaces are also important in city planning. They provide recreational areas for citizens and help improve air quality. Hyde Park in London is an excellent example of a green space in an urban area.

Class: _____ Name: _____

Unit 10 City and Country Living



* **Listen and write.**

A (TR 73)

- G** Hello?
- B** Hi, Kelly. It's Ron. How are you doing?
- G** Hi, Ron. I'm actually doing pretty good. I've been exploring and getting to know my new town since last week.
- B** Nice. How do you like it so far?
- G** I like it a lot. There aren't many people, so it's really calm and peaceful. And the scenery is beautiful here.
- B** Oh, yeah. You told me about it being close to the sea.
- G** Yes. I'll send you some pictures that I've taken.
- B** Cool, I got them. The first picture of the sea looks awesome.
- G** I can also take a walk and play around in the grass, like in the fields in the second picture I sent you.
- B** Wow. These fields look like they could be in a movie.
- G** Yeah. They're definitely different from those city views of buildings.

B (TR 74)

- B** Look at this article. It says more and more schools in rural areas are closing.
- G** Really? Why would schools close?
- B** Because there are not enough students to attend the school anymore.

- G** No students? I've heard of student numbers going down before. But I didn't think it was that serious.
- B** Yeah, me neither. According to the article, this school had to close when their last four students graduated.
- G** Wow. It's hard to imagine there being only four students in the whole school.
- B** I know. And I thought 16 students in our class weren't many.
- G** Yeah. We even have three classes in our grade.
- B** But then, when we were younger, there used to be over 20 students in our classes.
- G** That's true. Which do you think is better? To have more classmates or fewer?
- B** I think more is better. That way, we always have enough people to play a soccer game.

C (TR 75)

- G** Hey, if you could choose to live in the city or the country, where would you live?
- B** I would definitely stay in the city.
- G** All right, why?
- B** Well, I like meeting people and visiting different places. It's much easier to do all that in the city.
- G** I guess there's not much public transportation in the country.
- B** Yeah, you'd have to wait maybe a couple of hours to take a bus or ask someone to drive you places.
- G** But cities are polluted, you know. It may be healthier living in the country.

- B** Still, there aren't many shopping malls or movie theaters in the country. I don't want to have to give up all of that.
- G** All right. But there must be other fun activities in the country.
- B** Yeah. I suppose it'd be easier to do outdoor activities like hiking.
- G** Right. And there are lots of local events like farmers' markets.

D (TR 76)

- M** Cities are complex and important places. To maximize their function and value, many countries around the world engage in urban planning. One popular form of urban planning is arranging city streets in square patterns. This structure simplifies the city's layout. An example of this structure can be seen in the streets of Manhattan in New York City. Preserving cultural value is important for some cities. Urban planning can help maintain their history and identity. In Paris, for example, buildings are limited to 12 stories, or 37 m in height. This is to protect the city's iconic skyline with the Eiffel Tower. Green spaces are also important in city planning. They provide recreational areas for citizens and help improve air quality. Hyde Park in London is an excellent example of a green space in an urban area.

Class: _____ Name: _____



Unit 11 Plants

* Listen and write.

A (TR 80)

- B** Mmm. I love cherries. It amazes me sometimes how sweet fruit can be.
- G** True. But it's kind of for their own good.
- B** Is it? They'll only get eaten by animals though.
- G** Exactly. They need to be eaten by animals in order to spread their seeds.
- B** But if that's the case, how do palm trees spread their seeds? I can't imagine many animals eating coconuts.
- G** That's because coconut seeds are not spread by animals.
- B** Well, how are they spread then?
- G** By water. Coconuts can even travel across oceans on water.
- B** No way! Is that why coconuts float on water?
- G** Yeah. And that's why so many palm trees grow on beaches.
- B** Wow. That's new to me. I only knew about some plants spreading their seeds by wind.
- G** Like dandelions?
- B** Yeah. I used to love blowing dandelions when they became all fluffy and white.

B (TR 81)

- W** Hey, class. Does anybody know what day it is today?
- B** It's Tuesday, April 5th.

