

## LEVEL 1 OLP Audio Scripts

**Unit 1****Unit 1 | Lesson A | Listen 1-2**

Host: Welcome! I'm your host, Laura Campbell. Today we're exploring the world of television production. My guest is Daniel Patterson, a TV producer from Los Angeles. Welcome, Daniel.

Daniel: Hi, Laura. Host: First, tell us, what does a TV producer do?

Daniel: Sure. As a TV producer, I help make TV shows. I don't really have an ordinary job because the things I do change a lot. I work on a new show about every two months. Each show is different, so my job is never the same. I often work on reality shows – where real people try to win something. On those shows, I'm very creative. My ideas make the show fun and interesting.

Host: So, TV producers are creative. What other skills do you need as a producer?

Daniel: Well, I work with a lot of different people. I communicate well – that's important. I explain my ideas clearly so they can understand me. Host: I see. What's your favorite part of the job?

Daniel: Probably the adventure. I have the opportunity to do a lot of different things. For example, on reality shows, we play some of the games and do some of the activities before the show, to test them. They're fun. I also get to travel a lot – to other states in the US (like Montana, Florida, and Louisiana) and to other countries (like Vietnam, Mexico, and Brazil). Host: Wow! What great experiences! And you're only 26 years old, right?

Daniel: That's right.

Host: Amazing. What advice do you have for someone who wants to be a TV producer?

Daniel: Go to college and study film or television production. Then get a job as a production assistant and work your way up.

**Unit 1 | Lesson A | Listening Skill**

Daniel: As a TV producer, I help make TV shows. I don't really have an ordinary job because the things I do change a lot. I work on a new show about every two months. Each show is different, so my job is never the same.

Daniel: I often work on reality shows – where real people try to win something. On those shows, I'm very creative. My ideas make the show fun and interesting.

Daniel: I have the opportunity to do a lot of different things. For example, on reality shows, we play some of the games and do some of the activities before the show, to test them.

Daniel: Well, I work with a lot of different people. I communicate well – that's important. I explain my ideas clearly so they can understand me.

**LEVEL 1 OLP Audio Scripts**

**Unit 1 | Lesson A | Pronunciation 1**

choose, chooses  
communicate, communicates  
experience, experiences  
explore, explores  
listen, listens  
teach, teaches  
travel, travels  
watch, watches  
wish, wishes  
work, works

**Unit 1 | Lesson A | Pronunciation 2**

A: Where's John?

B: He's at the gym. He exercises every day now.

A: What skills do you have?

B: I speak three different languages.

A: Do you have a math class this term?

B: No, but I have two English classes.

A: Do you eat a lot of meat?

B: Not really. I eat a lot of fruit and vegetables.

A: What does Sheila do?

B: She's a photographer, so she travels to many places.

**Unit 1 | Lesson B | Listen 1-2**

Manager 1: How many people applied for the tour guide job?

Manager 2: There are two candidates: Chuni and Rosie.

Manager 1: OK, let's look at their applications. Right now, Chuni works as a guide in college. She takes new students and their families on tours of the college. She's responsible for big groups then. That's important. Our tour guides manage large groups of tourists moving around the city. She probably has good communication skills, too. Does Rosie have experience as a guide?

Manager 2: Hmm. I don't think so. But, Rosie does have a lot of experience in customer service jobs. She's probably very friendly and positive.

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Manager 1: It says on Rosie's application that she reads to children at the library. If she can tell good stories, that will help her as a tour guide.

Manager 2: Yes, that is an important skill for a tour guide, for sure. Our customers don't want to hear a list of facts; they want to hear good stories about the city's history. Do Chuni or Rosie have experience with the microphone equipment our guides use?

Manager 1: I don't think so. But, that's OK. There is some training they can do.

Manager 2: They're both strong candidates. But are they enthusiastic about the job?

Manager 1: Let's invite both of them for an interview to find out.

## Unit 1 | Lesson B | Speaking Skill

A: We think this initiative will help with job searches.

B: I don't understand. What's an initiative?

B: I'm not sure I follow. How do you spell it?

B: I'm sorry? I didn't mean to bump into you.

A: I'm studying urban planning.

B: I'm sorry? Did you say early planning?

B: I'm sorry about that.

B: I'm not sure who you mean.

A: Television producers are not usually on camera.

B: I'm not sure what you mean.

B: I'm sorry for interrupting.

