

UNIT 1: EXPLORING WORK

LESSON A

VOCABULARY

A. p. 4

adventure
communicate
creative
dangerous
experience
explore
opportunity
ordinary
skill
view

B. MEANING FROM CONTEXT p. 4

Meet the Explorers

Different people have different **views** about “big cats,” such as lions and jaguars. Some people think the animals are beautiful, but other people are afraid of them because they can be **dangerous**. Thandiwe Mweetwa and Ricardo Samuel Moreno are biologists, and they love to **explore** the natural world. They both work with big cats and teach **ordinary** people about them.

Thandiwe is from Zambia, and she helps lions in her country. Sometimes people kill these animals because they want to protect their farm animals. So Thandiwe **communicates** with people in the villages and shares her **experiences** so they learn about the lions. She also works to give more **opportunities** to other women scientists.

Ricardo is from Panama, and he often goes on **adventures** in the jungle. Sometimes he tries to photograph jaguars. It’s difficult, and it takes special **skills**. He has to find **creative** ways to photograph them. For example, he uses special cameras in the trees; when a jaguar walks past the cameras, the cameras take photos of the animal.

D. p. 5

1. **A:** Do you like to do dangerous things?

B: Sure! I like surfing and skydiving!

2. **A:** Do you take a lot of photographs?

B: Yes, I do. I have thousands on my phone.

3. **A:** What skills do you have?

B: I speak two languages, and I can play the guitar.

4. **A:** Who do you communicate with every day?

B: My family and also my teachers at school.

5. **A:** When you go on vacation, do you prefer to have adventures someplace or to relax on the beach?

B: I like to relax on the beach!

LISTENING: An Interview with Annie Griffiths

B. p. 6

D. DETAILS p. 7

Host: Welcome back, viewers! I’m your host, Ray Bellows. Today we have the **opportunity** to talk with Annie Griffiths. She’s a photographer for the National Geographic Society, and she travels the world to places such as Africa, Australia, the Middle East, and North and South America. Sometimes her work takes her to **dangerous** places like on top of mountains, under the water, or in jungles. But she says her **experiences** in places where there are wars going on are more frightening than any wild animals or faraway places. Welcome to the show, Annie.

Annie Griffiths: Thank you, Ray. I’m glad to be here.

Host: Now, you travel a lot. What’s your favorite part of the world?

Annie: Well, I love southern Africa. I like the energy of the people and the wildlife. I also love the Galapagos Islands and Mexico. You know, actually, I love so many places that it’s hard to choose a favorite!

Host: I can understand that! And why do you like to travel and **explore** the world so much?

Annie: Oh, I love to travel because it allows me to learn about different cultures and, you know, different **views** of the world. I spend most of my time with **ordinary** people, and I get to experience how people in different places live their lives. I also love taking pictures of wildlife and landscapes.

Host: Well, your job really is an **adventure**! But how do you **communicate** with people in so many places? Say, if you don’t speak the language, for example. How do you make friends?

LEVEL 1 Audio Scripts

Annie: I think the key is to get over my own shyness. I start, you know, by smiling and talking to people. Even if I don't know the local language, I'll gesture or smile and be a little silly, so that people feel more relaxed around me.

Host: And that helps you to get your amazing pictures, I'm sure! So what advice do you have for someone who wants to become a photographer? Do they need any special **skills**?

Annie: I actually think the most important thing a photographer needs is curiosity. You've got to wake up every morning wanting to experience something new, or learn more about something familiar. It's also important to love being **creative** and to enjoy seeing things in new ways.

Host: That makes sense. Viewers—does that sound like you? Could you be a photographer?

F. FOCUSED LISTENING p. 7

1. **Host:** Now, you travel a lot. **What's your** favorite part of the world?

Annie: Well, I love southern Africa. I like the energy of the people and the wildlife. I also love the Galapagos Islands and Mexico. You know, actually, I love so many places that it's hard to choose a favorite!

2. **Host:** And **why do you** like to travel and explore the world so much?

Annie: Oh, I love to travel because it allows me to learn about different cultures and, you know, different views of the world.

3. **Host:** Well, your job really is an adventure! But **how do you** communicate with people in so many places?

Annie: I think the key is to get over my own shyness. I start, you know, by smiling and talking to people.

4. **Host:** So **what** advice **do you have** for someone who wants to become a photographer?

Annie: I actually think the most important thing a photographer needs is curiosity.

SPEAKING

PRONUNCIATION: Final -s/-es Sounds p. 9

For most -s/-es verbs and plural nouns, the -s/-es ending doesn't add an extra syllable.

work, works
receive, receives
opportunity, opportunities

When a noun or verb ends with a /s/, /ʃ/, /z/, /dʒ/, or /tʃ/ sound, you pronounce the -s or -es ending with the sound /əz/ or /ɪz/. This adds an extra syllable:

dance, dances
exercise, exercises
watch, watches

D. p. 9

1. Annie communicates with other photographers.
2. My son watches animals in the park.
3. She goes to different places and has amazing experiences.
4. My uncle drives buses for a living.
5. There are 16 doctors and 37 nurses at the hospital.
6. The students have three exercises.

LESSON B

VOCABULARY

A. p. 12

apply
candidate
enthusiastic
equipment
interview
manage
perfect
positive
responsible for
training

B. MEANING FROM CONTEXT p. 12

Part-Time Baristas Needed

The university café needs an **enthusiastic** student to work part-time. Are you the **perfect** person for the job? Baristas are **responsible for** making drinks and cleaning the **equipment**, tables, and chairs. Sometimes you will also need to **manage** the café on your own. Anyone can **apply** because we provide **training**. The successful **candidate** is **positive** and wants to learn new skills. Find out more about the job and ask for an **interview** by email: info@unicafe.edu.

LEVEL 1 Audio Scripts

D. p. 13

Interviewer: Thank you for coming to this job interview. I have a few questions. Do you have any experience working in a café?

Candidate: No, I don't. But the job advertisement says you provide training.

Interviewer: That's true. We can train you to use the equipment and make coffee, but it's harder to train people to be friendly! We want to hire very positive people.

Candidate: Oh well, I'm very friendly, and I love to learn new skills.

Interviewer: That's good to know.

Candidate: In my last job in a shop, I was responsible for helping customers. And sometimes I had to manage the shop when my manager was away.

Interviewer: That's very interesting. Do you have any questions for me?

LISTENING: What Does It Take to Be an Explorer?**B. MAIN IDEAS p. 14****D. DETAILS p. 14**

People often ask me the question, "What does it take to become an explorer?" Like me, you probably read about different explorers in *National Geographic* magazine or online. Or maybe you watch them in videos or on TV. And you probably think: Wow! Their job looks fantastic! How do I get a job like that? Do you **apply** for the job? Do **candidates** have to go for an **interview**? Do I get **training**? The answer to all these questions is not always. That's because being an explorer isn't like a normal job.

First of all, what does the word *explorer* mean? We often think that explorers are mountain climbers or people who dive in oceans. But explorers can also be journalists, scientists, and filmmakers. For example, Andrea Hernandez is from Venezuela. She's a National Geographic Explorer and a journalist. And Bertie Gregory is a National Geographic Explorer, and he **manages** film projects. He's **responsible for** a new TV series called *Epic Adventures*. So think about your main interests. If you love history, then study that. If you are **enthusiastic** about wildlife, work with animals and nature.

Second, many explorers also love photography. It isn't their main skill, but they want to photograph the people they meet and the places they visit. So, step two is to learn about photography. How do you take good photos? Look at National Geographic photographs online and in the magazine. Take a class and practice taking pictures. You can use any type of camera. You don't need a lot of expensive **equipment**.

It's also useful to learn other languages. Explorers often travel to other countries and communicate with other people. You don't have to be **perfect** in a local language. But if you know a few words, it can really help you meet people and make new friends. So think about the countries you want to explore in the future. Then try to learn the language or languages in those countries. Maybe you can find a language teacher or use a learning app.

Finally, do you like new experiences? Explorers like to travel to new places and meet new people. And sometimes this means they meet a dangerous animal or work in dangerous parts of the world. So think about that before you plan your first adventure. Of course, you don't need to travel far to get started as an explorer. You can visit places in your own town or city. Many places have interesting buildings and museums to see. And there's a lot of nature in your local park. Good luck, be **positive**, and have a great adventure!

F. p. 15

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LEVEL 1 Audio Scripts

SPEAKING

A. p. 16

Advisor: Right. So let's talk about your career plans when you leave school. Are you interested in a particular career?

Student: Um, I'm not sure what you mean.

Advisor: Well, what kind of job do you want?

Student: Oh, I see. Uh, I don't know.

Advisor: What do you love to do in your free time?

Student: I really like computer games. And I love drawing.

Advisor: Good. Are you a creative person?

Student: Yes, I think so. I share my art and photos on social media.

Advisor: That's great. So then . . . maybe you could be a social media manager.

Student: A social media manager? Can you explain?

Advisor: Sure. Companies hire someone to manage their social media. For example, you are responsible for advertising their products and communicating online with customers. How often do you use social media?

Student: Every day, if I can. But sometimes it isn't possible.

Advisor: I'm not sure I follow.

Student: I'm at school all day, and we always have homework.

Advisor: Oh, yes! Of course. So which is your favorite subject at school?

Student: Well, this year I have math, science, and geography. I like them all, but maybe geography is my favorite. I like learning about other countries.

Advisor: So are you an adventurous person?

Student: I'm sorry?

Advisor: Do you like to travel and visit new places?

Student: I don't know. I like to read about other countries. And my father travels a lot.

Advisor: Really? What does he do?

Student: He's a photographer, and he sends me photos from different places.

FINAL TASKS

OPTION 2: Discuss what makes a good job

A. MODEL p. 20

B. ANALYZE THE MODEL p. 20

Paula: OK, so today we need to discuss this question: What's important in a job? We have this list of ideas to help us. Can I start?

Ahmed: Sure, go ahead, Paula.

Paula: I think that your coworkers are very important; you know, the other people you work with. You spend all day with them, and you want to have fun at work. What do you think, Ahmed?

Ahmed: I agree that coworkers are important, but I put my manager at number one. A good manager can explain the job and help you. That makes your job easier. But when you have a bad manager, your job is terrible!

Yoko: (*interrupting*) Excuse me. Can I say something? Both of you think people are most important, but I disagree. Good pay is the most important thing. It's the reason I go to work. And then there are the other things, like people and managers. Oh! And vacation is second. I want a long vacation!

UNIT 2: GOOD TIMES, GOOD FEELINGS

LESSON A

VOCABULARY

A. p. 24

bring back

childhood

define

emotion

happiness

lonely

memory

remind of

sadness

situation

LEVEL 1 Audio Scripts

B. MEANING FROM CONTEXT p. 24

Happy Feelings about the Past

Nostalgia can be both a good and a bad **emotion**. In some countries, nostalgia describes a feeling of **sadness** when you think about the past. For example, maybe you feel sad when you walk past your old home. Or you feel **lonely** when you look at photos of old friends. However, in Japan, the word for nostalgia is more positive. You can **define** nostalgia or “natsukashii” as something that **brings back** good **memories** of your past. An object like an old train ticket can **remind** you **of** a wonderful holiday. Or a **situation**—like hearing a song from your **childhood**—can bring back feelings of **happiness**.

LISTENING: Remembering the Past

B. MAIN IDEAS p. 26

When I got up this morning, I smelled fresh coffee from the kitchen. It made me happy. My husband always makes it when he gets up. I don't *drink* coffee. In fact, I hate the taste of coffee. But the *smell* always makes me feel happy. Why? What is it about the smell? Well, I think it **reminds** me **of** my **childhood** and my father. He always got up early and made coffee. From my bed, I could smell it. Unfortunately, my father died five years ago, but that smell **brings back** very good **memories** of him. In other words, it brings feelings of nostalgia.

Today, I'm here to talk to you about nostalgia. How can it make us happy and healthy? First, I plan to **define** the word nostalgia: What is it? Then, I want to talk about nostalgia in our lives. How can we use nostalgia? I'll give some examples.

So, what is nostalgia? Well, nostalgia starts with a memory from the past. And that memory creates an **emotion**. For example, a memory can make you happy. So, in my example, the smell of coffee brings me **happiness** because I remember my father. But, with nostalgia, you also know that memory will never happen again. In my case, I'll never see my father again. And for that reason, in the past, people thought nostalgia was just about **sadness**. In fact, the word nostalgia means *homesickness*. A doctor created the word nostalgia in 1688. He wanted to describe the feelings of soldiers at war when they missed their homes and families.

So the old definition of nostalgia is negative. In fact, some doctors thought nostalgia was dangerous! But these days, many doctors think nostalgia can be positive and useful. So, how can we use nostalgia? How can it help us? Well, nostalgia can help with changes in our lives. Let's think of a difficult change. Maybe your family is moving. This is a difficult **situation**. You need to learn about a new town and a new job or school, and you don't know anyone. In this situation, some doctors say that it can help to think about the past. Maybe you think about your old town or school. This makes you feel nostalgia, and that can relax you.

Let me give you another example. Nowadays, more and more people live alone. Sometimes it's nice to be on your own, but sometimes you want to be with other people. In other words, you feel **lonely**. But when you think about your childhood home or friends, that can help you feel better. It can help you feel less lonely.

Some doctors also use nostalgia to help older people with their memories. As you probably know, when people get older, they often start to lose their memories. For most older people, this isn't too bad. But in some situations, they can lose nearly all their memories. So doctors play music for these people. That's because, when we listen to an old song from our past, the brain becomes more active, and we have positive feelings.