- W** Yes, and April 5th is also Arbor Day.
- B** Arbor Day? What's that?
- W** It's a day to plant trees! Many countries celebrate Arbor Day.
- G** Does that mean people around the world are planting trees right now?
- W** Well, countries may celebrate Arbor Day on different days. For us, in the US, it's on April 5th. But in Australia, Arbor Day is on June 20th.
- G** I see.
- W** So, I have some presents for you. Can you guess what I brought in these bags?
- B** Are they trees?
- W** Yes! They're pine saplings, which are young pine trees. Each of you can take one home and plant it after school.
- B** Cool! I want to plant it outside my bedroom window. I'll be able to see it from my room.

C (TR 82)

- B** Don't you think it's interesting how we eat different parts of plants?
- G** What do you mean?
- B** I mean, just look at this salad. Carrots are the root, tomatoes are the fruit, and lettuce is ... well, the leaf!
- G** You're right.
- B** Then, I wonder what part we eat in broccoli.
- G** I read a book on plants recently. It said the head of a broccoli is the flower.
- B** Aha! That's a strange looking flower then.
- G** Yeah. What do you think the part of onion we eat is?

- B** You mean the bulb? Doesn't it grow underground? So, maybe it's the root?
- G** Onion bulbs are not exactly underground. And there are roots under the bulb.
- B** Oh, what's the bulb then?
- G** It turns out an onion's bulb is a unique form of the plant's stem and leaves.
- B** Stem and leaves? All right, now I never would have guessed that.

D (TR 83)

- B** Welcome to Green Botanical Garden. You may have heard of bugs eating plants. But have you ever heard of plants eating bugs? Meet carnivorous plants. Carnivorous plants are usually bright-colored and produce a nice smell to attract bugs. Here's a video of some of them in action. This is the pitcher plant. It looks like a pitcher and has a sweet smell. A fruit fly approaches the plant thinking it's food. But as it lands on the plant, it falls into the pitcher, which is like the plant's stomach. This is the Venus flytrap. As an ant steps on the plant's leaf and touches its sensitive hairs, the Venus flytrap quickly closes. Now, the ant is trapped waiting to be digested. Lastly, we have the sundew plant. These dew-like drops are not dew, but more like sticky glue. The mosquito is stuck on the plant while it gets digested over a few weeks.

Class: _____ Name: _____



Unit 11 Plants

* Listen and write.

A (TR 80)

- B** Mmm. I love cherries. It amazes me sometimes how sweet fruit can be.
- G** True. But it's kind of for their own good.
- B** Is it? They'll only get eaten by animals though.
- G** Exactly. They need to be eaten by animals in order to spread their seeds.
- B** But if that's the case, how do palm trees spread their seeds? I can't imagine many animals eating coconuts.
- G** That's because coconut seeds are not spread by animals.
- B** Well, how are they spread then?
- G** By water. Coconuts can even travel across oceans on water.
- B** No way! Is that why coconuts float on water?
- G** Yeah. And that's why so many palm trees grow on beaches.
- B** Wow. That's new to me. I only knew about some plants spreading their seeds by wind.
- G** Like dandelions?
- B** Yeah. I used to love blowing dandelions when they became all fluffy and white.

B (TR 81)

- W** Hey, class. Does anybody know what day it is today?
- B** It's Tuesday, April 5th.

- W** Yes, and April 5th is also Arbor Day.
- B** Arbor Day? What's that?
- W** It's a day to plant trees! Many countries celebrate Arbor Day.
- G** Does that mean people around the world are planting trees right now?
- W** Well, countries may celebrate Arbor Day on different days. For us, in the US, it's on April 5th. But in Australia, Arbor Day is on June 20th.
- G** I see.
- W** So, I have some presents for you. Can you guess what I brought in these bags?
- B** Are they trees?
- W** Yes! They're pine saplings, which are young pine trees. Each of you can take one home and plant it after school.
- B** Cool! I want to plant it outside my bedroom window. I'll be able to see it from my room.