B: Do you want to follow me?

A: I want to be an explorer.

B: I'm sorry about that.

B: Can you explain that?

B: I am following.

A: My sister looks after lions.

B: Say that again.

B: I'm not understanding.

B: I'm sorry?

## LEVEL 1 OLP Audio Scripts

**Unit 2****Unit 2 | Lesson A | Listen 1-2**

Are childhood memories helpful at work? Scientists say yes. Today, I'm here to talk about nostalgia at work. We often think of nostalgia as something personal, about one person's memories. But research tells us that nostalgia is also important for groups – for example, coworkers. We connect with our coworkers when a situation or a conversation reminds us of good times in the past. We might have different past experiences, but we feel close when we share the same positive emotion. For example, some people are nostalgic about their time in college. If their coworkers went to college too – even if it was a different one – they can share those past experiences and emotions. This might bring them closer and help them work together better. Memories of difficult situations can bring coworkers together, too. For example, coworkers might remember a time they worked very hard for many long hours on a project. If they finished the project together, they know they can do it again. The memory of the group's success makes them feel more positive about solving future problems. When people feel close with their coworkers, they are also more creative. Scientists say that people feel more comfortable with each other after they tell personal stories and memories at work. This helps them relax and explore new ideas together. So, the next time a coworker wants to talk to you about a memory, listen . . . and share! Because when you do, you and your coworkers work better as a team – you feel closer, you solve problems, and you're more creative. That makes a better work experience for everyone.

**Unit 2 | Lesson A | Listening Skill**

Are childhood memories helpful at work? Scientists say yes. Today, I'm here to talk about nostalgia at work. We often think of nostalgia as something personal, about one person's memories. But research tells us that nostalgia is also important for groups – for example, coworkers.

**Unit 2 | Lesson A | Pronunciation 1**

define, defined

excite, excited

add, added

invite, invited

look, looked

marry, married

remember, remembered

remind, reminded

suggest, suggested

watch, watched

## LEVEL 1 OLP Audio Scripts

### Unit 2 | Lesson A | Pronunciation 2

A: Why did you read that book?

B: I wanted to learn more about memory.

A: Why did you leave suddenly?

B: I remembered something.

A: What did you do in your last job?

B: I worked in a bank.

A: Why did you move?

B: We needed a bigger apartment.

A: What did you do last summer?

B: I traveled to Mexico and visited my cousin.

### Unit 2 | Lesson B | Listen 1-2

Lara: We've been friends for five years. Do you remember the first time we met?

Alan: Of course! You sat in front of me in our math class. You asked me for a pencil.

Lara: What? It wasn't math class; it was history. And I didn't ask you for a pencil. You asked me.

Alan: Well, that's not how I remember it. How can we both remember the same situation differently?

Lara: Oh, I just read about this online! People usually think that we experience something and then save that memory. Alan: Right. Like we make a memory and put it into our brain. Then, in the future, when we want to recall it, we look for that memory.

Lara: Well, I learned that it doesn't work that way.

Alan: Why is that?

Lara: Researchers discovered that our brain makes pictures of what happened only after we try to remember it.

Alan: Huh?

Lara: We make the memory when we remember the event, not at the time of the event.

Alan: So, we met five years ago, but we didn't make the memory until you asked me the question, *Do you remember the first time we met?*

Lara: Exactly. And, some people don't remember in pictures at all, so their memories are different.

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Alan: Oh, wow!

Lara: Scientists also say that if the event causes a strong emotion, it's more memorable.

Alan: So, maybe I felt happiness when I met you, and that's why I remember it better than you do.

Lara: I don't know about that.

**Unit 2 | Lesson B | Speaking Skill**

A: I am so sleepy.

B: Why's that?

A: I want to go to bed now.

A: I went to bed late last night.

A: I will go to bed early tonight.

A: He wasn't at work yesterday.

B: Why was that?

A: He has to catch up on his work today.

A: He called the manager in the morning.

A: He wasn't feeling very well.

A: She is very lonely.

B: Why is that?

A: She just moved to a new city.

A: She's going to meet some new people.

A: She met a new friend in class.

A: I was so embarrassed.

B: Why was that?

A: My face got red and I looked down.

A: Because I was embarrassed.

A: Because I didn't remember him.

A: She doesn't want to leave.

B: Why is that?

A: Because she is sitting in the car.