So, as you can see, the word nostalgia can have different meanings. In the past, it was often about sadness. Nowadays, it's more positive because we can be happy when we think about the past. And sometimes, it can even help bring back good memories from a long time ago.

D. p. 27

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LEVEL 1 Audio Scripts

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E. DETAILS p. 27

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F. FOCUSED LISTENING p. 27

1. When I got up **this morning**, I smelled fresh coffee from the kitchen.
2. Unfortunately, my father died **five years ago**.
3. A doctor created the word nostalgia **in 1688**.
4. The word nostalgia can have different meanings. **In the past**, it was often about sadness.

SPEAKING**PRONUNCIATION: Simple Past -ed Endings p. 29**

There are three ways to pronounce simple past endings. If a verb ends in:

- the sounds /t/ or /d/, the -ed ending adds a syllable. It sounds like /əd/.

need – needed

start – started

- the sounds /f/, /k/, /p/, /s/, /ʃ/, or /tʃ/, the -ed ending sounds like /t/.

look – looked

watch – watched

- any other consonant sound or a vowel sound, the -ed ending sounds like /d/.

play – played

show – showed

B. p. 29

1. We worked in a café.
2. I learned English at school.
3. My family lived here.
4. He started college last week.
5. They looked at old photos.
6. Magda wanted a new hat.
7. We played video games.
8. She downloaded a movie.

LEVEL 1 Audio Scripts

LESSON B

VOCABULARY

A. p. 32

brain
discover
experiment
forget
human
memorable
reason
recall
recognize
researcher

B. MEANING FROM CONTEXT p. 32

How Many Faces Can You Remember?

How many faces do you **recognize** every day of your life? Think about the faces of family members, best friends, friends of friends, and coworkers, and photos of world leaders and celebrities. Your **brain** has to keep all those faces in its memory. **Researchers** at the University of York in the U.K. recently did an **experiment** with memory. They **discovered** that **humans** can remember about 5,000 faces.

Of course, we can recognize a face, but that doesn't mean we can **recall** the person's name. The **reason** is that faces are more **memorable** than names. When we meet someone, we look at their face for a long time. But we might only hear their name once, so it's easy to **forget** a name. That's why some people use your name a few times in a conversation when they meet you. It helps them to remember your name as well as your face.

LISTENING: What Do We Remember?

B. MAIN IDEAS p. 34

C. DETAILS p. 34

We know much more about the memory than we did fifty years ago. But there are many things we still don't know. For example, **humans** can **recognize** thousands of photos, but we're not perfect at it. For some **reason**, we keep some photos in our memory, but we **forget** others—even when we are trying to remember them.

Let's do an **experiment**. Look at these eight photos. There are four pairs, and each pair is similar in some way: There are two men, two women, two rooms—a dining room and an office—and two beaches. Now, for each pair, which picture do you think is easier to remember? Don't try to remember them. But think about which photo your **brain** is more likely to remember. And think about why.

With the two people, maybe you think one person is more friendly-looking than the other. With the two rooms, perhaps you like one room more than the other. As for the beaches, the top one is beautiful. But the second one is also very beautiful. You decide. (*pause*). Which photos do you think are more **memorable**? Which do you think people forget? (*pause*) OK. Everyone decided? Good.

So let's talk about each pair of photos. You might think that the photos with bright colors are easier to remember. So maybe the man with dark hair is more memorable than the man with light hair. Or perhaps you think it's easier to **recall** the woman with the very happy smile. What about the photos of the rooms? The room with the tree is interesting and beautiful. The office is normal and a bit boring. As for the beaches, they look the same. Maybe the bottom photo has more sunshine. These are all good reasons, but they aren't right.

Now let me tell you about this test. When scientists did this test, people often said they thought the photos on the bottom were more memorable. But when they asked people to try to remember the photos, 30 percent more people remembered the photos on the top row. So why did this happen?

Wilma Bainbridge is a neuroscientist and **researcher** at the University of Chicago, and she created this experiment. From her work, she knows that color and appearance are important for memory. She thinks that we remember about 60 percent of photos because of the color and appearance. She also **discovered** that we remember photos when there are people in them. But what about the other 40 percent of photos? Why do people remember the top photos and not the bottom ones? Bainbridge and other scientists still do not know the answer. We have a lot to learn about the human memory.

LEVEL 1 Audio Scripts

D. p. 35

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SPEAKING

D. EVALUATE p. 37

Three Ways to Make More Memories

1. The Ten-Year Test

When you choose between different activities or experiences, ask yourself, "Which adventure am I more likely to remember in ten years?" Choose that one.

2. "Firsts"

We don't remember our everyday activities, but new experiences or "firsts" stay in our memories forever. So try something for the first time: visit a new place, learn a new language, or try a new sport.

3. Don't always go the easiest way.

A lot of memories are about travel and difficulties along the way. So don't always take the quickest or shortest route. Try walking or cycling, or take a different road.

FINAL TASKS

OPTION 2: Present a special object or photo

A. MODEL p. 39

B. ANALYZE THE MODEL p. 40

Good morning, everyone. I'm here today to talk about a family object. Here it is. It's a very old cookbook, but you can still use it. I think it's from about 1950. So why did I choose this object? Well, it belonged to my great-grandmother. She received it for her eighteenth

birthday from her mother. I know this because there is some writing in the front of the book. And inside there are a lot of recipes. I don't remember my great-grandmother very well, but the book reminds me of her. She was an amazing cook. When we visited her, there were always a lot of smells from the kitchen. She made delicious cakes. The book is important to me because of those memories. But it's also special because she wrote notes next to the recipes. So when I use the book, I love to read her handwriting on different pages. It's like we're cooking together.

UNIT 3: THE MARKETING MACHINE

LESSON A

VOCABULARY

A. MEANING FROM CONTEXT 44

What's for breakfast?

A **popular** breakfast food in the United States is cereal. You can find different kinds of cereal in any supermarket. Cereal boxes are easy to recognize. They often use colorful **characters**, like a tiger or bird, to **advertise**. The fun cartoon characters **represent** the product and make **customers**, especially young customers, want the **product**.

Many cereals for children have the same **quality**—they are very sweet. Some people worry that companies **aim** too many **commercials** at children. These people feel we should **encourage** better eating habits.

B. p. 44

encourage

product

customers

quality

aim

popular

advertise

characters

commercials

represent

LEVEL 1 Audio Scripts

LISTENING: Mascots and Marketing

B. MAIN IDEAS p. 47

C. p. 47

D. DETAILS p. 47

Interviewer: So you want to sell something. What will **encourage** people to buy it? An exciting name for the **product**? Maybe a famous actor? What about a colorful cartoon **character**? You see them on **commercials** and in ads on social media. And they are selling food or drinks or games. They're mascots! And they're a very **popular** marketing tool. So why are they so popular? To help us understand, here is Mike Hernandez to speak with us. He runs his own marketing company. Mike, what do you think? Why do companies use mascots to **advertise** their products?

Mike: Well, mascots can be both useful and inexpensive. Companies use mascots to help **customers** remember and understand their products. Think about the M&M's mascots. They're colorful candies, and they walk, talk, and even dance. The M&M's mascots **represent** all the wonderful **qualities** of the product with no words at all. And the M&M's name is on the mascots! They *are* the product. You remember them.

Interviewer: I see. So mascots help people remember a product. But can mascots also help people remember a company—not just a product?

Mike: Yes, they often do. There's the insurance company called Geico, for example. Their mascot is a gecko. That's a little lizard. The names sound similar: *Geico* and *gecko*. Because of that, people remember the company name. In a recent survey, Geico was the easiest company name to remember. Geico did better than McDonald's and other big companies. And those companies spend a lot more money on advertising.

Interviewer: That's amazing. So, is a mascot a kind of spokesperson? Similar to an actor or a famous person who speaks for the company?

Mike: In some ways. But I think a mascot is better than a spokesperson. A mascot can't do something bad! For example, imagine you have a famous actor in your TV commercials for an expensive car. People might buy the car because he's famous. But sometimes famous people do things people don't like. Or a spokesperson might ask for more money. And they'll definitely get

older. Mascots don't do any of those things. And a company can easily change the mascot, so they **aim** the advertising at a different group of customers. For example, they recently changed the M&M's characters. The company made the mascots look more modern because they wanted younger customers to buy the candy.

Interviewer: So mascots are less expensive and easy to change. That's interesting.

Mike: And mascots are successful on social media because users share more information. For example, Tony the Tiger is a mascot for a well-known cereal company. People share posts of Tony 279 percent more often than posts without mascots.

Interviewer: Why is that?

Mike: On social media, people talk about these fun, colorful characters. They tell a story, and they're interesting to look at. That's very important. Another good example is the QQ Penguin.

Interviewer: What's the QQ Penguin?

Mike: It's the mascot for an instant message app in China. The penguin became very popular, so now other companies pay the company to use it on toys, clothes, and products for schools. They all have the QQ Penguin character on them.

Interviewer: OK, I can see how mascots sell products. Can they be used for marketing other things? For example, could we use them for public service?

Mike: Absolutely! Some research suggests that mascots can encourage good work, like helping the environment. When a mascot dislikes something, such as pollution, people are less likely to pollute the environment. People want to make the mascot happy! For instance, Smokey the Bear helps stop forest fires in the United States.

Interviewer: I guess the only surprise is that companies don't use them more often. Thanks for a very interesting discussion, Mike.

SPEAKING

A. p. 48

1. **A:** Are you saying a spokesperson is better than a mascot?

B: Not exactly. A mascot is actually better than a spokesperson in several ways.

LEVEL 1 Audio Scripts

2. **A:** I don't really understand. Is a mascot always a cartoon animal?

B: No, I'm saying that it often is. Sometimes a mascot can be a person or thing.

3. **A:** You said that commercials are one kind of ad. What do you mean?

B: In other words, a commercial is an ad on TV or radio, with audio or video.

4. **A:** Do you mean that social media can help sell products?

B: Yes. When people share a post online, that's a kind of advertising.

LESSON B

VOCABULARY

A. p. 52

achieve

attract

audience

complicated

design

figure out

image

message

result

stand out

B. MEANING FROM CONTEXT p. 52

Creating a Marketing Message

What does a company want to **achieve** when they advertise a product? Usually, they want to get more sales and more customers. To do this, they need a good marketing plan. First, they need to **figure out** who their customers are. Then they can decide the best way to advertise for that **audience**. Next, a company needs to consider the **design**. What should the ad look like? What kind of **image** will get people's attention quickly? What will **attract** new customers? They also need to think about the **message**: A simple one is often more successful than a **complicated** one. Good advertising needs to **stand out** from other ads. If the marketing plan reuses old ideas and pictures, the company won't get a good **result**. They won't get more customers and won't make more money.

E. INTERPRET p. 53

Successful Marketing

Plan: What do you want to achieve? This is your goal.

Audience: Who are your customers? Who do you want to sell to?

Story: You need a powerful message.

How: Figure out the best way to reach your customers: email, social media, TV, etc.

Content: Create the ads. Use interesting images and good design.

Feedback: Does your ad stand out? Do you need to make changes?

Measure results: Are people sharing your ad on social media? Do you have new customers?

LISTENING: Graphic Design

B. MAIN IDEAS p. 54

C. DETAILS p. 55

Host: Welcome to our graduate discussion. This morning I'd like to introduce Kate Henry. Kate graduated from this university in 2015 with a degree in graphic design. She's going to talk to us about how she uses her training and degree in her career. Thank you, Kate, for coming back to talk to our current students.

Kate: I'm happy to be here.

Host: So, how are you using your degree in your job?

Kate: Gosh . . . uh . . . I use it for everything. I'm a graphic designer for a small marketing company, and I'm pretty much the go-to person for my job. Other companies, our clients, hire us to do marketing and advertise products for them. I have to think about the **audience** for the product and then **figure out** a way to share our client's **message**. If I'm successful, the audience, or customers, will buy the product. Or, some clients have events to show their product to customers. They ask us to advertise for the event. If a lot of people show up at the event, then we are successful. It's usually easy to see if we've achieved the **results** our clients wanted.

Host: And how do you do that?

Kate: Well, probably the most important thing I learned in the graphic **design** program is how to think. I have to think carefully about the client's message and

LEVEL 1 Audio Scripts

the goal. And I also have to think creatively to come up with new and unique ways to make something **stand out**.

Host: New and unique? Can you give us an example?

Kate: Sure. I recently worked on some marketing for a rowing club. They were trying to **attract** more people to their programs. To **achieve** this goal, they wanted to hold a free event. My job was to advertise the event. The question was: How can we attract people to this club? We can't spend a lot of money on marketing, but we want to reach a lot of people. So we used ways that didn't cost a lot. First, I created a poster, and we put it in local businesses. I thought about the best **image** for the message. In general, you don't want a **complicated** image. It needs to be simple. With a simple graphic, you can do a lot of things. We also made T-shirts for the members of the club. T-shirts are an easy way to advertise. And I used the same graphic for their website.

Host: It looks terrific, Kate. Let me ask you this: How important is social media to the work you do?

Kate: When I studied here, I learned that social media and graphic design work together. People share information about things they like on social media. And companies can see that information. They can find out about the things people like and share. For example, what kinds of images are people clicking on? What kinds of videos are people sharing? It's important to know what people are sharing. That helps me create designs that people want to click on.

Host: OK, so it's important to be able to think and to use social media in this field. What else is important?

Kate: Well, you need to know about software and technology, obviously. And it also helps to have a lot of energy. I often work very long days. But the most important thing is to think creatively. To be successful, you need to represent all the qualities of the product—with no words at all.