C (TR 82)

- B** Don't you think it's interesting how we eat different parts of plants?
- G** What do you mean?
- B** I mean, just look at this salad. Carrots are the root, tomatoes are the fruit, and lettuce is ... well, the leaf!
- G** You're right.
- B** Then, I wonder what part we eat in broccoli.
- G** I read a book on plants recently. It said the head of a broccoli is the flower.
- B** Aha! That's a strange looking flower then.
- G** Yeah. What do you think the part of onion we eat is?

- B** You mean the bulb? Doesn't it grow underground? So, maybe it's the root?
- G** Onion bulbs are not exactly underground. And there are roots under the bulb.
- B** Oh, what's the bulb then?
- G** It turns out an onion's bulb is a unique form of the plant's stem and leaves.
- B** Stem and leaves? All right, now I never would have guessed that.

D (TR 83)

- B** Welcome to Green Botanical Garden. You may have heard of bugs eating plants. But have you ever heard of plants eating bugs? Meet carnivorous plants. Carnivorous plants are usually bright-colored and produce a nice smell to attract bugs. Here's a video of some of them in action. This is the pitcher plant. It looks like a pitcher and has a sweet smell. A fruit fly approaches the plant thinking it's food. But as it lands on the plant, it falls into the pitcher, which is like the plant's stomach. This is the Venus flytrap. As an ant steps on the plant's leaf and touches its sensitive hairs, the Venus flytrap quickly closes. Now, the ant is trapped waiting to be digested. Lastly, we have the sundew plant. These dew-like drops are not dew, but more like sticky glue. The mosquito is stuck on the plant while it gets digested over a few weeks.

Class: _____ Name: _____

Unit 12 Extinct Animals



* Listen and write.

A (TR 87)

- G** This field trip to Fossil Park may be one of the best field trips ever, don't you think?
- B** Totally! I can't believe we get to walk on the same ground that actual dinosaurs did.
- G** I know. And all those fossils at the research center were interesting too.
- B** Yeah. I didn't know there were different types of fossils according to how they were formed.
- G** Me neither.
- B** So, the instructor said that dinosaurs' footprints are trace fossils, right?
- G** Right. And what about the type where bugs were trapped in amber?
- B** Those are called preserved fossils. They are the rare ones where the actual organisms are left in the fossil.
- G** That was something new that I learned today. I always thought those shell fossils were actual shells, you know?
- B** You mean the cast fossils?
- G** Yes. I learned they're more like rocks, not the actual organisms themselves.

B (TR 88)

- B** Look, it's a honeybee. I learned in class today that honeybees are disappearing.
- G** Oh, no. What happens then?
- B** You know honeybees carry flower pollen and help produce fruits, vegetables,

and crops, right?

G Yes, I do.

B So, without them, it'll get harder for us to produce and eat fresh food.

G No way! I love fruits and vegetables.

B Me too. That also reminds me of the passenger pigeons I read about on the internet.

G Passenger pigeons? Now, what are they?

B They're an extinct bird species. Many people believe they helped shape the rich North American forests.

G I see. So, what happened to the forest after they disappeared?

B Scientists are still researching that. But for one thing, wolves and foxes that hunted and ate passenger pigeons lost a big part of their food source.

G I guess when one species disappears, it naturally affects other related species too.

C (TR 89)

G Have you heard of mass extinction, Paul?

B No, Sandy. What is it?

G It refers to a time when a whole lot of living things on Earth disappear at once.

B Did such a thing ever happen?

G Yes. You've heard of the dinosaur extinction, right?

B Oh, yeah. Something about a huge asteroid hitting the Earth.

G Yes, that one. That's a famous mass extinction that happened around 65 million years ago.

B I see. Were there other cases of mass extinction?

- G** Yes. Around 250 million years ago, large-scale volcanic activity brought one of the biggest extinctions in Earth's history.
- B** Oh, no. How bad was it?
- G** According to scientists, about 70 to 95 percent of Earth's animal species went extinct at that time.
- B** Wow. Were there mass extinctions due to cold weather too?
- G** Yes, there was. Around 440 million years ago, cold temperatures froze the ocean water, causing many sea creatures to die.

