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Integrate

LISTENING & SPEAKING



2

BUILDING

Lucas Foster

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Integrate Listening & Speaking **Building 2**

Lucas Foster

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TABLE OF CONTENTS

TOPIC AREA	UNIT / PAGE	DETAILS			
SOCIAL STUDIES	 UNIT 01 SOCIAL STUDIES page 10	Title	The Sound of Culture Lesson A 121WPM Lesson B 138WPM		
		Topic	A presentation at school about a foreign culture and its subculture		
		Academic Objective	Understand that different countries and regions have different groups of people, with their own unique cultures and traditions.		
		Listening Type	Presentation	Listening Function	Listening for information
		Speaking Type	Presentation	Speaking Function	Giving information
		Vocabulary	similarity, entertain, poetry, generation, spread, shrink, foreign, obsolete, emerge, associated		
		Listening Skill	Final "s" sounds		
		Speaking Skill	Stressing content words in a sentence		
		Integrate IT	QR Code Animation Video		
		SOCIAL STUDIES	 UNIT 02 SOCIAL STUDIES page 20	Title	Population Crisis Lesson A 131WPM Lesson B 132WPM
Topic	A news broadcast about shrinking populations in various countries				
Academic Objective	Understand that the populations of some countries are growing, while others are shrinking.				
Listening Type	News broadcast			Listening Function	Listening for information
Speaking Type	News broadcast			Speaking Function	Giving information
Vocabulary	developing, advanced, born, support, replace, expensive, situation, barely, decade, education				
Listening Skill	Phrasal verbs				
Speaking Skill	Using "the" with geographical names				
Integrate IT	QR Code Video				
SCIENCE	 UNIT 03 SCIENCE page 30			Title	Wild Weather Lesson A 134WPM Lesson B 137WPM
		Topic	A TV show giving some examples of extreme weather events and explaining why they happen		
		Academic Objective	Understand that changes in the seasons cause both obvious and puzzling changes to the Earth's surface.		
		Listening Type	TV show	Listening Function	Learning information
		Speaking Type	TV show	Speaking Function	Giving information
		Vocabulary	bloom, climate, moisture, temperature, sandstorm, tornado, distinct, typical, transport, Antarctica		
		Listening Skill	Different "y" sounds		
		Speaking Skill	Linked sounds (Vowel + Vowel)		
		Integrate IT	AR Images		
		SCIENCE	 UNIT 04 SCIENCE page 40	Title	Climate Change Lesson A 127WPM Lesson B 126WPM
Topic	A speech before a government body about climate change				
Academic Objective	Understand that the Earth's atmosphere, which consists of several layers of gases around the planet, protects and sustains all life on Earth.				
Listening Type	Speech			Listening Function	Listening for facts and information
Speaking Type	Speech			Speaking Function	Call to action
Vocabulary	vehicle, gas, atmosphere, greenhouse, vinyl, devastation, gasoline, harmful, agriculture, industry				
Listening Skill	Syllabic stress in three or four syllable words				
Speaking Skill	Different "th" sounds				
Integrate IT	QR Code Video				