D. FOCUSED LISTENING p. 55

I'm pretty much the **go-to** person for my job. Other companies, our clients, hire us to do **marketing** and advertise products for them. I have to think about the audience for the product and then figure out a way to share our client's message. If I'm successful, the audience, or **customers**, will buy the **product**.

SPEAKING

PRONUNCIATION: Aspirated /k/, /p/, and /t/ p. 56

When the sounds /k/, /p/, or /t/ come at the beginning of a word or a stressed syllable, they are pronounced with an extra puff of air. We say they are aspirated.

en•cour•age

qual•ity

pur•pose

re•peat

pre•sen•ta•tion

ti•ger

When these sounds are not correctly aspirated, they can be confused with the sounds /b/, /d/, and /g/. The word will be harder to understand or confused with another word.

cap – gap

pig – big

ton – done

When an /s/ sound comes before the /p/, /t/, or /k/ sound, we do not aspirate the sound.

skill

ex•per•i•en•ces

store

A. p. 56

advertise—advertisement

open—opinion

gold—cold

B. p. 56

1. Mascots are **colorful** **cartoon** **characters**.
2. Information graphics are **popular** in advertisements.
3. The **company** shared an **important** **post** online.
4. Let's **talk** about the **problem** with the marketing presentation.
5. We want to **encourage** **customers** to buy the **product**.

D. p. 57

Visual information is easier to understand.

- Fifty percent of our brain manages information we see.
- Thirty percent of our brain manages touch.

LEVEL 1 Audio Scripts

- Ten percent of our brain manages information we hear.
- Ninety percent of the information sent to the brain is visual.

We can remember:

- eighty percent of the things we see and do.
- twenty percent of the things we read.
- ten percent of the things we hear.

Sixty-five percent of the population are visual learners.

Visual Information Engages:

Webpages with images get ninety-four percent more views than those without.

When you add color to a written text, people are eighty percent more likely to read it.

FINAL TASKS

OPTION 2: Present an advertisement

A. MODEL p. 60

B. ANALYZE THE MODEL p. 60

Qian: Hello, everyone. I'm Qian. This is Sara and Hasan. Today we're presenting an advertisement for a new phone. Here's a picture of the ad. This advertisement appears on a billboard—a big sign on the side of a building. Sara?

Sara: Thanks, Qian. In the ad, there's a large photo. In the photo, a man is walking on the beach. The sun is setting over the ocean, and the sky is many colors: blue, red, pink, and orange. It's very beautiful and relaxing. The design is very simple. Almost the whole billboard is the image. The only words are under the image. They say, "Photo taken on the new Y Phone." Hasan?

Hasan: Thank you, Sara. We think this advertisement really stands out. It attracts a lot of attention because the billboard is very big. You really notice it. And the audience for the ad is almost anyone. We think the message of the ad is this: You can take better pictures with this new phone. Everyone uses a phone, and most people want to take pictures with their phones. We think the ad works really well.

UNIT 4: WILD WEATHER

LESSON A

VOCABULARY

A. p. 64

amount
destroy
drought
flood
forecast
measure
predict
rainfall
storm
temperature

B. MEANING FROM CONTEXT p. 64

Water from the Sky: Too Much or Not Enough?

"How much rain did we get?" It's an important question because all life on Earth depends on **rainfall**. When we get the usual **amount** of rain, we're happy. The problems come when we get too much rain or not enough. In southwest and northwest China, for example, there were many **storms** in July 2022. They brought too much rain, and there were **floods** in the area. Many people lost their homes, and some people died.

In the same month, India's capital city, Delhi, had no rain. The **temperature** was 50 degrees Celsius (122 degrees Fahrenheit) with **droughts** in many regions. The terrible weather **destroyed** food crops.

Because rainfall is so important, scientists try to **predict** the amount of rainfall different parts of the world will receive. To do this, they **measure** air and ocean temperatures and study how the air is moving around the world. They can then make weather **forecasts**. The scientists are not always right, but they usually know when we'll probably have large amounts of rain or not enough.

LEVEL 1 Audio Scripts

LISTENING: Strange Weather

B. MAIN IDEAS p. 67

D. DETAILS p. 67

Reporter: Today, we're going to talk about strange weather. What is strange weather? Well, it's not your normal, daily weather **forecast**. You know what I mean. Normal weather is the kind of weather that your TV weatherperson can **predict**. She might say, "It's going to rain tomorrow," so you know that you need to carry an umbrella. Or she says, "This weekend will be very sunny, so wear sunscreen!"

Strange weather is the opposite, and it's more difficult to predict. Let's take a look at some really strange weather around the world.

First, let's talk about strange lightning. I want to talk about two types. Lightning is common all over the world. But in Venezuela, there's one place with a lot of it! Catatumbo lightning is a lightning storm. It happens over the Catatumbo River in Venezuela. It lasts for nine to ten hours. There can be lightning up to 280 times per hour. And it happens around 150 nights a year. No other place in the world has this kind of lightning.

The second type of strange lightning is ball lightning. Ball lightning is a round light in the sky. It happens during a **storm**. The balls can be red, orange, or even blue. Sometimes ball lightning also makes a noise and has a strange smell. Ball lightning is rare, and scientists don't know much about it. However, a scientist recently saw some ball lightning in China—by accident! He was studying a thunderstorm. While he was filming the storm, he saw a large, glowing ball in the sky!

Now let's go to Africa and the country of Kenya. Kenya has a wet season. During this season, it can have very high **rainfall** and **floods**. But Kenya also has a dry, hot season with very high **temperatures**. During the dry season, the country sometimes has **droughts**. And sometimes, there are dust devils. Dust devils happen when there is wind and hot weather. The air moves up, and then it cools and falls. This creates small tornadoes. Dust devils are smaller than normal tornadoes, but they can travel at 60 miles per hour. As they move, they pick up objects on the ground and can **destroy** small buildings. So if you see one, run away from it quickly!

And finally, here's one last example of strange weather. Normally we **measure** the **amount** of rain

in centimeters or inches, but recently, a town in Texas measured it in fish! That's right. Fish fell from the sky onto the town, so some people called this weather "fish rain." In fact, it was a waterspout. That happens when cold air moves over warm water. This makes the air move around in a circle. And a long, thin cloud moves down to the water. This part of the cloud is moving around and around so fast that it can pick up fish from the water. As the cloud moves over land and loses power, it drops the fish.

So there you have it: Catatumbo lightning, ball lightning, dust devils, and waterspouts. It's a strange world with strange weather.

C. p. 67

1. Catatumbo lightning is a lightning storm. It happens over the Catatumbo River in Venezuela. It lasts for nine to ten hours. There can be lightning up to 280 times per hour. And it happens around 150 nights a year. No other place in the world has this kind of lightning.
2. Ball lightning is a round light in the sky. It happens during a storm. The balls can be red, orange, or even blue. Sometimes ball lightning also makes a noise and has a strange smell. Ball lightning is rare, and scientists don't know much about it.
3. During the dry season, the country sometimes has droughts. And sometimes, there are dust devils. Dust devils happen when there is wind and hot weather. The air moves up, and then it cools and falls. This creates small tornadoes. Dust devils are smaller than normal tornadoes, but they can travel at 60 miles per hour.
4. Fish fell from the sky onto the town, so some people called this weather "fish rain." In fact, it was a waterspout. That happens when cold air moves over warm water. This makes the air move around in a circle. And a long, thin cloud moves down to the water. This part of the cloud is moving around and around so fast that it can pick up fish from the water.

SPEAKING

PRONUNCIATION: Syllable Stress p. 69

A syllable is a word or part of a word that has one vowel sound. In words with two or more syllables, we usually stress one syllable. We say it more loudly and clearly.

LEVEL 1 Audio Scripts

One syllable

*flood**storm*

Two syllables

*measure**amount*

Three syllables

*prediction**temperature*

With some words, there are silent letters. For example, the second *e* in *temperature* is silent, so the word has three syllables, not four.

C. p. 69

water

sunscreen

gloves

umbrella

battery

medicine

pen

chocolate

food

matches

LESSON B

VOCABULARY

A. p. 72

average

decrease

effect

heat

increase

location

prevent

reach

rise

season

B. MEANING FROM CONTEXT p. 72

Too Hot to Sleep

In warm **seasons**, we often notice the **heat** during the day. However, when the temperature **increases** at night, it has an **effect** on our sleep. A new study shows that as global temperatures **rise**, people go to bed later, sleep badly, and wake up earlier.

Researchers at the University of Copenhagen studied the sleep of 50,000 people. They looked at sleep information from their activity trackers. Then the researchers matched that information to the people's **location** and the local temperature. The study found that people sleep longer when the outside temperature is below 10°C. When the outside temperature **reaches** 25°C, it **prevents** people from sleeping. Sleep **decreases** about 15 minutes a night for the **average** person. This might not sound like a lot, but over a long time, less sleep is bad for our health.

LISTENING: The Future of Sports

B. MAIN IDEAS p. 74

D. DETAILS p. 75

Do you like to play sports? Or do you prefer to *watch* sports? Perhaps you enjoy playing tennis in the summer and skiing in the winter? Or maybe you like watching global sporting events like the Olympic Games and World Cup at certain times of the year. However, as the Earth's **average** temperature **increases**, climate change will have an **effect** on when you play some sports, including tennis, athletics, football, and winter sports.

Let's consider the main Olympic Games, for example. Usually, the Olympic Games take place in different countries during the summer months. That's because the weather is better for sports like athletics, including running. But the weather is much hotter now in many **locations**, and this **heat** makes things harder for the athletes. So sporting events such as a marathon—where people run forty-two kilometers—now happen very early in the morning or late in the evening when it's cooler.

In 2022, high temperatures also changed the **season** for soccer's World Cup. This is the world's biggest sporting competition. It's normally in the months of June and July, but in 2022, the World Cup was in Qatar.

LEVEL 1 Audio Scripts

The summer temperature in Qatar can **reach** 50 degrees Celsius, so it's too hot to play soccer outside. Instead, the World Cup in Qatar was in the cooler months of November and December.

Climate change also has an effect on winter sports. For example, the winter Olympic Games include sports such as skiing and snowboarding. Nowadays, when they want to have these sports, many countries need to make extra snow with special snow machines because of warmer temperatures.

There is also a negative effect on business. In the USA, the winter sports business is worth \$60 billion, and it has around 900,000 workers. But climate change could **prevent** people from skiing because snowfall will **decrease**. Some people predict that winter sports in the USA could decrease by 25 to 100 percent in the mountains.

And if heat causes problems in some parts of the world, rain and floods create problems in others. For example, in the UK, as the sea level **rises** and rainfall increases, floods will probably close one in four soccer stadiums and a third of all golf courses by 2050. So is there any sport that doesn't have a problem with climate change? Maybe water sports like surfing? Well, in fact, the increase in storms and bad weather at sea causes problems for these sports as well. With climate change, no one wins.

E. FOCUSED LISTENING p. 75

1. Climate change will have an **effect on** when you play some sports.
2. Usually, the Olympic Games take **place in** different countries during the summer months.
3. ... in 2022, the World Cup **was in** Qatar
4. The winter sports business is worth \$60 billion, and it **has around** 900,000 workers.
5. The **increase in** storms and bad weather at sea causes problems for these sports as well.

SPEAKING**A. p. 76**

Most people like to live in a warm climate, or they prefer going to hot places for vacation. But I'm a chionophile. That means I love cold weather! I enjoy walking through the snow because it's so quiet. That doesn't mean I like to be cold. I can't stand it! But I like to be warm in cold places, so I have a very warm coat.

FINAL TASKS**OPTION 2: Present a process****A. MODEL p. 80**

Today, I'd like to talk about a strange type of weather called a snow roller. First, I'll give a definition, and then I'll explain the process. Take a look at this photo. It shows a snow roller. As you can see, it looks like a big snowball. Snow rollers are rare because you need a special kind of weather. This next slide shows the process. In stage one, you have snow on the side of a mountain. The top of the snow is loose, and the temperature is just below 0 degrees Celsius. In stage two, the wind starts to blow. The wind can't be too strong or too weak. But when it blows at the right speed, it moves part of the snow. And finally, the snow starts to roll down the mountain. Sometimes the snow roller is very small. But on a large mountain, it can be very big.

UNIT 5: FOOD ON THE MOVE**LESSON A****VOCABULARY****A. p. 84**

calorie
diet
fast food
fresh
industry
physical
processed
regular
throw away
weight

B. MEANING FROM CONTEXT p. 84**What's New in Cooking?**

Around the world, meat is still a **regular** part of most people's weekly **diet**. But many doctors and health experts are telling us to eat a smaller amount of meat and to do more **physical** exercise. And many people *are* trying to eat more fruit and vegetables. This type of food is also better if you are counting **calories** and

LEVEL 1 Audio Scripts

trying to lose **weight**. As a result, the food **industry** is trying to sell us more vegetarian products. Now you can buy vegetarian **fast food**, like burgers and fried chicken. However, even though this is not meat, it's still **processed** food. It comes in packaging that you **throw away**, and then you heat the food up in a microwave. So whatever your diet—meat or vegetarian—try to eat food that is **fresh** rather than out of a package.

LISTENING: Food Fact or Fiction**B. ACTIVATE p. 87**

How much do you need to eat every day? What is the right amount of exercise? Everywhere you look—in newspapers and magazines or on TV and social media—there's different information. As a doctor, I tell people not to eat too much fast food. And I tell them to get enough physical exercise. But what exactly is too much or enough? Unfortunately, a lot of people tell us things about food and exercise that might be true, a *little* true, or not true *at all*. So let's consider some of these common ideas.

