

## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

## UNIT 1

## Audio 1

**Host:** Today on Jobs for Everyone, we're exploring careers in events-planning. Juliette Simmons is an events planner from San Diego. She's responsible for making events like weddings and birthday parties fun for everyone. Juliette, welcome.

**Juliette:** Thank you, Lewis.

**Host:** So, how do you plan a special event?

**Juliette:** Well, first, I meet with the hosts—the people whose event it is—to learn what they want. They tell me how many guests they are inviting and how much money they can spend. Then, I find people to provide food, equipment, music, and so on. On the day of the event, I'm there. I work with everyone to make sure everything goes well.

**Host:** And what makes someone successful as an events planner?

**Juliette:** Um, you have to communicate well. That means a lot of listening. You can organize a great party, but if the host isn't happy. . . you fail as an event planner. You have to know exactly what the host wants.

**Host:** Right. . . . What else do you need?

**Juliette:** Well, you have to be organized. One small mistake can be awful. And it's important to be ready for changes. If there's a problem at the event, you need to stay positive while you manage the situation.

**Host:** Can you give us an example?

**Juliette:** At my last wedding, the party was only for adults. But many guests brought young children. So, I called the restaurant. I ordered special food and a game room. Problem solved. The family doesn't have time for situations like this.

**Host:** And that's all we have time for . . . Thank you so much, Juliette.

**Juliette:** It was my pleasure.

## Audio 2

**Host:** And what makes someone successful as an events planner?

**Juliette:** Um, you have to communicate well. That means a lot of listening. You can organize a great party, but if the host isn't happy. . . you fail as an event planner. You have to know exactly what the host wants.

**Host:** Right. . . . What else do you need?

**Juliette:** Well, you have to be organized. One small mistake can be awful. And it's important to be ready for changes. If there's a problem at the event, you need to stay positive while you manage the situation.

**Host:** Can you give us an example?

**Juliette:** At my last wedding, the party was only for adults. But many guests brought young children. So, I called the restaurant. I ordered special food and a game room. Problem solved. The family doesn't have time for situations like this.

**Host:** And that's all we have time for . . . Thank you so much, Juliette.

**Juliette:** It was my pleasure.

## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

**Audio 3**

**Juliette:** Events planners often have to manage surprises. Parties don't always go to plan. We have to stay positive as we manage problems. For example, one time at a summer barbecue, it started raining hard. We didn't stop the party. I found some people to move everything inside. But the barbecue stayed outside. I asked other people to move the tent from the children's play area. They put it over the barbecue, to protect the food from the rain. We set up tables inside, and we found some umbrellas. I quickly put on some music while the band moved inside. This helped keep everyone positive as we managed the situation. In the end, the party was a success.

**Audio 4**

dance, dances. play, plays. work, works.

**Audio 5**

car, cars. pen, pens. place, places.

**Audio 6**

call, calls. help, helps. watch, watches.

**Audio 7**

manage, manages. receive, receives. study, studies.

**Audio 8**

adventure, adventures. computer, computers. exercise, exercises.

**Audio 9**

experience, experiences. photographer, photographers. television, televisions.

**UNIT 1 – ADDITIONAL****Audio 10**

Hello, everyone! Today, I'd like to share some advice on having a successful job interview. First, prepare well for the interview. Take time to understand the company and the job you are applying for. What skills do you have? Why are they important for this job? Second, manage your time so that you can arrive early. Give yourself time to get ready. Wear professional clothes that make you feel good. Third, be positive and enthusiastic at the interview. As you talk about your skills, show that you are excited. Fourth, communicate clearly. Explain why your skills and experience make you the perfect candidate for the job. Finally, remember that every interview is an experience you can learn and grow from. Good luck!

**Audio 11**

watches

LEVEL 1

ASSESSMENT AUDIO SCRIPT

**Audio 12**

communicates

**Audio 13**

receives

**Audio 14**

exercises

## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

## UNIT 2

## Audio 1

**Davi:** Hi, Grandma! Could I interview you about your life? It's for school.

**Grandma:** Yes, of course!

**Davi:** First question: Where were you born?

**Grandma:** In a small town, just north of Houston. I moved to the big city when I was 15.

**Davi:** And when did you move here?

**Grandma:** I moved here when I met your grandfather. I was 26 years old then.

**Davi:** Can you tell me about a happy childhood memory?

**Grandma:** Let's see . . . one memorable day, during summer break, my friends and I had a picnic near the river. We brought sandwiches, fruit, cake, and lemonade. We played games, went swimming, and sat in the sun. But, on the way home, it started raining—very hard and *cold*! But it wasn't a problem. We danced right there in the rain! My friend Sophia sang, and we laughed all the way home.