TOPIC AREA	UNIT / PAGE	DETAILS			
MATH	 UNIT 05 MATH page 50	Title	Rising Temperatures Lesson A 126WPM Lesson B 148WPM		
		Topic	A student giving a presentation on rising temperatures in math class		
		Academic Objective	Understand that graphs give data and information in a visual form that you can use to analyze and draw conclusions.		
		Listening Type	Presentation	Listening Function	Listening for information
		Speaking Type	Presentation	Speaking Function	Giving directions
		Vocabulary	resource, agency, record, gather, research, exception, occur, dedicate, y-axis, x-axis		
		Listening Skill	Linked sounds (Consonant + Vowel)		
		Speaking Skill	Silent syllables		
		Integrate IT	QR Code Video		
		MATH	 UNIT 06 MATH page 60	Title	Screen Time Lesson A 128WPM Lesson B 135WPM
Topic	A TV show discusses the topic of smartphone addiction				
Academic Objective	Understand that survey results are often displayed in a bar graph or pie chart.				
Listening Type	TV show			Listening Function	Listening for information
Speaking Type	TV show			Speaking Function	Giving advice and recommendations
Vocabulary	result, task, accomplish, recommendation, expert, survey, fascinating, routine, necessary, medical				
Listening Skill	Linked sounds (Consonant + Consonant)				
Speaking Skill	Final "ed" sounds				
Integrate IT	QR Code Video				
SPECIAL SUBJECT	 UNIT 07 SPECIAL SUBJECT page 70			Title	The Fitness Club Lesson A 141WPM Lesson B 149WPM
		Topic	An advertisement and a conversation about joining a fitness club and its benefits		
		Academic Objective	Understand that exercise is important for your physical and mental health.		
		Listening Type	Advertisement	Listening Function	Listening for information
		Speaking Type	Conversation	Speaking Function	Collaborative task
		Vocabulary	membership, gym, intelligence, trainer, exercise, improve, release, memory, offer, mental		
		Listening Skill	Phrasal verbs		
		Speaking Skill	Final "s" sounds		
		Integrate IT	QR Code Video		
		SPECIAL SUBJECT	 UNIT 08 SPECIAL SUBJECT page 80	Title	Smart Workout Lesson A 156WPM Lesson B 159WPM
Topic	A podcast about exercise and health				
Academic Objective	Understand that healthy habits are essential to staying healthy, so it is important to have healthy habits in daily life.				
Listening Type	Podcast			Listening Function	Listening for information
Speaking Type	Conversation			Speaking Function	Describing an experience
Vocabulary	benefit, technology, habit, frequency, overwhelming, skip, active, intensity, procrastinate, reminder				
Listening Skill	Linked sounds (Consonant + Vowel)				
Speaking Skill	Using "just" as a modifier				
Integrate IT	QR Code Video				

SUBJECT	REVIEW UNITS	PROJECT TYPE	DETAILS	PAGE
Social Studies	Units 1–2 Review	News broadcast	Prepare and do a news report about shrinking populations.	90
Science	Units 3–4 Review	Speech	Prepare and give a speech about climate change.	94
Math	Units 5–6 Review	Survey	Prepare and do a presentation about phone use.	98
Special Subject	Units 7–8 Review	Advertisement	Prepare and say an advertisement for a gym.	102

THE SOUND OF CULTURE

ACADEMIC OBJECTIVE

- ▶ Understand that different countries and regions have different groups of people, with their own unique cultures and traditions.

LESSON A

- ▶ Listening Type: Presentation
- ▶ Listening Function: Listening for information
- ▶ Listening Skill: Final "s" sounds

LESSON B

- ▶ Speaking Type: Presentation
- ▶ Speaking Function: Giving information
- ▶ Speaking Skill: Stressing content words in a sentence



Scan for Audio

Tracks 002-014

1. What do you see in the picture?
2. Where do you think these people are from?
3. What kind of music do you think they like?

THE SOUND OF CULTURE

WARM-UP

- What do you see in the picture?
- Where do you think these people are?
- Why do you think this person is talking?

KEY WORDS

A Listen and match. Then write and say.  TRACK 002

a similarity

(n) something that makes one person or thing like another

b entertain

(v) to get and keep someone's interest and attention, often through singing, acting, writing, etc.

c poetry

(n) a kind of writing in which ideas and feelings are expressed through words that have a particular rhythm or rhyme

d generation

(n) the people born and living around the same time

e spread




(v) to get bigger and move into more places

f shrink

(v) to become smaller in amount, size, or value



GENERAL LISTENING SECTION & QUESTIONS

- A** Get ready to listen.  TRACK 003
 Type Presentation Place At school Topic Culture
- B** Read the questions below, then listen and write notes as needed.  TRACK 004
- C** Listen, use your notes, and choose the best answer.  TRACK 005