C. MAIN IDEAS p. 87**D. DETAILS p. 87**

How much do you need to eat every day? What is the right amount of exercise? Everywhere you look—in newspapers and magazines or on TV and social media—there's different information. As a doctor, I tell people not to eat too much **fast food**. And I tell them to get enough **physical** exercise. But what exactly is too much or enough? Unfortunately, a lot of people tell us things about food and exercise that might be true, a *little* true, or not true *at all*. So let's consider some of these common ideas.

Idea number one: We need to drink eight glasses of water a day—or more! Water is good for you. And it seems like many people are drinking more water. But one reason is because we're drinking more *bottled* water. Around the world, the **industry** for bottled water is increasing by about 10 percent a year. But why? Water from the tap in most countries is fine. Besides, people **throw away** most plastic bottles. That's why they're bad for the environment. And scientific studies don't show that drinking a lot of extra water makes you healthier. So, in my opinion, six

to eight glasses of water a day is probably the right amount, but drink it from the tap, and don't use plastic bottles.

Idea number two: Plant-based **diets** are better for you than meat-based. Well, it's sort of true. The number of vegans—that's people who only eat food from plants—is high in countries like India. But does a plant-based diet make you live longer? Well, we don't know for certain. One problem is that a lot of vegan foods are **processed** products, so they might have a lot of extra salt or sugar. You need to check, but my advice for both vegans and meat eaters is this: only eat **fresh** food!

And now, idea number three. In order to lose **weight**, you need to do more exercise. Again, as a doctor, I tell everyone to get exercise. **Regular** physical exercise is great, but does it make you lose weight? Well, not usually. If you decide to run a marathon, then you might lose some weight. But for most people, exercise only helps when you also have a good diet and don't eat too much.

And the last idea for today is about food plans. Is there a right way to eat? You often hear that men need to eat 2,500 **calories** a day and women need to eat 2,000. Some diets tell you how many calories to eat. Other diets say, eat a little bit of food five times a day. But there is no good science to support these different diets. Everyone needs a different number of calories. And some calories are better for you than others. For example, you can have a few nuts or you can buy a candy bar. They can both have 200 calories, but the nuts are fresh and healthier.

So, to sum up, all these ideas are partly true. Yes, drink a lot of water, but it doesn't have to come in a plastic bottle. Yes, eat some fresh fruit and vegetables and do some physical exercise every day. And finally, it's OK to count calories, but it's more important to eat the right *kind* of calories.

SPEAKING**B. p. 89**

A: According to this infographic, we all throw away too much food.

B: I know! We lose a lot of food at the beginning of the process.

LEVEL 1 Audio Scripts

A: Yes, I don't understand the reason they lose 20 percent on the farm. There's not much information about that.

B: Maybe they have too few people to pick all the fruit and vegetables?

A: Maybe. But we also throw away 19 percent of the food in our homes. It doesn't make sense. Why do people throw good food away?

B: I agree. Yesterday, I bought too many oranges by accident. I gave a few to my neighbor, so we both have enough for the week.

A: And overall, we throw away more than we eat! But, at the same time, there are other countries that have too little food. It's crazy!

PRONUNCIATION: Long and Short Vowel Sounds p. 90

Vowel sounds can be long or short. With **long vowel sounds**, your lips, tongue, and cheeks are more tense. With short vowel sounds, the lips, tongue, and cheeks are relaxed.

/iː/ eat

/ɪ/ it

/eɪ/ paper

/ɛ/ pepper

/ɑ/ not

/ʌ/ nut

D. p. 90

1. heat-hit
2. cheap-chip
3. taste-test
4. weight-wet
5. cop-cup
6. hot-hut

E. p. 90

1. heat-hit
2. chip-chip
3. taste-test
4. wet-wet
5. cop-cup
6. hot-hot

F. Categorize p. 90

/iy/ tea, meat

/ɪ/ drink, little

/ey/ based, eight

/ɛ/ fresh, red

/ɑ/ lot, pop

/ʌ/ hungry, cut

LESSON B**VOCABULARY****A. MEANING FROM CONTEXT p. 92****The Experience of Taste**

When we eat, all the **senses** work together and have an effect on our experience. It begins with the **smell** and **sound** of cooking from the kitchen and the **sight** of food on the table.

Then, when we put the food in our mouth, all this information travels to our brain, and we experience **flavor**. In addition, our memory tells us if we liked this food in the past. Our memory can also **connect** the **taste** with a past experience, like a favorite holiday.

People prefer different types of food as well. Maybe you like a soft banana, but I prefer a harder apple. The way food feels in our mouths or when we **touch** it is also a part of taste.

Finally, the **appearance** of food is important, too. When you see food that is new, strange or even ugly, do you want to try it? Or are you **nervous** because you might not like the taste? If we understand why we like the foods we do, maybe we will throw less food away.

B. p. 93

nervous

sound

senses

smell

connect

taste

sight

touch

appearance

flavor

LEVEL 1 Audio Scripts

LISTENING: Ugly Food

B. MAIN IDEAS p. 95

C. DETAILS p. 95

Host: It's that time of year again when farmers' markets are full of fresh fruit and vegetables, so it's easy to find beautiful food. However, not all fruit and vegetables are the same. Here's Andrew Wells to talk about ugly food that is good for us.

Andrew: I'm at the Kings Road Market on a Saturday morning. All around me, I can see colorful red tomatoes, green beans, and yellow peppers. The melons and strawberries smell delicious. And here to talk to me about food and our **senses** is Professor Jane Hidalgo. So Jane, when we choose food, how important are our senses?

Jane: They're so important, Andrew. Our senses help us choose food that is good for us. A market is a great place to buy fruit and vegetables because you can really use all your senses. Bright colors mean that the food is fresh and healthy for us. That's why you should eat fruit and vegetables of all colors. And you also use your sense of **smell** to know when something is ready to eat and that it hasn't gone bad.

Andrew: Right. So we use the senses of **sight** and smell. Can we use other senses to help us choose?

Jane: Often at a market, you can try the fruit. So **taste** is important—obviously. But studies also show that **sound** has an effect on **flavor**.

Andrew: Sound has an effect on flavor? Really?

Jane: Yes. For example, think about the bells on an ice cream truck. The sound makes the ice cream taste sweeter. And these melons here. You can tap melons to hear if they sound ready to eat. And don't forget the sense of touch. That's very important. Here, **touch** this peach.

Andrew: It's not too soft, but it doesn't feel hard—I can press it a little.

Jane: Right. That lets you know the peach is juicy on the inside and ready to eat. It's true for vegetables as well. If they are too soft, they might be going bad. Now, feel this carrot. What do you think?

Andrew: It feels rough and bumpy. And the carrot's **appearance** is strange. It looks like it has two legs—one shorter than the other.

Jane: It might be a bit ugly, but it's just as good as for you as a beautiful carrot. Did you know that farm and food companies throw away about six billion pounds of food each year because people don't buy ugly fruit and vegetables?

Andrew: Wow, that's a lot of waste. Why are we so **nervous** about eating ugly food?

Jane: Research shows we taste first with our eyes. In one study, people liked a meal more because of its appearance. It seems that our brain **connects** the health of something with its beauty. If we think something looks good, then we think it tastes good. And if we're used to eating perfect-looking food, then we are nervous about food that looks different—or even ugly. In reality, taste is probably the best test of food. Food that tastes terrible might be old and bad for us. But when something is ugly, it's probably still good to eat.

Andrew: So we should eat more ugly food?

Jane: Absolutely, for two reasons. First, supermarkets throw away a lot of food because it doesn't look perfect. But if we use this ugly food, we'll decrease a lot of food waste. Second, ugly food can save money for people. Some grocery stores are beginning to sell fruit and vegetables that have funny shapes at a lower cost.

Andrew: So you're saying that eating ugly food is just as healthy. So we should stop throwing it away because it can save us money.

Jane: That's right.

D. FOCUSED LISTENING p. 95

1. All around me, I can see **colorful** red tomatoes, green beans, and yellow peppers.
2. The melons and strawberries smell **delicious**.
3. Bright colors mean that the food is fresh and **healthy** for us.
4. Think about the bells on an ice cream truck. The sound makes the ice cream taste **sweeter**.
5. That lets you know the peach is **juicy** on the inside and ready to eat.
6. The carrot's appearance is **strange**. It looks like it has two legs—one shorter than the other.
7. Supermarkets throw away a lot of food because it doesn't look **perfect**.

LEVEL 1 Audio Scripts

SPEAKING

B. p. 96

When I was a child, I remember a new family moved into the house next door. They were from Nepal, and their daughter was called Pema. We became good friends, and during the holidays, I played with Pema every day. In the afternoon, there was usually a delicious smell coming from the kitchen of Pema's house. Her mother made a traditional Nepalese food called momos. First, she made the dough. Then she put meat or vegetables inside the momos and cooked them. Finally, the momos were ready. Pema and I counted them and divided them equally. I loved them because they were warm and spicy! A few years later, Pema and her family moved away, but even today, I remember the wonderful taste!

FINAL TASKS

OPTION 2: Present an argument about food

A. MODEL p. 100

B. ANALYZE THE MODEL p. 100

To begin, I want to ask you all a question. How much food do you throw away every day? One percent of it? Ten percent? Twenty percent? Let me tell you. In the average home, people throw away nineteen percent of food. Yes, nineteen percent! We waste too much food, and we need to change our actions.

So what can we do? First, don't buy too much food. That means you only buy food for the next two or three days. And if you have two people in your house, then only buy enough for two, not more. Second, try to buy more local food. A lot of fruit and vegetables come from far away, so we lose a lot of them. Buy food from a local market. And third, don't buy processed food. It has a lot of salt in it, so it isn't very good for you. Buy fresh food. Perhaps a little meat and a lot of fruit and vegetables.

And finally, when you leave today, go home and cook a meal. If you don't know how to cook, then learn. It's easy and it's fun. And food tastes delicious when you make it yourself.

UNIT 6: HOUSING FOR THE FUTURE

LESSON A

VOCABULARY

A. p. 104

architect
comfortable
engineer
float
ground
look like
luxury
resident
safe
solution

B. MEANING FROM CONTEXT p. 104

The Burj Al Arab

The Burj Al Arab is a **luxury** hotel in the city of Dubai. From a distance, it **looks like** the sails on a ship, and the hotel seems to **float** on the water. But, in fact, it sits on a small human-made island.

When they started the project, **engineers** did not know how to create the new island, but they found a **solution**. They used concrete and rocks. It took three years to move enough sand and create **safe ground** above the water. Then an **architect** designed the famous hotel.

Now, the Burj Al Arab has some of the most **comfortable** and expensive rooms in the world. Across from the hotel, local **residents** in Dubai often see helicopters arrive at the top of the building with rich, and sometimes famous, guests.

LISTENING: Housing Solutions

B. MAIN IDEAS p. 106

C. DETAILS p. 107

Lecturer: As you know, global warming is changing our world. Oceans and seas are rising, so there are more floods. As a result, there isn't enough **safe** housing for people who live near water. So many

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architects and **engineers** are designing new kinds of houses for wet weather. Let's look at some of their creative **solutions** to this problem.

First, I'll talk about Vietnam. There's often heavy rainfall and flooding in the middle of the country. To solve this, one Vietnamese architect designed a house that is three meters above the **ground**. You climb a ladder to enter it. Water can go under the house when there is flooding. But when it's dry, you can use the area under the house as a storage space for plants, farm equipment, and animals. The house is made from bamboo. Bamboo grows in many places in Vietnam, so it's a cheap building material.

The United States also has problems with housing and hurricanes. Hurricane Katrina in 2005 is a good example. After the hurricane, there was terrible flooding, and water destroyed a lot of houses. Ninety percent of the **residents** evacuated the city by car and drove to safer places further north. Afterwards, when they returned, there weren't enough houses for many of them. So, a US architect created the FLOAT House. It **looks like** a normal house, but if there is a flood, the bottom of the house moves up, and it **floats** like a boat.

Dhaka in Bangladesh has a similar problem to New Orleans. In Dhaka, there can be a lot of rainfall, and that destroys housing. So, like the FLOAT House in New Orleans, there is the LIFT House in Dhaka. The LIFT House floats up when the water rises and goes back to the ground afterwards. Like the house in Vietnam, this house uses cheap bamboo, but it also uses old plastic water bottles. The bottles help it float and make it inexpensive.

In Europe, the Netherlands has a long history of building in wet areas and near the sea. About one-quarter of the country is below sea level. That's because Dutch engineers removed the sea water and created land to build on. About 75 percent of Dutch people live in houses on this land. In addition, some people live on houseboats. There are 60,000 houseboats in the Netherlands. The typical houseboat is not big—about 5 meters wide and 20 meters long. Houseboats can move from place to place, but they usually stay in one spot.

Now, many countries are turning to the Dutch to help with the problem of higher sea levels. One Dutch architect, Koen Olthuis, uses the basic design of a houseboat, but he builds **comfortable** and modern structures—even **luxury** homes. His company,

Waterstudio, has already built more than 200 floating homes and offices. And they are working on designs for floating cities. Pretty amazing.

D. FOCUSED LISTENING p. 107

1. First, I'll talk about Vietnam. There's often heavy rainfall and flooding in the middle **of the country**.
2. After the hurricane, there was terrible flooding, and water destroyed a lot of houses. Ninety percent **of the residents** evacuated the city by car and drove to safer places further north.
3. So, a U.S. architect created the FLOAT House. It looks like a normal house, but if there is a flood, the bottom **of the house** moves up, and it floats like a boat.
4. In Europe, the Netherlands has a long history of building in wet areas and near the sea. About one-quarter **of the country** is below sea level.
5. One Dutch architect, Koen Olthuis, uses the basic design **of a houseboat**, but he builds comfortable and modern structures—even luxury homes.