**Davi:** That's fun! It reminds me of summers with my friends. Next, can you define what happiness means to you?

**Grandma:** To me, happiness is an emotion that fills you with love and peace. It makes you enjoy everything and everyone around you.

**Davi:** That's beautiful, Grandma. One more question: Can you tell me about a smell or taste that brings back happy memories?

**Grandma:** Oh, yes! There was a sweet snack my grandmother made when it rained.

**Davi:** Oh, I know that one! You make it, too. It looks like a raindrop.

**Grandma:** That's right. I remember making it with my grandmother.

**Davi:** And I remember making it with you! Thanks for the interview, Grandma. I have some good ideas to share at school.

## Audio 2

Good morning, everyone! Some memories stay with us for a long time, while others disappear. Have you ever wondered why? My goal today is to help you understand how our memories work. We'll also look at ways to improve your memory. First, I plan to talk about the different types of memory. And then I want to look at how to remember things better. So, let's get ready to explore how our brains recall information in different situations.

## Audio 3

learned

## Audio 4

looked

## Audio 5

needed

LEVEL 1

ASSESSMENT AUDIO SCRIPT

**Audio 6**

watched

**Audio 7**

defined

**Audio 8**

wanted

**UNIT 2 – ADDITIONAL**

**Audio 9**

Good afternoon, everyone. Imagine this. You're walking down a busy street. Something you hear, see, or smell brings you back in time. You recall a trip you took years ago. It brings back warm memories. Travel is great for memory and nostalgia. Today I'll discuss its benefits for both.

First, I plan to talk about how travel can improve memory. During travel, the brain works with so much new information. Experiences with different places and cultures are hard to forget. Second, I want to look at travel and nostalgia. They are connected. Travel can bring back memories from childhood or other important times. When it does, it brings strong emotions with it.

Alright. Let's begin to explore this exciting world of travel and the brain.

**Audio 10**

cook, cooked

**Audio 11**

call, called

**Audio 12**

wait, waited

**Audio 13**

play, played

## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

## UNIT 3

## Audio 1

**Lenny:** Welcome to our podcast, “Adventures in Advertising.” With us today is Anna Nguyen. She is a successful social media influencer. Welcome, Anna!

**Anna:** Hi, thank you for having me!

**Lenny:** Tell us, Anna: what exactly does a social media influencer do?

**Anna:** Well, companies ask me to talk about their products online. I create fun videos and post them on my website and all the popular social media sites. I encourage people to buy these products. They can buy things through the links I provide. When they do, I earn money. My videos also help companies connect with a new audience.

**Lenny:** We all see commercials with movie stars and other famous people. How is social media advertising different?

**Anna:** Social media influencers are ordinary people. But we are experts in a particular topic. I’m proud of my work with eco-friendly design, for example. I aim all my posts at a special audience. I only share products I know my audience would like. And I choose companies that I respect.

**Lenny:** Can you share an example of a positive result from your posts?

**Anna:** Of course! Recently, I worked with a skincare product. This company wants to take care of the environment. That’s really important to me. Their products use natural, safe ingredients. Also, they never test them on animals. I made videos using their face care products every day. Then I showed the results on my skin. Everyone loved it. My links gave a special discount. Sales went up, and people were happy. All in all, it was a great success.

**Lenny:** It sounds like you’re doing an excellent job, Anna. Thank you for sharing with us today.

## Audio 2

Welcome back to “Advertising Made Easy.” Today, we’re exploring online advertising. So, what are some ways to advertise online? One popular option is search ads. These appear when you look for something online. For example, type “best pizza in town” into a search engine. The results might show ads from local pizza restaurants.

Another type of online advertising is display ads. These are pictures on websites or mobile apps. For instance, an article about travel might show an ad with flight or hotel discounts.

Other types of online advertising include email ads and video advertising. We’ll talk more about those after the break.

## Audio 3

open, **opinion** [aspire the word in bold]

## Audio 4

top, stop [aspire the word in bold]

## Audio 5

book, **king** [aspire the word in bold]

## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

## Audio 6

**presentation**, sleep [**aspirate the word in bold**]

## Audio 7

**tall**, water [**aspirate the word in bold**]

## Audio 8

**encourage**, skill [**aspirate the word in bold**]

## UNIT 3 – ADDITIONAL

## Audio 9

Welcome to today's lecture on brand identity. *Brand identity* is the way a company presents itself to the world. It includes things like the company's logo and colors. It can be the way they communicate with customers. Think about some famous companies. Each one has qualities that make it stand out.

For example, there's *color*. Some brands use bright and bold colors, such as red or yellow. These catch people's attention. Others use softer colors like blue or green. These help people feel calm and safe.

Think about how companies *communicate*. For instance, some use a friendly voice. Others like to sound more professional. Whatever the style, companies want to build a relationship with their customers.