Questions	Notes
1. What time of day is it? <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	
2. Which country is the speaker in? <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	
3. What do we call smaller cultures that are found within national cultures? <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	
4. What musical art form does the speaker talk about? <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	

BONUS WORDS

- A** Read, discuss, then match the word to the correct synonym.



foreign _____



obsolete _____



emerge _____



associated _____

a. related

b. different

c. start

d. old

DETAILED LISTENING SECTION & QUESTIONS

A Read the questions below, then listen again and write short notes.  TRACK 006

Questions	Notes
1. What does the speaker say cultures and subcultures are always doing?	
2. Which country is not mentioned by the speaker?	
3. What is not mentioned by the speaker as a part of a culture?	
4. According to the speaker, how are hip-hop and poetry similar to each other?	

B Listen, use your notes, and choose the best answer.  TRACK 007

- What does the speaker say cultures and subcultures are always doing?
(a) (b) (c) (d)
- Which country is not mentioned by the speaker?
(a) (b) (c) (d)
- What is not mentioned by the speaker as a part of a culture?
(a) (b) (c) (d)
- According to the speaker, how are hip-hop and poetry similar to each other?
(a) (b) (c) (d)

LISTENING SKILL SECTION

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.

"s"	"z"	"iz"
P: cup <u>s</u> → cup <u>s</u> K: book <u>s</u> → book <u>s</u> F: cliff <u>s</u> → cliff <u>s</u> laugh <u>s</u> → laugh <u>s</u> graph <u>s</u> → graph <u>s</u> (the letters -gh and -ph make the f sound) T: hat <u>s</u> → hat <u>s</u> TH: month <u>s</u> → month <u>s</u> (voiceless th)	B: crab <u>s</u> → crab <u>z</u> D: word <u>s</u> → word <u>z</u> G: bag <u>s</u> → bag <u>z</u> L: wall <u>s</u> → wall <u>z</u> M: plum <u>s</u> → plum <u>z</u> N: run <u>s</u> → run <u>z</u> NG: king <u>s</u> → king <u>z</u> R: wear <u>s</u> → wear <u>z</u> V: glove <u>s</u> → glove <u>z</u> THE: cloth <u>s</u> → cloth <u>z</u> (voiced th) VOWEL SOUNDS: see <u>s</u> → see <u>z</u> W: elbow <u>s</u> → elbow <u>z</u> Y: way <u>s</u> → way <u>z</u> (words ending with -w or -y are often pronounced with a vowel sound)	S: bus <u>e</u> s → bus <u>iz</u> race <u>e</u> s → race <u>iz</u> kiss <u>e</u> s → kiss <u>iz</u> X: fix <u>e</u> s → fix <u>iz</u> Z: prize <u>e</u> s → prize <u>iz</u> CH: sandwich <u>e</u> s → sandwich <u>iz</u> SH: wish <u>e</u> s → wish <u>iz</u> GE: change <u>e</u> s → change <u>iz</u>

B Write each word with the "s" ending sound in the chart correctly.

~~thank~~ culture similarity place generation idea part message

"s"	"z"	"iz"
thanks		

C Listen, check your answers, and say.

THE SOUND OF CULTURE

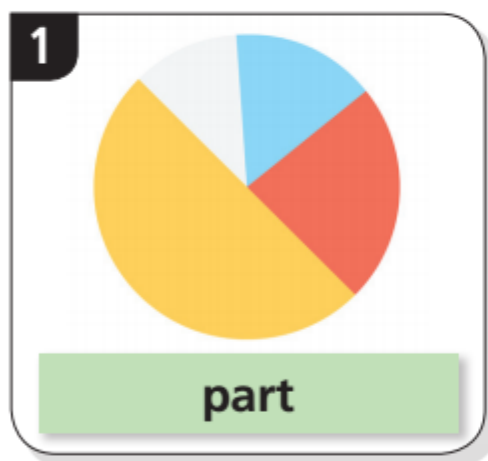


WARM-UP

- What do you see in each picture below?
- What is the last sound in each word below?
- How do you say the final "s" sound in each word?