E. p. 107

1. Water can go under the house when there is flooding. But when it's dry, you can use the area under the house as a storage space for plants, farm equipment, and animals.
2. Ninety percent of the residents evacuated the city by car and drove to safer places further north. Afterwards, when they returned, there weren't enough houses for many of them.
3. About one-quarter of the country is below sea level. That's because Dutch engineers removed the sea water and created land to build on.

SPEAKING**PRONUNCIATION: Sentence Stress p. 109**

You often stress one or two words in a clause or sentence. You usually stress content words (words with the most meaning).

Verb	<i>We love nature.</i>
Adjective	<i>It's a beautiful apartment.</i>
Noun	<i>The house also has a garden!</i>
More than one word	<i>The house has a garden, and it has a swimming pool!</i>

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Sometimes, you can also stress a conjunction to emphasize its meaning.

Emphasize the contrast *It's a beautiful apartment, **but** it's expensive.*

Emphasize the addition *It has a beautiful kitchen, **and** there's a garden in the back!*

E. p. 109

1. This pizza is **delicious**!
2. The apartment is in the **city center**.
3. He loves **music**, and he goes to **concerts**.
4. I like the jacket, but it's **expensive**.
5. You can live here, **or** you can live there.
6. A: The bedrooms are **comfortable**.
B: **And** they both have TVs.

LESSON B

VOCABULARY

A. p. 112

architecture
crowd
desert
energy
government
nothing
population
power
private
public transportation

B. MEANING FROM CONTEXT p. 112

Egypt's New City

Egypt is famous for its capital city of Cairo. Every year, millions of tourists come to see the ancient **architecture** in the area. But the city is also famous for its **crowds**, busy roads, and slow **public transportation**. To solve some of Cairo's problems, the **government** of Egypt has built a completely new city from **nothing**. The New Administrative Capital is in the middle of the **desert**, about 30 miles from Cairo. There are new buildings for the government and office buildings for **private** businesses. The city can use solar **power** for its **energy**, and there are electric trains for

transport. When it is complete, the city will have a **population** of five million residents.

LISTENING: How to Build a New City

B. MAIN IDEAS p. 114

C. DETAILS p. 114

Stuart: Welcome to another episode of my podcast **Architecture** in Action, the show that invites architects to talk about their work and the effect it has on the world. This week, my special guest is architect Zarina Holt.

Zarina: Hi Stuart. It's good to be here.

Stuart: So, Zarina. Normally, my guests talk about one building. But this week is different because you're building a whole city. What can you tell us about your new project?

Zarina: I'm starting a new project with a group of engineers and architects. The **government** wants us to make plans for a new city, so we're right at the beginning.

Stuart: That's a big project! How do you start to build a city from **nothing**, Zarina? What's the first step?

Zarina: Well, before you do anything else, you need to choose a location. And you need to think about many different things. For example, a new city needs good land and a lot of space. You don't want a large **population** living in the area. And you don't want to hurt the environment.

Stuart: That makes sense. What kind of location is a good choice for a new city?

Zarina: Well, new cities are often built in **deserts**. For example, in Saudi Arabia, the government is planning another city in the desert called Neom. It will have a population of about nine million people.

Stuart: Really? Isn't the desert a difficult environment?

Zarina: Well, yes, but there's a lot of sun in the desert, so the weather is good, and they can easily use solar **power**. That's the next step when you plan a new city. You need to know where the **energy** is going to come from.

Stuart: OK, but (pause) isn't water a problem for a desert city?

Zarina: Yes, and that's also part of the next step. Energy and water. The city of Neom will be near the

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coast, so they'll take salt out of the sea water. It's expensive to do, but it's possible. Other cities already do that, in fact.

Stuart: OK, so we have a location; we have energy and water. What do you need to think about next?

Zarina: You need money to build the city. At first, this probably comes from the government. But then you also need **private** businesses to spend money. This means there will be new jobs, so people will want to move to the city. After all, the city will need doctors, teachers, drivers, and so on.

Stuart: Let me stop you there. You used the word move. People also need transportation.

Zarina: Right. And houses to live in, of course.

Stuart: (laughs) Of course! So, (pause) how do modern cities move people around?

Zarina: Well, when you create a new city, you need to think about people's homes and transportation at the same time. We don't want any cars in the city.

Stuart: Really?

Zarina: Yes, we want **public transportation** to move everyone from place to place. If you design your city with people's houses near their jobs, then they can walk or bike, too. Or if the Internet is fast, they can work from home easily.

Stuart: But I'm not just talking about work. What about free time? People want to go out in the evenings and on weekends. Where are good places to relax in a new city?

Zarina: That's one of the next steps. Modern city builders understand that people need to get away from **crowds** and busy streets. So we plan for a lot of green space. For example, the new city of Songdo in South Korea has a park in the middle of town, so everyone can enjoy it.

Stuart: (laughs) You really have to think of everything! OK. My last question. Imagine you have a beautiful new city with a lot of happy people. Who decides on the name of the city?

Zarina: It depends. There isn't a name for our new city yet. But sometimes they choose something from the country's history. Or they choose something modern and new. But there's one thing you can be sure about.

Stuart: What's that?

Zarina: Some people will love the name of the new city . . . but a lot of people will hate it. So you probably can't win.

D. FOCUSED LISTENING p. 115

1. **What can** you tell us about your new project?
2. **What kind** of location is a good choice for a new city?
3. **Isn't water** a problem for a desert city?
4. **How do** modern cities move people around?
5. **Where are** good places to relax in a new city?

FINAL TASKS

OPTION 2: Plan a new city

A. MODEL p. 120

B. ANALYZE THE MODEL p. 120

- A:** So first, let's discuss a good location for our city. Where do you think it should be? In the desert? The desert is a good idea because you don't need to use areas for farming or cut down trees.
- B:** That's true. But what about the temperature? It's very hot in the desert.
- C:** I see what you mean. How about building our city near the sea? It's often sunny and warm, but not too hot like the desert. And we can use solar power for the houses.
- A:** That's a great idea. It also means that we can use wind power. You often see wind farms in the sea. They deliver energy to the cities on the coast.
- B:** Absolutely! It's good to use green energy.
- A:** Yes, and all public transportation can be electric. But I have one question. Do you think people will move to this city?
- C:** Yes, because people like living near the sea. It's relaxing, and there are a lot of activities, like swimming and sailing.
- B:** We can also build houses with a view of the sea. They'll be very popular.
- C:** I agree with you.
- A:** Me, too.

UNIT 7: THE HUMAN BODY

LESSON A

VOCABULARY

A. MEANING FROM CONTEXT p. 124

The Museum of London

The Museum of London has **possibly** the largest collection of human **bones** in the world. The collection starts from over 5000 years ago and **continues** to the middle of the nineteenth century.

Most of the bones come from under the city. Every time there is new building work in the city, the museum knows the construction workers will almost **definitely** discover more objects from London's past—especially bones! These bones go to the museum. There, archaeologists use technology from modern **medicine**, such as X-ray machines, to study the bones. Bioarchaeologists **certainly** learn a lot from the bones. For example, they can study the bones of someone from the thirteenth century and understand their **lifestyle**. Many people from that **period** worked in the fields. They **probably** spent **double** the amount of time on their feet that we do. As a result, their bones are much larger.

B. p. 124

1. bones
2. definitely, certainly
3. lifestyle
4. possibly
5. medicine
6. probably
7. period
8. continue
9. double

LISTENING: How Humans Are Changing

B. MAIN IDEAS p. 126

C. DETAILS p. 126

Chen: Hey, Victoria, did you read this article for class? The one about how humans are changing?

Victoria: Not yet, Chen. What does it say?

Chen: It's really interesting because it seems like humans are always changing. For example, in many places, humans are getting taller.

Victoria: Really?

Chen: Yes, the average man was about 8 or 9 centimeters shorter a hundred years ago.

Victoria: Does it say why?

Chen: Yes, it says that nowadays people are eating better food, so our health is better. And also, we have better **medicine**.

Victoria: That makes sense. It also explains why we're living longer.

Chen: Yes, the article describes life over a hundred years ago. During that **period**, people only lived to be about 30 years old. Now, the average age is 70. And it also predicts people will live longer in the future. For example, women in many places will **probably** live to be 85 years old by the year 2030. And there's even one scientist—I'm not sure I believe this—(pause) he thinks humans will someday live to around 130 years!

Victoria: Oh, that **definitely** won't happen. That's nearly **double** the average age!

Chen: I agree. I'm not sure about that. But listen to this. It's strange.

Victoria: What is it?

Chen: The temperature of the human body is going down.

Victoria: Going down?

Chen: Yes. In past centuries, the average human temperature was 98.6 degrees Fahrenheit. But at the moment, the average temperature of a human body is 97.9 degrees. So our bodies are about one degree cooler.

Victoria: Really? Why is that happening?

Chen: **Possibly** because we do less physical work and also because we keep our homes warmer. So our bodies don't need to make so much heat.

Victoria: So will our temperature decrease even more in the future?

Chen: Yes. They think it will **continue** to fall by about, let me see, 0.05 degrees Fahrenheit every ten years.

Victoria: Oh, so not much then. Anything else?

Chen: Yes, human **bones** are lighter because of our **lifestyle**. In the past, humans did a lot of physical activity like farming. Currently, we use more technology and sit more. So we do less exercise and our bones don't need to be so strong. Some scientists

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are worried about this because humans will **certainly** be weaker in the next century.

Victoria: In other words, we need to go to the gym more often!

Chen: (*laughs*) Definitely. OK. One last interesting change: In the past, the human brain became bigger, but this probably won't continue. In fact, currently, some scientists think our brains are getting smaller.

Victoria: Smaller? Does that mean we'll become less intelligent in the future?

Chen: (*laughs*) No, not really. Actually, scientists think we'll probably become more intelligent because we can get more information from computers. So, we will become better at problem solving.

Victoria: Well, I hope so because if everyone lives to a hundred and thirty, we will double the world's population! That could cause a lot of problems. (pause) But I think you're right. Technology will really change our lives in the future.

Chen: That's right. In fact, they predict that technology will make more and more decisions for us.

Victoria: Like when I type my problem into a search engine and ask for the answer?

Chen: Yes, that kind of thing.

Victoria: But that isn't me solving the problem—it's the technology. So what that really means is the machines will become more intelligent, not the humans.

Chen: Hmm, maybe.

D. FOCUSED LISTENING pp. 126–127

1. During that period, people only lived to be about **30** years old. Now, the average age is **70**.
2. For example, women in many places will probably live to be **85** years old by the year **2030**.
3. He thinks humans will someday live to around **130** years!
4. In past centuries, the average human temperature was **98.6** degrees Fahrenheit. But at the moment, the average temperature of a human body is **97.9** degrees.
5. They think it will continue to fall by about, let me see, **0.05** degrees Fahrenheit every ten years.

LESSON B**VOCABULARY****A. p. 132**

benefit
blood
cause
control
disease
feed
improve
lead to
mental
protect

B. MEANING FROM CONTEXT p. 132**The Benefits of Good Bacteria**

Bad bacteria in our bodies can **cause** illness. However, most bacteria in our stomach is good, and it **protects** the human body from **diseases** such as cancer.

Bacteria in your stomach helps **control** the amount of sugar in your **blood**.

A healthy stomach also **leads to** better **mental** health—you feel happier.

You can **improve** the bacteria in your body. **Feed** it healthy food like fruit, olive oil, and dark chocolate, and don't eat too much processed food.

B. MAIN IDEAS p. 134

Narrator: Today I'm going to talk about something your body really needs. We're going to explore the benefits of bacteria. First of all, I'll talk about the difference between good bacteria and bad bacteria. Then I'll explain the importance of bacteria, especially in your stomach. And finally, I'll describe ways to improve the bacteria in your body with a healthy lifestyle.

LISTENING: The Benefits of Bacteria**C. MAIN IDEAS p. 134****D. DETAILS p. 135**

Narrator: Today I'm going to talk about something your body really needs. We're going to explore the **benefits** of bacteria. First of all, I'll talk about the difference between good bacteria and bad bacteria.

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Then I'll explain the importance of bacteria, especially in your stomach. And finally, I'll describe ways to **improve** the bacteria in your body with a healthy lifestyle.

Normally, when we talk about bacteria, we think of something negative. When food gets old and goes bad, for example, it's because of bacteria. And bad bacteria also **causes** different **diseases** in humans and animals. But not all bacteria is bad. In fact, a lot of good bacteria is really important for the human heart and our health.

So, at the moment, your body is full of bacteria, and most of them are really good for you. Bacteria in your stomach are especially important. What do I mean by this? Well, let's think about when life begins. When babies are born, good bacteria in their stomachs **protect** them from diseases. Good bacteria will also help a baby's brain to grow and develop.

And the benefits don't stop there. When humans become adults, they still need bacteria. It helps the inside of our stomach and can prevent diseases like cancer. Stomach bacteria also helps **control** the sugar in your **blood**.

So bacteria is good for your physical health. But some scientists also believe that stomach bacteria is good for your **mental** health. The stomach connects to your brain through millions of nerves. So, a healthy stomach will send positive messages to your brain. And this will make you happier.

Now I'm going to tell you how to improve your stomach bacteria. Well, you need to **feed** your stomach bacteria the right food. Healthy eating **leads to** healthy stomach bacteria. First, don't eat the same thing every day. Fruit is really good for bacteria, so eat a lot of apples and bananas. They have natural sugar in them. Yogurt and olive oil are also good for bacteria. And if you like chocolate, then I have great news! Bacteria like dark chocolate, too.