## Audio 10

big, big

## Audio 11

cap, cap

## Audio 12

ton, ton

## Audio 13

pack, pack

## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

## UNIT 4

## Audio 1

**Female teen:** Grandpa, you saw Hurricane Carol in 1954, right? I heard it was a really big storm.

**Grandpa:** Oh, yes! It was terrible. I was very young, but I remember it.

**Female teen:** Yeah? Could you tell me about it?

**Grandpa:** Well, I'll never forget the wind and rain. They were so loud! Like a train. I felt excited—and then scared. But then it was suddenly quiet. We were in the eye of the storm.

**Female teen:** The eye of the storm? What's that?

**Grandpa:** It's the center. There's no wind or rain. My dad took us outside, and I saw the sun. I thought the storm was finished. But then it all came back—strong! We went back inside quickly.

**Female teen:** Was everyone OK?

**Grandpa:** We were fine, but the storm destroyed a lot. Buildings, cars, trees . . . We had broken windows. And no electricity for a week.

**Female teen:** Wow! Did the rainfall bring any floods?

**Grandpa:** No, not exactly. The floods came from the ocean. They didn't reach our location. However, the effects were much worse closer to the beach.

**Female teen:** Well, I'm glad you were OK.

**Grandpa:** Yes! We were lucky.

## Audio 2

**Radio announcer:** As we talk about wild weather this week, here's a story from Serbia. Vesna was ten years old in 2005 when she saw frogs "rain" from the sky. This happened because a tornado created a waterspout. That's when a tornado travels over water and lifts it up into the air. It can lift animals like fish and frogs out of the water. And what goes up . . . must come down! Here's Vesna to tell her story.

**Female adult:** I'll never forget that day. I was visiting my grandmother when suddenly it became dark and windy. We heard there was a tornado nearby, so we went into the closet. When the radio said that it was safe, we went outside. The sky was gray—almost green. But the sun was coming back out. I felt something fall near my foot. It was a frog! And then there was another frog! Suddenly, frogs were falling everywhere! It was raining frogs! We screamed and laughed, then ran back inside. I'll never forget that day.

**Radio announcer:** Isn't that amazing? Next, we'll hear about another surprise from the sky—hailstones! A hailstone is ice that falls from clouds during a storm. In 1986, a city in Bangladesh saw some enormous hailstones. Some were more than 20 centimeters in size—and *heavy*! Stay tuned to hear Rina tell her story after the break.

## Audio 3

## predict



LEVEL 1

ASSESSMENT AUDIO SCRIPT

**Audio 4****measure****Audio 5****destroy****Audio 6****amount****Audio 7****location****Audio 8****quality****UNIT 4 – ADDITIONAL****Audio 9**

Listen up, fitness fans. It's winter! Temperatures are decreasing quickly. If you plan to exercise outside, follow these tips to stay safe. First, keep warm with a lot of clothes. Just make sure you can remove your jacket easily as you warm up. Under your jacket, you need thermal protection. Thermal protection is what keeps the heat inside. The jacket on the outside protects you from the wind. Second, know the signs of hypothermia. Hypothermia is when your body temperature is too low. The cold makes you shake. You may feel sleepy or confused. Go inside immediately. Finally, don't forget to warm up before you exercise! Your body will thank you. Enjoy, stay warm, and stay safe!

**Audio 10****umbrella****Audio 11****medicine** [pronounced with three syllables: me di cine]**Audio 12****amount****Audio 13****rainfall**

## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

## UNIT 5

## Audio 1

**Woman:** Hey, what are you cooking?

**Man:** I'm cooking pasta. I learned how to make this sauce in Italy.

**Woman:** The smell is amazing.

**Man:** Yes. That's because I'm using fresh ingredients.

**Woman:** Of course. Why are you taking the pasta off the heat so soon? Didn't you just put it on?

**Man:** I took it off because I don't like the pasta to be too soft. When the pasta is just a little hard, it holds the sauce, so the flavor is stronger. It also feels good when you bite it. That's why it's called *al dente*. That's Italian for "to the tooth."

**Woman:** That's different from pasta in other cultures. I'm thinking about some kinds of Asian rice noodles. They're very soft. And they hold the flavor well.

**Man:** True. But some other Asian noodles are cooked a little hard, just like my pasta.

**Woman:** That's right. But yours also *looks* different.

**Man:** Yes, this is called *penne* pasta. It's long, round, and empty inside.

**Woman:** It reminds me of a Greek dish I like. The taste is very different, though—not Italian.

**Man:** That sounds interesting.

**Woman:** Yes, it has a great flavor. When I was a child, my grandmother made it a lot. I should find out how to make it myself.

**Man:** Well, you can cook it next week—if you want to.

**Woman:** Good idea. I can't stop thinking about it now! It's so interesting how we connect different foods and memories.