D (TR 90)

- M** Welcome to the Natural History Museum. Here, you can see animal species that do not exist on Earth anymore. This is the giant deer that went extinct around 11,000 years ago. These deer were one of the largest deer species that ever existed. Male giant deer were up to 2 meters tall and had antlers as wide as 3.5 meters. Next are cave lions who disappeared about 10,000 years ago. They were also larger than modern lions and often appear in ancient cave paintings. Both giant deer and cave lions went extinct mainly due to climate changes. However, the famous dodo birds were hunted to extinction. The dodo birds were big, friendly birds that couldn't fly. They weren't afraid of humans, making them easy targets to hunt. When the last dodo bird was hunted around 300 years ago, it had only been 100 years since humans first discovered them.

Class: _____ Name: _____



Unit 12 Extinct Animals

* Listen and write.

A (TR 87)

- G** This field trip to Fossil Park may be one of the best field trips ever, don't you think?
- B** Totally! I can't believe we get to walk on the same ground that actual dinosaurs did.
- G** I know. And all those fossils at the research center were interesting too.
- B** Yeah. I didn't know there were different types of fossils according to how they were formed.
- G** Me neither.
- B** So, the instructor said that dinosaurs' footprints are trace fossils, right?
- G** Right. And what about the type where bugs were trapped in amber?
- B** Those are called preserved fossils. They are the rare ones where the actual organisms are left in the fossil.
- G** That was something new that I learned today. I always thought those shell fossils were actual shells, you know?
- B** You mean the cast fossils?
- G** Yes. I learned they're more like rocks, not the actual organisms themselves.

B (TR 88)

- B** Look, it's a honeybee. I learned in class today that honeybees are disappearing.
- G** Oh, no. What happens then?
- B** You know honeybees carry flower pollen and help produce fruits, vegetables,

and crops, right?

G Yes, I do.

B So, without them, it'll get harder for us to produce and eat fresh food.

G No way! I love fruits and vegetables.

B Me too. That also reminds me of the passenger pigeons I read about on the internet.

G Passenger pigeons? Now, what are they?

B They're an extinct bird species. Many people believe they helped shape the rich North American forests.

G I see. So, what happened to the forest after they disappeared?

B Scientists are still researching that. But for one thing, wolves and foxes that hunted and ate passenger pigeons lost a big part of their food source.

G I guess when one species disappears, it naturally affects other related species too.

C (TR 89)

G Have you heard of mass extinction, Paul?

B No, Sandy. What is it?

G It refers to a time when a whole lot of living things on Earth disappear at once.

B Did such a thing ever happen?

G Yes. You've heard of the dinosaur extinction, right?

B Oh, yeah. Something about a huge asteroid hitting the Earth.

G Yes, that one. That's a famous mass extinction that happened around 65 million years ago.

B I see. Were there other cases of mass extinction?

- G** Yes. Around 250 million years ago, large-scale volcanic activity brought one of the biggest extinctions in Earth's history.
- B** Oh, no. How bad was it?
- G** According to scientists, about 70 to 95 percent of Earth's animal species went extinct at that time.
- B** Wow. Were there mass extinctions due to cold weather too?
- G** Yes, there was. Around 440 million years ago, cold temperatures froze the ocean water, causing many sea creatures to die.

D (TR 90)

- M** Welcome to the Natural History Museum. Here, you can see animal species that do not exist on Earth anymore. This is the giant deer that went extinct around 11,000 years ago. These deer were one of the largest deer species that ever existed. Male giant deer were up to 2 meters tall and had antlers as wide as 3.5 meters. Next are cave lions who disappeared about 10,000 years ago. They were also larger than modern lions and often appear in ancient cave paintings. Both giant deer and cave lions went extinct mainly due to climate changes. However, the famous dodo birds were hunted to extinction. The dodo birds were big, friendly birds that couldn't fly. They weren't afraid of humans, making them easy targets to hunt. When the last dodo bird was hunted around 300 years ago, it had only been 100 years since humans first discovered them.