People with good stomach bacteria have other good habits. They usually sleep around seven to eight hours a night at regular times. And they do about 30 minutes of physical exercise every day, like running or swimming.

To sum up, most bacteria in your body is good for you. Your stomach has millions of bacteria, and this helps your health. With the correct diet and lifestyle, you can

also improve your stomach bacteria, feel better, and stay healthier.

PRONUNCIATION: Recognize Reduced Forms
p. 135

In everyday speech, some speakers reduce certain verb forms, such as *will* and *going to*. It's important to recognize these forms so you can understand a speaker's ideas.

You read or write: *Bad bacteria **will** cause diseases.*

You may hear: *Bad **bacteria'll** cause diseases.*

You read or write: *But we're **going to** look at the benefits.*

You may hear: *But we're **gonna** look at the benefits.*

E. p. 135

1. Today I'm going to (gonna) talk about something your body really needs.
2. We're going to (gonna) explore the benefits of bacteria.
3. So, a healthy stomach will (stomach'll) send positive messages to your brain.
4. And this will (this'll) make you happier.
5. Now I'm going to (gonna) tell you how to improve your stomach bacteria.

SPEAKING**A. p. 136**

1. **A:** I have to complete this college application. It's so hard!
B: Don't worry. I'll help you.
A: Really? That'd be great.
2. **A:** What are you going to study in college?
B: Biology. I'm going to be a doctor.
A: That's fantastic! Good luck!
3. **A:** What time do you finish work at the hospital tonight?
B: At midnight! I'll be so tired.
A: Definitely!

OR

- A:** What time do you finish work at the hospital tonight?
B: At midnight! I'm going to be so tired.
A: Definitely!

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4. **A:** Hi Marek. I'm at the train station. How do I get to your house?
B: Hi Sarah. Stay there. I'll drive there and meet you.
A: Oh, thanks!

REVIEW

B. PRONUNCIATION p. 138

1. English lessons will (lessons'll) start tomorrow.
2. We're going to (going to) pass this exam.
3. What will (What'll) you do after school?
4. My daughter's going to (gonna) study biology.

FINAL TASKS

OPTION 2: Discuss pros and cons of future situations

A. MODEL p. 140

Yoko: A lot of people think robots will do our jobs in the future. I think it's probably true, but I'm not sure. Do you think that will happen, Hasan?

Hasan: Definitely. And I think it's a good thing.

Yoko: What do you think, Claudia? How likely is it?

Claudia: It's possible. In fact, robots are already doing some jobs, like building cars and working in factories.

Yoko: Right. So what are the pros and cons of this?

Hasan: Well, it will improve our lives. Robots can also do everyday jobs. They can clean, cook, or fix things. Humans won't have to do boring jobs anymore. So we'll have more free time to relax and have fun.

Claudia: I see what you mean, but there are some cons, too. I think people will get bored without jobs. And they won't earn money for working, so how will they live?

Hasan: I'm sorry, but I disagree. I think there are more benefits. Humans will enjoy. . .

UNIT 8: LEARN TO LOVE ART

LESSON A

VOCABULARY

A. p. 144

constantly
disappear

forever
last
material
permanent
public
sculpture
solid
temporary

B. MEANING FROM CONTEXT p. 144

Artist Profile: Jason Decaires Taylor

There's a big difference between Jason deCaires Taylor's art and the art you usually see in museums. Taylor is famous for his **sculptures** in underwater locations and **public** spaces around the world. Some of his exhibits are **temporary**, but most are **permanent**. He's interested in making art that won't **disappear** and will **last forever**. In his project called *The Silent Evolution*, Taylor created sculptures of more than 400 people and put them on the ocean floor near Cancun. The sculptures are made from a heavy and **solid material**: cement. However, they are **constantly** changing as a result of sea animals and plants who make their homes on the sculptures. It isn't easy for people to see the sculptures, but it is a special experience to see them in person.

LISTENING: Temporary Art

B. MAIN IDEAS p. 146

Professor: Welcome back, everyone. As you remember, last week we talked about art in the 20th century. We looked at some of the most famous artists. Can you remember any of their names?

Student 1: Yes, we looked at some amazing paintings and **sculptures** by Picasso.

Professor: That's right. Anyone else?

Student 2: Yes, you showed us some paintings by the Mexican artist Frida Kahlo. She's famous for the wonderful colors in her art. And the other artist was Andy Warhol. He also uses a lot of different colors, but I do not think his work is so interesting. I preferred Kahlo.

Professor: OK, well done. Those three artists—Picasso, Kahlo, and Warhol—all wanted their art to **last** for

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years . . . or even centuries. They wanted their art to be in museums around the world. In other words, their art is **permanent**. It stays with us **forever**. So today, we're going to look at the opposite of permanent art. It's called **temporary** art. What do you think happens to this type of art?

Student 2: I guess it doesn't last very long. But why would an artist want their art to **disappear**?

Professor: That's a very good question. Temporary artists are different because they create art that only lasts for a few hours or a few days. Let's take a look at some. Can everyone see this slide? What kind of animal is this?

Student 1: It looks like a dragon.

Professor: That's right. It's a friendly-looking dragon. But this sculpture isn't made from something **solid** like stone. Can you see what it's made from?

Student 2: I think it's snow! It's incredible if it is.

Professor: Yes, it is snow. And surprisingly, it looks like a sunny day, so the sculpture won't last in the heat. This snow sculpture is part of a winter festival in Montreal, Canada. Sculptures like this are not new. They're popular at festivals, and they show us two important differences between temporary art and permanent art.

First, we often see temporary art outdoors and not in an art gallery. Artists create it in **public** places. In this case, it's a public street. And second, look closely at this picture. There is a big crowd of people around the sculpture. Because temporary art brings people together.

In this next slide, you can see an artist in Madrid, Spain. He's making a copy of a famous painting—the *Mona Lisa* by Leonardo da Vinci. This artist is using chalk, and he's working outdoors in the street. So people are walking past and stopping to watch him work. What else do you notice?

Student 1: There are some coins on the street, so I think he's asking for money.

Professor: That's right. Temporary art is a good way for some artists to make money right away. Because people like watching artists work, they will sometimes give them some money. Of course, the chalk drawing is temporary. Rain and people's feet will cause the chalk to disappear in a few days. When it's gone, the artist will probably start another one. Yes, do you have a question?

Student 2: Yes, do all temporary artists work in big cities or in the street?

Professor: No, not always. In fact, some artists like to work with **materials** at a particular location. Jim Denevan is a good example of this. He goes to beaches, and he creates beautiful sand art on the beach. He's different because he works in nature with the materials around him. He works alone, and it usually takes him about seven hours to finish. He needs to work quickly, so he's **constantly** moving. Like any temporary art, Denevan's work doesn't last forever. His work soon disappears as a result of the sea and weather. Yes, you also have a question?

Student 1: Yes, what do people think about temporary art? Is it as good as permanent art?

Professor: That's an interesting question. What do you think of temporary art?

Student 1: Some of it's OK, but it's kind of . . . boring. I do not think I want to pay money to see it.

Student 2: Why not? Personally, I really like it. And I'd like to travel to the desert or somewhere new instead of going to a museum.

C. DETAILS p. 146

Professor: Temporary artists are different because they create art that only lasts for a few hours or a few days. Let's take a look at some temporary artists. Can everyone see this slide? What kind of animal is this?

Student 1: It looks like a dragon.

Professor: That's right. It's a friendly-looking dragon. But this sculpture isn't made from something solid like stone. Can you see what it's made from?

Student 2: I think it's snow! It's incredible if it is.

Professor: Yes, it is snow. And surprisingly, it looks like a sunny day, so the sculpture won't last in the heat. This snow sculpture is part of a winter festival in Montreal, Canada. Sculptures like this are not new. They're popular at festivals, and they show us two important differences between temporary art and permanent art.

First, we often see temporary art outdoors and not in an art gallery. Artists create it in public places. In this case, it's a public street. And second, look closely at this picture. There is a big crowd of people around the sculpture. Because temporary art brings people together.

LEVEL 1 Audio Scripts

In this next slide, you can see an artist in Madrid, Spain. He's making a copy of a famous painting—the *Mona Lisa* by Leonardo da Vinci. This artist is using chalk, and he's working outdoors in the street. So people are walking past and stopping to watch him work. What else do you notice?

Student 1: There are some coins on the street, so I think he's asking for money.

Professor: That's right. Temporary art is a good way for some artists to make money right away. Because people like watching artists work, they will sometimes give them some money.

Professor: Of course, the chalk drawing is temporary. Rain and people's feet will cause the chalk to disappear in a few days. When it's gone, the artist will probably start another one. Yes, do you have a question?

Student 2: Yes, do all temporary artists work in big cities or in the street?

Professor: No, not always. In fact, some artists like to work with materials at a particular location. Jim Denevan is a good example of this. He goes to beaches, and he creates beautiful sand art on the beach.

He's different because he works in nature with the materials around him. He works alone, and it usually takes him about seven hours to finish. He needs to work quickly, so he's constantly moving. Like any temporary art, Denevan's work doesn't last forever. His work soon disappears as a result of the sea and weather.

D. p. 147

Part 1

Professor: Welcome back, everyone. As you remember, last week we talked about art in the 20th century. We looked at some of the most famous artists. Can you remember any of their names?

Student 1: Yes, we looked at some amazing paintings and sculptures by Picasso.

Professor: That's right. Anyone else?

Student 2: Yes, you showed us some paintings by the Mexican artist Frida Kahlo. She's famous for the wonderful colors in her art. And the other artist was Andy Warhol. He also uses a lot of different colors, but I do not think his work is so interesting. I preferred Kahlo.

Part 2

Professor: Like any temporary art, Denevan's work doesn't last forever. His work soon disappears as a result of the sea and weather. Yes, you also have a question?

Student 1: Yes, what do people think about temporary art? Is it as good as permanent art?

Professor: That's an interesting question. What do you think of temporary art?

Student 1: Some of it's OK, but it's kind of . . . boring. I do not think I want to pay money to see it.

Student 2: Why not? Personally, I really like it. And I'd like to travel to the desert or somewhere new instead of going to a museum.

SPEAKING

A. p. 148

A: Is that a real animal?

B: No, it can't be. But it could be a sculpture.

A: Wait! It must be someone's hand. There's a thumb and fingers.

B: You're right. It might be some kind of art. I think it may be a painting of a snake on a hand.

A: Could it be for a special occasion?

B: Maybe.

LESSON B

VOCABULARY

A. MEANING FROM CONTEXT p. 152

1. We saved our money for a long time, and now we can **afford** to buy a piano. We have enough money.
2. This musician has a special **style**. Her songs are very different from others.
3. The music is **simple**, so it was easy for my son to learn.
4. A **typical** dance from the Dominican Republic is the merengue. Merengue music is so popular that people from many other countries also enjoy it.
5. She's going to **perform** at the Tango Club. You'll have to buy a ticket if you want to hear her.

LEVEL 1 Audio Scripts

6. It takes more skill to write **original** music than to play songs by other people.
7. The trumpet can be a loud instrument, but its sound **appeals** to me. I really like it.
8. What's the name of this **piece**? I heard it once in a concert, but I can't remember.
9. They're playing at a classical music competition. There are several **awards** for the best musicians.
10. The ukulele is a traditional **instrument** in Hawaii. It's good for playing songs.

B. p. 152

afford
style
simple
typical
perform
original
appeal
piece
award
instrument

D. p. 153

1.
A: I can't remember the name of this song, but I think it's from Ireland.
B: How do you know?
A: The style of the music sounds Irish. Also, it has a tin whistle. That's a traditional instrument with six holes. It's typical in old Irish music.
2.
A: I love this piece of music!
B: It doesn't appeal to me. I prefer calmer music.
3.
A: This album won an award. Let's buy it.
B: I can't afford it. I don't have enough money.

E. p. 153

1. Music extract 1: classical piano
2. Music extract 2: traditional Hawaiian music with a ukulele
3. Music extract 3: jazz with a saxophone playing
4. Music extract 4: rock/metal with prominent drums and guitar

LISTENING: Jake Shimabukuro

B. MAIN IDEAS p. 154

C. DETAILS p. 154

You're listening to Radio KBLM, and I'm your host, Lisa Johnson. That music was by the great ukulele player Jake Shimabukuro. It's from his album *Peace Love Ukulele*. You might ask, why are we listening to ukulele music? Actually, that's a pretty good question. We don't usually play that kind of music on this radio station. But Jake Shimabukuro is not your **typical** ukulele player.

Shimabukuro is from Hawaii and was born in 1976. In Hawaii, the ukulele is a popular musical **instrument**. It's small and has only four strings, so it's pretty **simple**. It's also cheaper than a guitar, so people—especially children and their parents—can **afford** it. So Jake's mother started teaching him the ukulele when he was four years old. The instrument **appealed** to Jake, and he started to learn a lot of songs.

As a teenager, Jake began **performing** at a local café in Honolulu, the capital city of Hawaii. Then he joined a band with two other musicians. He worked hard, and he succeeded! He made his first album over twenty years ago. At first, he became well known in Hawaii and also in Japan. Nowadays, he performs his music all over the world.

Jake often plays **pieces** by other famous musicians. Because the ukulele is very simple, sometimes Jake can't play all the notes in a song. But he says when he performs the music, the audience can hear the rest of the song in their heads—the parts that he isn't playing.

Jake also writes his own **original** songs, and he has many **awards** for his albums. He's very popular on the Internet, and you can download his songs or watch videos of his performances for free. In addition, he has written the music for two Japanese movies and for an American television show.