**Man:** Yes. The taste, smell, feel, and appearance all help with that. So, are you ready to eat?

## Audio 2

**Woman:** Hey, what are you cooking?

**Man:** I'm cooking pasta. I learned how to make this sauce in Italy.

**Woman:** The smell is amazing.

**Man:** Yes. That's because I'm using fresh ingredients.

**Woman:** Of course. Why are you taking the pasta off the heat so soon? Didn't you just put it on?

**Man:** I took it off because I don't like the pasta to be too soft. When the pasta is just a little hard, it holds the sauce, so the flavor is stronger. It also feels good when you bite it. That's why it's called *al dente*. That's Italian for "to the tooth."

## Audio 3

taste, test

## Audio 4

hot, hot

## Audio 5

weight, wet

## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

**Audio 6**

cop, cup

**Audio 7**

cheap, cheap

**Audio 8**

heat, hit

**UNIT 5 – ADDITIONAL****Audio 9**

Around the world, people throw away a lot of food—*good* food. This happens on farms, in stores, restaurants, and homes. It often happens because people don't like the appearance of the food. They think the food is ugly, so it goes in the trash. In this report, we're talking about the work of Tristram Stuart. He fights against food waste. Why? The reason is that food waste damages the environment, and the food could be used to feed hungry people. Tristram Stuart teaches people about food waste. He also suggests ways to use food instead of throwing it away. We're going to talk about his ideas after the break.

**Audio 10**

red, weight, fresh

**Audio 11**

cheap, drink, little

**Audio 12**

tea, meat, chip

**Audio 13**

lot, cup, pop

## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

## UNITS 1–5

## Audio 1

**Tony:** Welcome back to Foodie Friday! Today, we're exploring food and memory. Joining me is food blogger, Anastasia Koval.

**Anastasia:** Hi, Tony!

**Tony:** Anastasia, why do you think food brings back such strong memories?

**Anastasia:** One reason is that we enjoy food with all five senses—not just taste and smell. Our senses help our brain make stronger connections.

**Tony:** I suppose that's why childhood memories of food stay with us.

**Anastasia:** Oh, yes. And not all happy ones. Maybe a kind of food made you sick. Or perhaps you felt bad around the time you ate it. You might hate that food for years! It's a message from your brain to help you to be careful.

**Tony:** Wow! So that's why I don't like bananas! I'm recalling an experience I had when I was eight years old. There was a big spider on the bananas. It scared me. Today, I still can't stand even the smell of bananas.

**Anastasia:** I can imagine! Food can bring so many strong emotions—happiness, sadness. . .

**Tony:** Or strong dislike, in my case.

**Anastasia:** Right!

**Tony:** What's a food memory from your childhood that stands out?

**Anastasia:** Oh! My dad had an old ice cream machine—

**Tony:** The one you turn by hand?

**Anastasia:** Yes! He helped me make ice cream for my birthday. We added milk and sugar. . . and then salt! I was afraid the ice cream would taste like salt. But ice and salt were in a separate part of the machine—they didn't touch the cream. My dad knew what he was doing. The ice cream was delicious!

**Tony:** So many emotions! That reminds me of a memorable experience I had. . .

## Audio 2

**Tony:** Anastasia, why do you think food brings back such strong memories?

**Anastasia:** One reason is that we enjoy food with all five senses—not just taste and smell. Our senses help our brain make stronger connections.

**Tony:** I suppose that's why childhood memories of food stay with us.

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**Anastasia:** I can imagine! Food can bring so many strong emotions—happiness, sadness. . .

**Tony:** Or strong dislike, in my case.

## Audio 3

cap, gap

LEVEL 1

ASSESSMENT AUDIO SCRIPT

**Audio 4**

big, big

**Audio 5**

ton, done

**Audio 6**

watches

**Audio 7**

receives

**Audio 8**

exercises

**UNITS 1–5 – ADDITIONAL**

**Audio 9**

Today, we're exploring exciting jobs in the food industry. Let's start with the job of a food stylist. This is someone who makes food look attractive for photographs or videos. They care about the appearance, not the flavor. Like an artist, they may paint food or even add things like plastic. This is all part of the design—to make an image that attracts customers.

Now, let's talk about caterers. A caterer is someone who organizes and prepares the food for social events such as weddings, business events, birthdays, and holiday parties. They prepare the food, bring it to the location, serve it to people at the event, and then clean up. Good food makes a great party. A good caterer makes sure the food is delicious, fresh, and what the customer wanted.

**Audio 10**

based, drink, fresh, green, heat, sit, test, weight

## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

## UNIT 6

## Audio 1

**Moderator:** Welcome, everyone, to our discussion about healthy cities. With us today are Mr. Amani Ojo, an architect, Ms. Maya Patel, an engineer, and Mr. Jason Mui, a resident who cares about public health. So let's get started. What does a healthy city look like? Mr. Ojo, what do you think?