A: Because she is having a good time.

A: Because it's 10 PM and it's time to leave.

## LEVEL 1 OLP Audio Scripts

**Unit 3****Unit 3 | Lesson A | Listen 1-2**

Host: Welcome back to Business Buzz. Do you recognize this situation: you go into a store for one thing and come out with a bag full of other things? How do stores encourage us to buy more than we planned? I talked to researcher Soraya Nasser to learn more. Guest: So, there are several ways stores encourage customers to buy extra products. One way is to put small, popular products – like gum and chocolate – close to the cash registers. When we are waiting in line to pay, we see these products, and we want to buy them.

Host: Oh, yes. This is aimed at me! I always buy candy when I'm waiting in line. I don't need it, but I buy it.

Guest: Another way companies sell more is to advertise. Think about stores that sell clothes. They might show videos in the store or have pictures on the walls of famous people, such as popular actors, in the clothes. We want to be like them, so we want to buy the products.

Host: Interesting!

Guest: And, sometimes customers buy more because they see more. Think about Ikea. They organize their stores very carefully. The stores are very large, right? But, customers move through the entire store in one line. They spend a lot of time looking at Ikea products. When they get to the end of the store, they are ready to buy something.

Host: So the next time you go to the store for one small thing, be careful not to buy more. If you don't want candy, you'll have to be strong!

Guest: Thank you! But, now I want some candy, too!

**Unit 3 | Lesson A | Listening Skill**

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Guest: Another way companies sell more is to advertise. Think about stores that sell clothes. They might show videos in the store or have pictures on the walls of famous people, such as popular actors, in the clothes. We want to be like them, so we want to buy the products.

Guest: And, sometimes customers buy more because they see more. Think about Ikea. They organize their stores very carefully. The stores are very large, right? But, customers move through the entire store in one line. They spend a lot of time looking at Ikea products. When they get to the end of the store, they are ready to buy something.

**LEVEL 1 OLP Audio Scripts**

**Unit 3 | Lesson A | Speaking Skill**

A: Are you saying that you don't watch commercials?

B: No, I said that I don't like commercials.

B: Yes, I mean that I watch commercials.

B: Let me explain. Commercials are important.

A: What do you mean by product?

B: Because we can buy it.

B: I mean something that is made and sold.

B: Not exactly. I mean something that I buy.

A: Do you mean that you never shop there?

B: No, I mean that I never shop there.

B: In other words, I never shop there.

B: Exactly.

A: Could you explain why you buy the candy?

B: No, I said that I always buy the candy.

B: Exactly. I always buy the candy.

B: Sure. Because it's nearby when I'm waiting.

A: What do you mean?

B: No, I said this mascot represents a company in Egypt.

B: I mean that this mascot represents a company in Egypt.

B: Sure. This mascot represents a company in Egypt.

**Unit 3 | Lesson B | Listen 1-2**

Host: Today we are speaking to Matthew Ozimba. He is here to talk to us about his work in a special kind of marketing. Welcome, Matthew.

Guest: Thanks. I'm happy to be here.

Host: Could you please explain exactly what you do?

Guest: Sure. I work for a digital marketing company. In my job, I help companies sell more products through gamification.

Host: What do you mean by gamification?

Guest: Gamification comes from the word game. Basically, we add games to the marketing plan. People like to play games, and they like to win things. When you add a game to your website, it often attracts new customers.



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Host: Can you give us an example of how that works?

Guest: Sure. I just worked with a sports equipment company. We wanted a way to make their products stand out from other companies. So, we designed a smartphone app. Customers enter all of their exercise into the app. As they reach each level, they achieve a reward. For example, after 20 miles of running, customers earn \$5 to buy the company's products.

Host: And this is successful?

Guest: Yes, very. Sales increased ten percent in the first six months. But we know some things work better than others. For example, you can't make the reward system too complicated. It needs to be easy for customers to use and figure out.

Host: Does any game work?

Guest: Good question. The answer is no. The game needs to make customers think about the products, not just be a game for fun.

### Unit 3 | Lesson B | Pronunciation 1

character  
product  
customer  
quality  
popular  
presentation

### Unit 3 | Lesson B | Pronunciation 2

A: Who's Oliver Twist?

B: He's a character in a book.

A: What are they buying?

B: It's a new product.

A: What do you think about when you're buying a new car?

B: I think quality and price are important.