Often, Jake plays on his own, but sometimes he plays with other musicians. For example, on the album *Peace Love Ukulele*, Jake played his ukulele with a drummer and a bass guitar player. On another album called *Grand Ukulele*, he played with an orchestra. And his latest album is called *Jake and Friends*. He plays with a lot of other famous musicians with different **styles** of music. So whether you like rock music or classical

LEVEL 1 Audio Scripts

music or traditional Hawaiian songs, you'll find something you like.

OK, let's hear a little more from Jake Shimabukuro. This is one of my favorites by the ukulele player. He's playing a song by the musician George Harrison, who played with The Beatles. The song is called "While My Guitar Gently Weeps." Jake recorded it in 2006, and the video of him playing the song went viral on YouTube. When people saw the video, they couldn't believe it was possible to play like that on an ukulele. The rest is history. Let's listen.

PRONUNCIATION: Recognize Connected Speech p. 154

Sometimes when people speak, two words can sound like one word. If the first word ends with a consonant sound and the next word starts with a vowel sound, they can sound connected. You need to be able to recognize the sounds to understand the meaning.

Separate *Jake is from Hawaii.*

Connected *Jake_is from Hawaii.*

Separate *He lives in Honolulu.*

Connected *He lives_in Honolulu.*

Separate *He was born in 1976.*

Connected *He was born_in 1976.*

D. p. 155

1. Jake_often performs concerts.
2. He plays_all_over the world.
3. He performed_at_a local club.
4. Jake_also writes his_own songs.
5. An_ukulele isn't_expensive.
6. Jake won_an_award_in two-thousand twelve.

E. FOCUSED LISTENING p. 155

Often, Jake plays on **his own**, but sometimes he plays with other musicians. For example, on the album *Peace Love Ukulele*, Jake **played his** ukulele with a drummer and a bass guitar player. **On another** album called *Grand Ukulele*, he played **with an** orchestra. And his latest album is called *Jake and Friends*. He plays with a lot **of other** famous musicians with different styles of music.

SPEAKING
A. p. 156

1.

A: I'm so bored! Why don't we do something interesting?

B: OK. How about playing a game?

A: No, let's go out somewhere.

B: We could go to an art gallery downtown.

2.

A: I'm reading a book about the history of my country. You should read it!

B: Hmm, I prefer fiction. You know, books with good stories and a lot of action.

A: Maybe you'd like this, then. It's historical, but it has a lot of action.

3.

A: Jake Shimabukuro is playing live next week! Let's buy tickets.

B: Sorry, who's playing?

A: Jake Shimabukuro. He's a musician from Hawaii, and he plays the ukulele.

B: Perhaps you should ask Anna instead. I don't think I'd like it.

FINAL TASKS
OPTION 2: Have a class debate
A. MODEL p. 160
B. ANALYZE THE MODEL p. 160

Student 1: OK, today we're going to debate the following idea: Students should study math and science before subjects like art and music. We'll begin with the arguments for this statement. First, people need to be good at math to do many jobs. For example, you need to be good at math to be an accountant. In addition, we need scientists to . . .

Student 2: Right. Now we will present the arguments against. First, we believe that creativity is an important skill in the twenty-first century. Creative people can solve problems and find solutions. For example, people need to think creatively when they make a new product or try to advertise it. Another reason is that art makes . . .

UNIT 9: OUR RELATIONSHIP WITH NATURE

LESSON A

VOCABULARY

A. p. 164

allow
behavior
coast
continent
leisure
ocean
relationship
species
tourism
wildlife

B. MEANING FROM CONTEXT p. 164

How to Do Wildlife Tourism Right

The tourists in this photo are taking pictures of **wildlife** in Tanzania. They want to get close to the lions and learn more about them. But are they doing it right? **Tourism** can have a negative effect on animals. Here are tips to follow:

1. See animals in the wild.

Try to watch animals in their natural environment, such as in a forest or in the jungle, and not in a zoo. Animals are happier in the wild, and you will see more natural animal **behavior**.

2. Don't get too close.

TV shows often show a close **relationship** between humans and wild animals, but this is not natural. For example, research on elephants on the African **continent** shows that they feel stress when tourists are near. So we shouldn't **allow** people to stand too near wild animals.

3. Think about your actions.

Leisure activities, like surfing along the **coast** or diving in the **ocean**, might affect feeding areas of some animal **species**. So do your research first and choose areas away from animals such as seals and penguins.

LISTENING: The Penguins at Simon's Town

B. MAIN IDEAS p. 166

Narrator: Penguins. When you think of a penguin, which part of the world do you think of? That's right. You probably think of Antarctica with a lot of penguins standing in the cold snow and ice. But, in fact, only two **species** of penguin live on that southern **continent**.

In total, there are 18 species of penguins in the world. They live on every continent in the Southern Hemisphere, from Australia to Africa to the **coast** of South America. Like many other types of **wildlife** these days, penguins are in danger because of human **behavior**.

To understand the problem, Mélanie Wenger spent time with one group of penguins. Mélanie is a French National Geographic Explorer and photographer. She's interested in the **relationship** between humans and animals, and she often takes photos of them together. Recently, she went to South Africa and took photos of the penguins at Simon's Town. This colony—or group—of penguins live together on the coast. Let's listen to part of a presentation by Mélanie. Here she tells us more about the group.

Mélanie Wenger: This is one of the six colonies of African penguins in South Africa and the only one that remains stable. The other colonies have seen their numbers collapse in the past five years. So we decided to take a closer look to* the colony. . . . The colony today is 985 pairs of penguins, and the numbers have been stable for a few years now.

Narrator: When Mélanie says the number of penguins has collapsed in other groups, she really means it. Over the last 30 years, the number of penguins living in the sea around South Africa decreased by 73 percent. If this continues, the African penguins could be gone in 15 years. One of the many reasons for the decrease is **tourism**. A lot of tourists visit different colonies and want to see the penguins. They also try to take photos and selfies with the penguins. But when the tourists get too close to the birds, this causes stress for the birds, and then they have problems feeding their chicks or babies.

Here's Mélanie again.

Mélanie Wenger: The question is now, what will the future be . . . ? Because we have to understand that

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human actions can really impact the future of the species. Penguins are still wild animals, so there's still a three-meter distance to keep with* them.

Narrator: Remember, there *is* good news. The size of the group of penguins at Simon's Town—985 pairs—is about the same and doesn't change. That's partly due to careful control of tourists at the colony. As Mélanie says, tourists need to stand at a distance of three meters or about nine feet from the penguins. The tourists also follow paths with fences between them and penguins. Therefore, the penguins can continue their lives, often with tourists watching but not getting too close.

However, the bigger problem for penguin colonies is overfishing. In fact, too much fishing causes more problems than tourism. In many **oceans**, humans are fishing too much, so there aren't enough fish left for wildlife, such as penguins. This was also a problem for the penguins at Simon's Town, but now—fortunately—fishing is not **allowed** in the sea around the area, so the penguins have enough food. In addition, the town doesn't allow human **leisure** activities, such as diving and sailing, in this part of the sea, so the penguins are safe from this.

So for now, the penguins at Simon's Town are safer than in many other parts of the world because the relationship between humans and wildlife is carefully managed. But people still need to be careful of their behavior near wildlife.

**Non-standard English usage*

C. DETAILS p. 167

Narrator: When you think of a penguin, which part of the world do you think of? That's right. You probably think of Antarctica with a lot of penguins standing in the cold snow and ice. But, in fact, only two species of penguin live on that southern continent.

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Narrator: When Mélanie says the number of penguins has collapsed in other groups, she really means it. Over the last 30 years, the number of penguins living in the sea around South Africa decreased by 73 percent. If this continues, the African penguins could be gone in 15 years. One of the many reasons for the decrease is tourism. A lot of tourists visit different colonies and want to see the penguins. They also try to take photos and selfies with the penguins. But when the tourists get too close to the birds, this causes stress for the birds, and then they have problems feeding their chicks or babies. Here's Mélanie again.

Mélanie Wenger: The question is now, what will the future be . . . ? Because we have to understand that human actions can really impact the future of the species. Penguins are still wild animals, so there's still a three-meter distance to keep with* them.

**Non-standard English usage*

D. p. 167

Over the last 30 years, the number of penguins living in the sea around South Africa decreased by 73 percent. If this continues, the African penguins could be gone in 15 years. One of the many reasons for the decrease is tourism.

Remember, there *is* good news. The size of the group of penguins at Simon's Town—985 pairs—is about the same and doesn't change. That's partly due to careful control of tourists at the colony.

However, the bigger problem for penguin colonies is overfishing. In fact, too much fishing causes more problems than tourism. In many oceans, humans are fishing too much, so there aren't enough fish left for wildlife, such as penguins. This was also a problem for the penguins at Simon's Town, but now—fortunately—fishing is not allowed in the sea

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around the area, so the penguins have enough food. In addition, the town doesn't allow human leisure activities, such as diving and sailing, in this part of the sea, so the penguins are safe from this.

E. FOCUSED LISTENING p. 167

Mélanie Wenger: This is one of the six **colonies** of African penguins in South Africa and the only one that **remains stable**. The other **colonies** have seen their numbers **collapse** in the past five years.

Mélanie Wenger: The question is now, what will the future be . . . ? Because we have to understand that human **actions** can really **impact** the future of the species. Penguins are still wild animals, so there's still a three-meter **distance** to keep with* them.

SPEAKING

C. p. 169

1.

A: I want to watch a movie, but I can't decide. What's better? A comedy or a drama?

B: Comedies are more popular, but why not watch an action movie? They're more exciting.

2.

A: Let's visit somewhere new. Do you want to go somewhere quieter, like the mountains? Or do you want to go somewhere busier, like the city?

B: Let's go to the city. Shopping is more enjoyable than hiking!

3.

A: The public transportation in my city gets worse every year. So I need to buy either a car or a bicycle. What do you think?

B: Well, a car is more comfortable, but a bicycle is less expensive. How far do you travel every day?

LESSON B

VOCABULARY

A. MEANING FROM CONTEXT p. 172

The Mountain Gorilla

There are about 1000 mountain gorillas in the world. They live in the African countries of Rwanda, Congo, and Uganda. In the past, these gorillas were in danger from **illegal** hunting and the **conflict** of

war. The animals also suffered from air **pollution** from forest fires. However, in recent years, the gorilla population has increased because there are new national parks and wildlife **reserves**. The parks **belong to** the governments, but tourists can visit and enjoy the beautiful **scenery**. They **limit** the number of tourists carefully, and tourists only watch the gorillas from a distance. The gorillas could **attack** the tourists if they get too close! Things are improving, but there are still problems. Farmers **require** more land to grow their **crops**, and companies are looking for oil. As more humans move into the area and cut down forests, the mountain gorillas might lose their home in the future.

C. p. 173

belong to

pollution

scenery

require

conflict

attack

reserve

limit

crops

illegal

E. p. 173

Tourist: Do the gorillas ever attack humans?

Tour guide: No, never because the nature reserve has a fence around it. They limit the gorillas to that part of the national park.

Tourist: That's good to know!

Tour guide: But anyway, gorillas leave humans alone if we don't get too close.

Tourist: So who does the area belong to?

Tour guide: The government. They require you to get permission to enter.

LISTENING: Kariba Town, Zimbabwe

B. MAIN IDEAS p. 174

C. DETAILS p. 174

Jasmine: Hi Dakarai! It's been a long time!

Dakarai: Hi Jasmine. How are you?

LEVEL 1 Audio Scripts

Jasmine: Good, good. Tell me—how is life in Kariba Town?

Dakarai: Life is pretty good! A lot of tourists still come for the wildlife and **scenery**. You remember how beautiful it is, right?

Jasmine: Yes, of course! I remember when I visited Lake Kariba with you. It's amazing! Is it still popular for fishing?

Dakarai: Yes, it is. Tourists and locals love to boat and fish on the lake. But with more people visiting the area, we have some challenges. The lake is just one example.

Jasmine: What do you mean?

Dakarai: Well, the problem with overfishing is bigger than ever. We don't have enough of some species because there are too many fishing boats. And another problem is **pollution**.

Jasmine: Really? What's happening?

Dakarai: There's more plastic pollution than in the past. For example, there's a lot of plastic in the lake these days. You know, people throw away their trash, like plastic bags and bottles. That's bad for wildlife near the lake.

Jasmine: I can't believe it. Is the pollution from the tourists or the local people?

Dakarai: It's probably a bit of both. Don't get me wrong. Tourism creates local jobs. Tourists come to see the wildlife—the elephants, leopards, baboons. They enjoy seeing all the nature in the area. But on the other hand, there's a **conflict** between local people and the wildlife. The people in Kariba want to grow **crops**—and animals want to eat the crops. Or local people want to move onto the animals' land—and the animals sometimes **attack** people.

Jasmine: Really? Does that happen?

Dakarai: It can. But most people in Kariba don't walk around at night—to avoid any problems.

Jasmine: You don't go out at night?

Dakarai: Most of the time, no. In Kariba, daytime is for people, and nighttime is for animals. Animals can do whatever they want at night. Elephants might walk around outside your house, and leopards could walk down the main street.

Jasmine: Really? I can't imagine an elephant outside my house—not here!

Dakarai: Well, this is a very old city, but there was no Kariba Town before the 1950s. The land around Kariba **belonged to** the animals.

Jasmine: And then they built the dam.

Dakarai: Yes, that's right. Then they built the dam to create the lake. You know, when the water behind the dam began to rise, people had to save a lot of animals. They went in boats to get them. Can you imagine? It's not easy to get wild baboons and zebras into a boat!

Jasmine: So, how are the animals doing now?