**Mr. Ojo:** Well, I see it in the building design. Good architecture encourages people to move their bodies and relax their minds. It also helps them meet and talk to other people. This happens in public areas, such as green spaces and walking paths. When I design a building, I want everyone to feel welcome, safe, and comfortable.

**Moderator:** That's so important. Ms. Patel, what are your thoughts?

**Ms. Patel:** I agree 100 percent with Mr. Ojo about building design. A healthy city also has efficient public transportation and makes good use of water and clean energy. In short, a healthy city is sustainable.

**Moderator:** And how about you, Mr. Mui? What are some qualities of a healthy city?

**Mr. Mui:** There are public spaces and services available to everyone. My neighborhood has paths for biking and walking. The local farmer's market has inexpensive fruits and vegetables. There's also a public garden that anyone can use. When we need something, we get together and ask the local government to do something. That's how we got more bike lanes and a modern hospital.

**Moderator:** That's amazing. And it shows us how we are all responsible for building healthier cities. My next question is . . .

## Audio 2

**Moderator:** Mr. Ojo, as an architect, tell us about living spaces. How can they keep us healthy?

**Mr. Ojo:** One way is with windows. Natural light makes us feel happier. It's also important for our circadian rhythms. Seeing the sun helps us get up in the morning.

**Moderator:** Yes, and then when it's dark, it's easier to get to sleep at night. That's so important for our bodies.

**Mr. Ojo:** Absolutely! Good ventilation is also important. We need fresh, clean air. When the air moves in and out, it takes away viruses and other things we don't want to breathe. Air from outside also makes the inside temperature change. Surprisingly, that is really good for our bodies.

**Moderator:** Oh, yes, of course! Good ventilation has big effects on our health.

## Audio 3

Sarah **loves** this restaurant. [place heaviest stress on the bold word]

## Audio 4

I like this city, but it's **cold** in the winter! [place heaviest stress on the bold word]

## Audio 5

The apartment is beautiful, **but** it's too expensive! [place heaviest stress on the bold word]

## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

## Audio 6

The view here is **amazing**. [place heaviest stress on the bold word]

## Audio 7

They're building a new **stadium**. [place heaviest stress on the bold word]

## Audio 8

We can go to a café, **or** we can have a picnic. [place heaviest stress on the bold word]

## UNIT 6 – ADDITIONAL

## Audio 9

In today's episode, we're talking about sustainable actions for our cities. Urban gardening is one of these. It's amazing how people can grow plants in small spaces, even on walls! These urban gardens make the city beautiful and provide fresh food for residents.

Another option is carpooling. When people drive to work or school together in their own cars, there is less traffic on the road. That means using less gas. It's good for the planet, and it's good for us. We spend less money and have people to share the ride with.

## Audio 10

The apartment is comfortable, **and** it has a beautiful view! [place heaviest stress on the bold word]

## Audio 11

When do you start the new **job**? [place heaviest stress on the bold word]

## Audio 12

We **love** our city. [place heaviest stress on the bold word]

## Audio 13

I want to go outside **but** I'm too tired right now. [place heaviest stress on the bold word]

## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

## UNIT 7

## Audio 1

**Host 1:** “What does being human mean to you?” Last week we invited ordinary people to share their thoughts by email. Lynn, could you please read the first one?

**Host 2:** Absolutely. This comes from Mei Wang in Ontario, Canada. She says, “As humans, we think, feel, and communicate. We solve problems, learn about our world, and share ideas—all with our minds. With our emotions, we learn to understand ourselves and others. And with language, we share our thoughts, feelings, and ideas. These mental and emotional qualities make us human.”

**Host 1:** This next one is from Damini, in Chennai, India. She writes, “As humans, we know we are not perfect. But with help from others, we improve. That’s one of the benefits of living in society—we learn and help each other grow. Together, we try to be our best.”

**Host 2:** Here’s one from Jackson in Sydney, Australia. “Human life continues to change. Thousands of years ago, humans worked only to feed and protect themselves. Nowadays, our lifestyle is easier, safer, and more connected. In past centuries, we saw progress in technology and medicine. New ideas always make life better. Currently, we use touch screens and keyboards to communicate. In the years to come, there will probably be more advanced forms of communication. Life as a human is never easy. But our ability to learn, create, and change makes us more comfortable.”

**Host 1:** And my favorite is this one, from Aroon in Bangkok, Thailand. He says, “To me, being human is to love and be loved. Love leads to strong relationships, families, and societies. In my opinion, it’s the most important part of the human experience.”