REVIEW

A Say the word in each picture with the correct final "s" sound. Write each word in the correct box below.



Final "s" Sounds

"s"	"z"	"iz"
_____	_____	_____
_____	_____	_____

B Now listen and check your answers.  TRACK 010

SPEAKING SKILL SECTION

A Listen and read. TRACK 011

Stress content words in sentences

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

Nouns:	woman, bank	Verbs:	walk, get
Adjectives:	young, small	Adverb:	quickly

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.

Function Words: the, to

Example Sentences

1. the **YOUNG WOMAN QUICKLY WALKED** to the **SMALL BANK** to **GET** the **MONEY**.
2. a **TIRED MAN WENT** to the **BEDROOM** because he **FELT TIRED**.

B Listen, look, and say. TRACK 012

Example 1 Content Words: WE, KNOW, EACH, COUNTRY, HAS, THEIR, OWN, UNIQUE, CULTURE

Function Words: that

Sentence 1 "WE KNOW that EACH COUNTRY HAS THEIR OWN UNIQUE CULTURE."

Example 2 Content Words: THEY, HAVE, STUDIED, HISTORY, PEOPLE, PLACES, THINGS, ASSOCIATED

Function Words: the, and, with, it

★ Sounds like "the" = "thuh," "and" = "n," "with it" = "wi-thit."


Sentence 2 "THEY HAVE STUDIED the HISTORY, PEOPLE, PLACES, and THINGS ASSOCIATED with it."

C Draw a circle around the content words that should be stressed.

1. Hip-hop is a musical art form.
2. I will explain how language is part of what helped hip-hop subculture spread to many countries around the world.

D Practice saying the sentences and stressing the correct content words.

INTEGRATE IT

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

 Scan




1. In part two of my presentation on _____ culture, I'll explain how language helped hip-hop _____ around the world.
2. Although hip-hop _____ in an English-speaking country, you can basically use any language to express yourself through hip-hop.
3. There are two main ingredients _____ with making hip-hop songs: beats and rhyming.
4. Since most people's taste in music is in their own language, this exciting and creative art form _____ people in a language they know and understand.
5. This is why hip-hop has _____ so easily across different cultures, languages, and around the world.

B Watch again. Listen for the useful phrase. Guess and circle its meaning.

USEFUL PHRASE	<i>taste in</i>
MEANING	① flavor ② preference

DO A PRESENTATION

A Work with a partner. Get ready to do a presentation. Read and understand the context of the communication and the fluency focus.

Communication in Context		
	Place: At school	Context: Academic
	People: 1	Goal: Give information and facts about culture
	A: Student	
<p>Fluency Focus</p> <ol style="list-style-type: none"> 1. Remember to say the final "s" sound correctly: either "s," "z," or "iz." 2. Remember to stress content words and reduce function words. 		

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

Word Box

similarity
poetry

entertain
foreign

spread
obsolete

shrink
emerge

generation
associated

Presentation

A: Good afternoon, everyone. Thank you for being here to listen to my presentation on ① _____ culture.
I'll start by explaining how cultures ② _____ over time.
I'll also explain how cultures ③ _____ over time with older ④ _____.
Eventually, these older cultures disappear and become ⑤ _____.

C Work with a partner to finish the presentation with your ideas. Use the words and pictures for help.

PICTURE

YOUR IDEAS

1 
emerge

As older cultures disappear, new ones can _____

2 
entertain

One way cultures can grow bigger is if they _____

3 
similarity

D Listen and practice the presentation again with your partner. Use the fluency focus from part **A**.