Dakarai: Not very well, I'm afraid. They created the lake to help the people who visit and live in Kariba Town, but it **limits** the animals' land. There's a wildlife **reserve** near the lake, but it's very small, and a lot of people hunt the animals even though it's **illegal**.

Jasmine: That's awful! Why are they doing that?

Dakarai: Well, sometimes they're afraid. They think the animals might attack them. Most of the time, though, the people are hunting for food. A lot of people in Kariba Town are poor, and hunting is a way to feed their families.

It's a problem. People **require** food to eat, of course, but the animal reserve is worth a lot to Zimbabwe. The wild animals are an important part of nature and of Africa, and they still bring tourists into the country as well.

Jasmine: Tourists . . . and money from tourism. I can see that more people in the area is good in some ways, but it also leads to conflict.

Dakarai: That's right.

PRONUNCIATION: Recognize Reduced Words
p. 174

In everyday conversation, speakers don't usually stress structure words such as *is* and *than*. These words are usually reduced to the schwa sound /ə/. Be aware of this so that you can better understand what others are saying.

Wildlife is more important than tourism.

There are fewer tourists than in the past.

D. p. 175

1. There ~~are~~ fewer tourists ~~than~~ last year.
2. There's more pollution ~~than~~ in the past.
3. Animal attacks ~~are~~ less common.
4. The land ~~for~~ animals is getting smaller.

LEVEL 1 Audio Scripts

5. The problem of overfishing is growing.
6. Kariba has problems with pollution.

SPEAKING

D. p. 177

Enjoy an Eco Vacation

This year, why not take a more environmentally friendly holiday? Our eco-hotel in southern Kenya offers you the most comfortable rooms in the area. It has views of Africa's most beautiful scenery, including its highest mountain—Mount Kilimanjaro. Our hotel is next to the famous Kimana wildlife reserve where you can see lions, elephants, cheetahs, and zebras. The most important goal of the hotel is to help this wildlife, so part of your money helps the reserve. Our hotel also runs on solar power, and all the food comes from local farmers. So we have a better environmental record than other hotels in the area. What are you waiting for? Book now for the most amazing trip of a lifetime.

REVIEW

B. PRONUNCIATION p. 178

1. There are fewer species of birds now.
2. The Indian Ocean is smaller than the Atlantic.
3. Our new park is bigger than the old one.

FINAL TASKS

OPTION 2: Give a presentation about the natural world

A. MODEL p. 180

Student: Today I'd like to talk about parks and green spaces in our city. There are several questions I want to answer. First, what are our parks like? I'll describe a local park near my house. Second, why are parks important? And finally, why do we need to build new parks in our city? By the end of my presentation, you will understand that parks are important for both humans and wildlife. So, let's begin.

Take a look at this photo. I took it yesterday in my local park. The park belongs to the city, and I go there every day. As you can see, the scenery is beautiful. There are trees, plants, and a small lake in the middle. In the

distance, you can see some buildings and a road. There are a few people in the park and, like me, they go there to relax and get away from the noise and pollution of the city. But there are things you can't see in this photo. You can't see all the animals and wildlife that live here. You can't see them, but they are here. There are birds in the trees and fish in the lake. At night, you sometimes see foxes playing in the park.

UNIT 10: HOW WE COMMUNICATE

LESSON A

VOCABULARY

A. p. 184

access
according to
give away
inform
invent
look up
make sure
offer
system
wide

B. MEANING FROM CONTEXT p. 184

1. This message is very important. Please **make sure** your teacher receives it.
2. At my school, we study a **wide** number of different subjects.
3. It's easy to **access** information on the Internet.
4. You can **look up** a word on your dictionary app if you don't know the meaning.
5. **According to** a recent report, more people have cell phones than computers.
6. We have a new computer **system**, but I don't know how to use it!
7. After you put money in the machine, it **offers** you a choice of different drinks.
8. The university will **inform** you if you fail a class.
9. He **gave away** his car to a friend.
10. Who **invented** the first modern computer?

LEVEL 1 Audio Scripts

C. pp. 184–185

Meet Ken Banks

National Geographic Explorer Ken Banks knows a lot about mobile technology. He's famous because he **invented** FrontlineSMS in 2005. At that time, many people couldn't **access** the Internet easily in some parts of the world. But Ken's software **offered** them a way to communicate without the Internet. They downloaded his software and connected their cell phones to a computer. Then they could send information from their phones. And users didn't have to pay—Ken **gave away** his software for free! People still use FrontlineSMS today, and Ken has created a **wide** variety of other computer technology. **According to** Ken, the most exciting part of his work is "seeing what people are doing with our technology."

LISTENING: Solving Communication Problems

C. MAIN IDEAS p. 186

D. DETAILS p. 187

Journalist: Can you imagine life without the Internet? Every day, many of us use the Internet to communicate and to **look up** information. It **offers** us news 24 hours a day. It connects everyone to the world. In addition, we do a **wide** variety of other things on the Internet. We pay bills, read books, work, go to school, and find entertainment. But this isn't true for everyone. In some parts of the world, it's very difficult to **access** the Internet. And even when it is working, the Internet connection can be very slow.

According to the United Nations, the Internet is a basic human right. The organization believes that all countries should **make sure** their people can access it. However, the Internet is still not available everywhere. The United Nations estimates that nearly three billion people—that's 37 percent of the world's population—still can't access the Internet. Some people want to change this.

Ken Banks is a good example. Ken is a National Geographic Explorer. When Ken started doing conservation work in Africa about twenty years ago, a lot of people couldn't access the Internet. It was difficult to contact family, friends, or coworkers. So Ken **invented** a new communication **system**. This system used text messaging, so people didn't need to access

the Internet. People could use the system to share information and contact each other.

Later, in South Africa, Ken Banks worked on a project at Kruger National Park. This is a big wildlife reserve with elephants, giraffes, and all kinds of animals. The park wanted to connect with the people who lived nearby. They wanted to communicate with people about the animals in the park. They also wanted to ask people for their opinions about park decisions. Because people in that area didn't have the Internet, the park couldn't contact them by email. However, a lot of people near the park did have cell phones, so Ken Banks invented another software called FrontlineSMS. The software requires a laptop computer and a cell phone. People download the software and connect their cell phones to a computer. The software allows their cell phone to send text messages to thousands of people at once, without the Internet.

Ken didn't sell his software. He **gave it away** for free. As a result, FrontlineSMS has helped thousands of people in different ways. For example, they have used the software to **inform** residents about emergencies or to send information to doctors. People have used Ken's software in over 170 countries. Ken says, "With FrontlineSMS, the end user does everything—they determine how it's used, when it's used, where it's used." Today, people still use FrontlineSMS. And Ken is still trying to help people solve their own problems—by using technology.

E. FOCUSED LISTENING p. 187

According to the United Nations, the Internet is a basic human right. The organization believes that all countries should **make sure** their people can access it. However, the Internet is still not available **everywhere**. The United Nations estimates that nearly three billion people—that's 37 percent of the world's **population**—still can't access the Internet. Some people want to change this.

SPEAKING**PRONUNCIATION: Consonant Clusters p. 188**

A consonant cluster is two or more consonant sounds together in a syllable, with no vowel sounds in between. You hear them

- at the beginning of a syllable: *speed*, *print*, *screen*, *history*

LEVEL 1 Audio Scripts

- at the end of a syllable: *fast*, *learns*, *worked*,
software

Sometimes, two consonant letters together are not a cluster. They make one sound:

telephone

ring

Sometimes the letter *e* between two consonants is silent, so they become a consonant cluster:

worked

games

A. p. 188

blind

first

invent

lived

microphone

people

projector

speech

television

world

B. p. 188

1. small
speak
brain
ski
street
swim
plan
2. parked
jump
least
hand
help
gift
fact

LESSON B**VOCABULARY****A. MEANING FROM CONTEXT p. 192****American Sign Language**

American Sign Language, or ASL, is a language that people in deaf communities use instead of **speech**. ASL uses signs **in addition to** body positions and facial expressions to **express** ideas. ASL signs are different from the gestures most people use. For example, we all wave, shrug our shoulders, and make shapes with our hands. We **point** at objects so that other people know what to **pay attention to**. However, our gestures are very limited compared to the system of signs in ASL. As with speaking, the **importance** of culture is clear in sign language. Different countries have different versions of sign language. ASL is quite different from BSL, or British Sign Language, for example.

In recent years, some **experts** have encouraged parents of hearing children to teach ASL to their babies. It's a way to **support** their language development before they are able to speak. In addition, many schools in the U.S. recognize ASL as a **foreign** language, and students can get credit to study it.

B. p. 193

1. experts
2. sign
3. express
4. importance
5. support
6. point
7. foreign
8. speech
9. pay attention to
10. in addition to

LISTENING: The Importance of Gestures**B. MAIN IDEAS p. 194****C. DETAILS p. 194**

Narrator: Hello there. Or instead of saying "hello," I could wave at you. If I meet you for the first time, we'll shake hands. Or, in a country like Japan, I might bow to you. Today, we're discussing the **importance** of

LEVEL 1 Audio Scripts

gestures for communication. Gestures are movements that **express** an idea or meaning. Sometimes we call it body language.

Body language is a natural form of communication. In fact, you can see body language between animals as well as between humans. For example, members of the ape family use gestures to communicate with each other. They might **point** at their mouth to show they are hungry. But the difference between animals and humans is that humans communicate with **speech**, and they use body language to support the meaning of their words.

Humans use body language differently in different countries. Think about Italy, for example. **Experts** believe that Italians know 250 hand gestures. These gestures can express many different feelings and meanings—just like **sign** language does. When an Italian pulls their lower eyelid down a little, it means **pay attention to me!** They use this sign when they want people to listen. Or when they are eating, they will press a finger onto their cheek. This means the food is delicious.

Of course, some gestures are international, and you see them around the world. In many countries, when you put your finger on your lips, it means “Be quiet.” Or nodding your head up and down usually means “yes” or “I’m listening.” Although in India, people move their heads from side to side to mean “yes.” So sometimes foreigners think the person is saying “no.” You have to pay attention when you travel.

So, how do gestures **support** spoken language? Well, they help in two ways: First, they help listeners understand you. Gestures really help when you don’t speak a language well. For example, imagine you’re in a **foreign** country. Someone asks you a question and you don’t know the answer. You can lift your hands to say, “I’m sorry. I don’t know,” and the listener will understand.

Second, **in addition to** helping listeners, gestures help speakers. They help speakers access memories and remember words and information. When you tell a story, you can make gestures to help you to recall the details of the story. Because of this, gestures are useful for learning a new language as well.

And here’s one final question: Will human gestures and body language change with modern technology? After all, a lot of human communication happens

online nowadays, so do we need body language? The answer is definitely “yes.” Do you use emoticons when you send text messages? You know, the hand wave or celebration symbols. Many of these are basically pictures of gestures.

Also, when we talk online through a camera, it’s very helpful to use your hands. For example, you can emphasize a number by showing the number with your fingers. Or, if you are listening and the speakers says something you agree with, you can nod or point to your nose.

In conclusion, gestures are a very important form of human communication. Some gestures are fairly common, and some gestures are different from country to country or culture to culture. They help both the speaker and the listener understand and remember. And in online communication, we can also use body language—especially our hands—to help communicate our main message. Are there any questions?

SPEAKING

B. p. 196

A: Is that a new phone?

B: Yes, I bought it yesterday.

A: I think mine is a similar model, but yours is the newer version. Do you like it?

B: Yes, but I don’t understand how to set up my contacts. Can you help?

A: Sure. First, you need to click on this square. It lets you add the contact information. Does that help?

B: I think so. So I just click on that to add each new person?

A: Exactly. Type in the details there—name, phone number, whatever.

B: What do I do next? To save the details, I mean.

A: Then you press the *save* icon.

B: Oh, I see. The other thing is the apps. It’s different from my old phone.

A: If you click on this icon, then you can download a lot of useful apps. Search here for the apps and download them. Does that make sense?

B: Oh yes. Thanks.

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C. p. 197

A: I don't understand how to use this chart for American Sign Language. Can you help?

B: First, you need to know that each sign is a letter of the alphabet. For example, this is how to make an "A." Does that make sense?

A: I think so. So people spell words to talk?

B: Not really. You can spell words with your fingers by using the signs for letters, but it takes too much time. If you use this sign, then it means *hello*. Is that clear?

A: Yes, but how does the grammar work?

B: Now, that's interesting! In ASL, you don't change the verb to show past tense. You need to wave your hand over your shoulder; then you make the other signs. That means *past* or *before*. Does that help?

FINAL TASKS

OPTION 2: Present a form of communication

A. MODEL p. 199

B. ANALYZE THE MODEL p. 200

Presenter: In my presentation, I talked about the advantages and disadvantages of social media in our lives. In conclusion, I think social media can be good for us, but we need to teach people to use it safely.

Thank you all for listening to my presentation. I have time for a few questions. So, does anyone have a question? Yes?

Student 1: Hi. Thank you for your interesting talk. You said we need to teach people to use social media safely. How do we use social media safely? What do you mean?

Presenter: Thank you for your question. I mean, people need to be careful online. For example, when you post something personal about yourself, your friends can read or see it. But people can also share your post, so strangers might see it. So we have to teach people—especially children—to be careful when they put things online. Does that make sense?

Student 1: Yes, thank you.

Presenter: Are there any more questions?

Student 2: I have one. In your presentation, you mentioned some information about teenagers going online. You said 95 percent of teenagers use YouTube, and 67 percent use TikTok. My question is, do you have the same type of information about older people? For example, which social media do people over 50 use? I'd like to know.

Presenter: Great question! I'm not exactly sure of the answer because that information comes from a survey about teenagers. But I can probably find out for you.