## Audio 2

**Host 2:** Human life continues to change. Thousands of years ago, humans worked only to feed and protect themselves. Nowadays, our lifestyle is easier, safer, and more connected. In past centuries, we saw progress in technology and medicine. New ideas always make life better. Currently, we use touch screens and keyboards to communicate. In the years to come, there will probably be more advanced forms of communication. Life as a human is never easy. But our ability to learn, create, and change makes us more comfortable.

## Audio 3

Today, we’re gonna talk about what it means to be human.

## Audio 4

This’ll help you feel better.

## Audio 5

What’ll we do if it rains?

## Audio 6

I’m gonna meet her after class.



LEVEL 1

ASSESSMENT AUDIO SCRIPT

**Audio 7**

Class'll finish at noon.

**Audio 8**

We're gonna go together.

**UNIT 7 – ADDITIONAL**

**Audio 9**

Good afternoon, everyone. Let's continue our discussion about how technology continues to change medicine. In past centuries, doctors mainly helped people who were sick or injured. In the 20th Century, new technology, such as X-rays, helped doctors make images of the body. During that period, these images helped them find out what was wrong. Nowadays, doctors still use X-rays, but they also use other technology to make images of the body. This helps them prevent disease. If doctors find problems early, they can help before the person gets worse. In the coming years, more advanced medical technology will probably replace traditional X-rays. This will let doctors find problems and prevent diseases more quickly than before.

**Audio 10**

You're gonna meet my friend tonight.

**Audio 11**

We're going to be there early.

**Audio 12**

My sister will pick you up from school.

**Audio 13**

What'll happen if we're late?

## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

## UNIT 8

## Audio 1

**Student 1:** Alright. It's time to share our art research. Who wants to start?

**Student 2:** I'll go first. I read about the Guerra de la Paz group in Cuba. They make sculptures, mostly from old clothes. Look at these.

**Student 3:** Oh, wow! They're so colorful.

**Student 2:** The art has a message, too. We constantly buy, use, and throw away things like clothes. This group wants people to stop and think. Most of their designs are original, but others remind me of Greek or Roman works of art. Look at this one. It's made of clothes, but it looks like a Greek sculpture.

**Student 1:** That's so interesting. The artist I researched also makes pieces that look like normal artwork, but with unusual materials. He's a Brazilian photographer called Vik Muniz. He makes temporary images with recycled paper and glass, but also trash! Then he takes photos. He turns something temporary into a lasting piece of art. Look at these--all made of trash. They're pictures of trash collectors, but they look like paintings. He wants people to think about these workers and ask how things could be better. How about you, Diego? Who did you research?

**Student 3:** Khalil Chishtee from Pakistan. He makes sculptures of the human form. Can you guess what materials he uses?

**Student 2:** Is that paper? No . . . maybe it's plastic?

**Student 3:** That's right. Plastic bags. Not wood, metal, or stone, like traditional sculptures. He wants people to ask questions. For example, what makes art valuable? The materials? The design? Or maybe something else? He also wants people to think about the problems plastic bags cause. I think that's why they look sort of scary and sad.

## Audio 2

[Emphasize *incredible* – it should be clear that the speaker has a positive opinion.]

Well, her paintings aren't as colorful as some artists' work. But personally, I think they're *incredible*!

## Audio 3

[Emphasize *not* and *same* – it should be clear that the speaker has a negative opinion.]

I know this song is popular, but, personally, I would *not* want to listen to it for more than a few minutes. The singer keeps repeating the *same* words.

## Audio 4

She **lives in** a small town. [Connect the words in bold.]

## Audio 5

We went to the art show **with another** school group. [Connect the words in bold.]

## Audio 6

The **music is** too loud for me to study. [Connect the words in bold.]

LEVEL 1

ASSESSMENT AUDIO SCRIPT

Audio 7

I **work at** night, so I often miss the team meetings. [Connect the words in bold.]

Audio 8

He performed his **music online** for a global audience. [Connect the words in bold.]

Audio 9

She **played on** the winning team. [Connect the words in bold.]

UNIT 8 – ADDITIONAL

Audio 10

**A (man):** Hey, look at this painting. *That's* different.

**B (woman):** *Very* different.

**A:** It's simple, original . . .

**B:** Hmm . . . It's *too* simple. Personally, I don't think it's that great.

**A:** Really? The colors are *amazing*!

**B:** It's just not a style I like. However, this one, over here . . .

Audio 11

I **liked art** more than science in high school. [Connect the words in bold.]

Audio 12

The **children enjoy** playing outside when the weather is nice. [Connect the words in bold.]

Audio 13

Do you want to **play another** game with me? [Connect the words in bold.]

Audio 14

I offered to help, but she prefers to work on **her own**. [Connect the words in bold.]

## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

## UNIT 9

## Audio 1

**Lynn:** Welcome back, travelers! Today on the podcast we're discussing ecotourism. With us is Chen Li, from travel company Greener Leisure.

**Chen:** Hi, Lynn. It's great to be here.

**Lynn:** Chen, could you explain *ecotourism*?

**Chen:** Ecotourism is responsible travel for leisure. It lets visitors enjoy nature while protecting the environment. The tourism industry in general often causes problems. Natural areas are destroyed to build big hotels and restaurants that use a lot of water and energy. They also bring in many visitors. This results in increased pollution. Because of this, many species of plants and animals are in danger.

**Lynn:** So how is ecotourism different?

**Chen:** Ecotourism teaches people to have a healthy relationship with nature. Visitors often stay in small hotels. Some prefer to camp outside or stay with residents. This lets them enjoy the scenery and learn about the local culture. We don't allow visitors to get too close to wildlife, but they can observe it—carefully. Education and respect are important for ecotourism.

**Lynn:** And what are some favorite places to travel for an eco-vacation?

**Chen:** We have tours in Costa Rica that let visitors enjoy the ocean and the rainforests. There's also Tanzania, with its national park and wildlife reserve. And if you like the mountains, there's Alberta, Canada. Each of these vacations are safe for the environment and good for local businesses.

**Lynn:** They all sound wonderful.

**Chen:** Yes. We try to give visitors a great experience. And nature thanks us.

**Lynn:** And so do we, Chen. Thanks for talking to us today.

**Chen:** It was my pleasure.

## Audio 2

**Chen:** Ecotourism teaches people to have a healthy relationship with nature. Visitors often stay in small hotels. Some prefer to camp outside or stay with residents. This lets them enjoy the scenery and learn about the local culture. We don't allow visitors to get too close to wildlife, but they can observe it—carefully. Education and respect are important for ecotourism.

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## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

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## Audio 4

**There** is more pollution **here** ~~than~~ before. [The words with strikethrough are reduced to schwa. The boldfaced words are NOT reduced to schwa.]

## Audio 5

~~The~~ **tourists** can enjoy **it**. [The words with strikethrough are reduced to schwa. The boldfaced words are NOT reduced to schwa.]

## Audio 6

**Let's** go ~~to~~ the **coast**! [The words with strikethrough are reduced to schwa. The boldfaced words are NOT reduced to schwa.]

## Audio 7

Tourism **isn't** as common **here**. [The words with strikethrough are reduced to schwa. The boldfaced words are NOT reduced to schwa.]

## Audio 8

**This** lake is popular **with** tourists ~~for~~ fishing. [The words with strikethrough are reduced to schwa. The boldfaced words are NOT reduced to schwa.]

## Audio 9

The problem ~~of~~ illegal hunting **is** getting worse **these** days. [The words with strikethrough are reduced to schwa. The boldfaced words are NOT reduced to schwa.]

## UNIT 9 – ADDITIONAL

## Audio 10

Our relationship with nature is important for our health. Even small actions can make a big difference. For example, how about connecting with plants? You could start a vegetable garden or grow flowers outside your home. As a result, more birds, butterflies, and other species of wildlife will visit. This is great for the environment. If you can't grow plants, find some in your neighborhood. Then stop and enjoy them. Pay attention to your senses. What sights, sounds, and smells catch your attention? Because of simple actions like these, your health and happiness will be much better than before. Why don't you take five minutes in nature today and notice how you feel?

## Audio 11

There are **more** tourists **here** ~~than~~ before. [The words with strikethrough are reduced to schwa. The boldfaced words are NOT reduced to schwa.]

LEVEL 1

ASSESSMENT AUDIO SCRIPT

Audio 12

**Who** does ~~the~~ park belong **to**? [The words with strikethrough are reduced to schwa. The boldfaced words are NOT reduced to schwa.]

Audio 13

**You** ~~can~~ **see** the nature reserve from here. [The words with strikethrough are reduced to schwa. The boldfaced words are NOT reduced to schwa.]

Audio 14

**We** have **many** problems ~~with~~ overfishing. [The words with strikethrough are reduced to schwa. The boldfaced words are NOT reduced to schwa.]

## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

## UNIT 10

## Audio 1

[Note italics for emphasis/stress of key information or contrast stress.]

**Speaker:** Welcome to our webinar: Communication Across Cultures. Today, we'll talk about three ways to connect better. Let's begin!

Our first tip is to make sure you understand cultural differences. Look up information about the other culture. Learn all you can. What's different? Many things will stand out, like food and music. But *other* things—like behavior, speech, relationships, and ideas—aren't so easy to notice. Maybe something that's *normal* to you is *not OK* in the other culture.

The second tip is just the opposite. Find out similarities and *share* them. At first, the other culture may feel very different. But you'll be surprised to learn what's *similar*. What do both cultures enjoy? What is important to them? Talking about these things will help you connect.

And finally, use technology well. Of course, you can use the Internet to translate. But you can also access information, images, and all kinds of communication tools. These things can help you express yourself clearly and reach a *wider* audience. And don't forget about apps to study another language. You can learn simple words like 'hello' and 'thank you.' When people hear you saying these in their language, they know you care.

Good communication builds positive relationships. Small things make a big difference. We hope these ideas will help you connect with people around the world.

## Audio 2

telephone, speech, sing, worked, offer, games, first, print, beach, world

## UNIT 10 – ADDITIONAL

## Audio 3

[Note italics for emphasis/stress of key information or contrast stress]

**A:** Welcome back to the podcast! Today we're answering questions from our audience. Here's the first one. "How can I communicate better in online meetings?"

**B:** Great question! I pay attention to the little things--*signs* that people are listening. For example, they might look at the *camera*, *nod* their head, or *smile*.

**A:** Yes, and you can usually send emoticons, or digital signs. For example, a *thumbs-up* means things are OK.

**B:** That's right. With practice, you can learn to recognize emotions, even online. Amal, what's your advice about speaking?

**A:** Make sure your speech is *clear* and *short*. Long explanations are difficult to follow.

**B:** I agree. Simple language is best. Don't use special expressions. Some people might not understand them.

**A:** Yes. Now let's go to our next question . . .

LEVEL 1

ASSESSMENT AUDIO SCRIPT

**Audio 4**

plan, brain, jump, gift



## LEVEL 1

## ASSESSMENT AUDIO SCRIPT

## UNITS 6–10

## Audio 1

**Moderator:** Today, we're going to talk about sustainable homes. First, let's welcome our experts. We have Miriam Green, an environmental scientist, Pierre Augustin, an architect, and Aisha Yakubu, a city planner. To start, Dr. Green, what *are* sustainable homes?

**Dr. Green:** They're homes that protect the environment. This type of design limits pollution and saves energy, making the air and water cleaner. As a result, everyone is healthier.

**Moderator:** That's so important! Mr. Augustin, as an architect, how can these designs improve the lifestyle of residents?

**Mr. Augustin:** They let people connect with nature. Even when they stay inside! More natural light and green spaces make us happier.

**Moderator:** Great! And, Ms. Yakubu, what are the benefits for the city?

**Ms. Yakubu:** Sustainable designs make homes more comfortable. They also last longer. That means people want to live there for a long time. They feel like they belong to the community. This causes them to build stronger relationships. And that's great for the city!

**Moderator:** I'm sure it is! Mr. Augustin, how can more people afford a home like this?

**Mr. Augustin:** Residents save money on energy. Also, these homes are not always expensive to build. Some use recycled materials. This keeps costs down.

**Moderator:** I see. Ms. Yakubu, how does sustainable design affect a city in the long term?

**Ms. Yakubu:** Well, in addition to all these benefits, it makes cities greener, and, therefore, cooler. We don't have to destroy natural areas to let cities grow. That means less concrete and more green spaces, so the temperature stays lower. That helps everyone.

**Moderator:** So, good design makes a big difference! Now, Dr. Green, I'd like to ask . . .

## Audio 2

**Ms. Yakubu:** Sustainable designs make homes more comfortable. They also last longer. That means people want to live there for a long time. They feel like they belong to the community. This causes them to build stronger relationships. And that's great for the city!

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## Audio 3

an architect [connect the n and the a]

## Audio 4

good idea [connect the d and the i]

LEVEL 1

ASSESSMENT AUDIO SCRIPT

**Audio 5**

more power [NOT connected]

**Audio 6**

solution, piece, finished, television, gift, least

**UNITS 6–10 – ADDITIONAL****Audio 7**

Art offers us a way to express ideas without words. And that helps us move past language barriers which limit our communication. Art allows people from different cultures to connect and understand each other. Paintings, sculptures, music, dance, and theater are all part of the human experience. Anyone can enjoy them. Art lets us explore what we have in common. Let's look at the painting "Starry Night" by Vincent van Gogh. This masterpiece is famous around the world. But that's not just because of its beauty. It expresses emotions and gives people a shared experience. It brings people together. Let's consider another piece . . .

**Audio 8**

**There** are more people here ~~than~~ in my home city. [The words with strikethrough are reduced to schwa. The boldfaced words are NOT reduced to schwa.]

**Audio 9**

Your kids **can** come to ~~the~~ show. [The words with strikethrough are reduced to schwa. The boldfaced words are NOT reduced to schwa.]

**Audio 10**

There aren't as many crowds **here**. [The words with strikethrough are reduced to schwa. The boldfaced words are NOT reduced to schwa.]

**Audio 11**

**This** house is ~~for~~ sale. [The words with strikethrough are reduced to schwa. The boldfaced words are NOT reduced to schwa.]