A: What are you watching?

B: It's a popular new show.

A: What are you working on?

B: A presentation about mascots for class.

**LEVEL 1 OLP Audio Scripts**

# **Unit 4**

## **Unit 4 | Lesson A | Listen 1-2**

Instructor: Let's review your reading from last night. Why was 1816 an important year for the weather?

Student 1: That was the year there was no summer.

Instructor: That's right! Why wasn't there a summer?

Student 2: Because the smoke from a big volcano made it cold all around the world.

Instructor: Correct! In 1815, a big volcano erupted in Indonesia. An eruption is when smoke, fire, and rocks explode out from inside a volcano. The smoke from the eruption had sulfur dioxide in it. Sulfur dioxide is a gas that stays in the air for a long time. The smoke moved around the world. It stayed in the air and blocked the sunlight. That made the Earth colder. The temperature fell between 1 and 3 degrees Celsius. It was a very cold year, especially in the summer. In Europe, they got 80% more rainfall than usual! There were floods, and the floods destroyed farms. In China, it snowed, even in the summer! In other parts of the world, like India, there was a drought. A drought is when there is almost no rain. Why was that a problem?

Student 1: Well, that destroyed farms, too. Without rain, food won't grow. So people had less food to eat.

Instructor: Exactly. People were hungry. Many of them migrated or moved to find food. That changed where people lived and where they made cities.

Student 1: But, that can't happen now, can it?

Instructor: Well, researchers say it can. It's hard to predict when a volcano will erupt. But, big eruptions like this usually only happen once every thousand years. The year with no summer was about 200 years ago, so we are probably safe for a while.

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**Unit 4 | Lesson A | Listening Skill**

Instructor: Why was 1816 an important year for the weather?

Student 1: That was the year there was no summer.

Instructor: That's right!

Instructor: In 1815, a big volcano erupted in Indonesia. An eruption is when smoke, fire, and rocks explode out from inside a volcano.

Instructor: The smoke from the eruption had sulfur dioxide in it. Sulfur dioxide is a gas that stays in the air for a long time.

Instructor: The smoke moved around the world. It stayed in the air and blocked the sunlight. That made the Earth colder.

Instructor: In Europe, they got 80% more rainfall than usual! There were floods, and the floods destroyed farms.

**Unit 4 | Lesson A | Pronunciation 1**

affect

amount

destroy

eruption

forecast

measure

predict

rainfall

summer

tornado

**LEVEL 1 OLP Audio Scripts**

**Unit 4 | Lesson A | Pronunciation 2**

A: It's very hot.

B: They predict a drought this summer.

A: It's very windy and dark!

B: Is there a tornado?

A: The fire is coming close to the city.

B: Will it destroy the houses?

A: How much rain was there?

B: I didn't measure it.

A: Will it be cold tomorrow?

B: Let's watch the forecast.

**Unit 4 | Lesson B | Listen 1-2**

Speaker 1: Look at this! There's a huge crack in an ice shelf in Antarctica!

Speaker 2: What's an ice shelf?

Speaker 1: An ice shelf is a piece of ice. It floats on the water, but it connects to the land. It holds back the glaciers.

Speaker 2: Glaciers? What are glaciers?

Speaker 1: A glacier is ice that's on top of the land. Without an ice shelf, the glaciers melt faster. Speaker 2: Is that a problem?

Speaker 1: Scientists think so. The ice is home for a lot of animals, like polar bears. These animals can't live in other locations. Also, ice makes the earth cooler because it's white. The white color sends light back into space. So with less ice, there's more heat. Scientists say that the earth's temperature is rising quickly – about 0.18°C every ten years. It is already causing problems, like droughts and floods.

Speaker 2: So less ice means a warmer planet?

Speaker 1: Yes. And the ice has an effect on our weather, too. Air moves around the world from hot places to cold and back again. As the amount of ice decreases, the weather changes. Storms are becoming stronger. Speaker 2: We get more bad storms now than we ever did before.

Speaker 1: You see? And one more thing that ice does – it keeps methane frozen. Speaker 2: Methane's a gas, right?

Speaker 1: Right. And if it gets into the air, it will increase the earth's temperature even more. Speaker 2: Now I'm getting worried about the crack in the ice shelf!

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**Unit 4 | Lesson B | Speaking Skill**

A: How do you feel about rainy weather?

B: I really like my umbrella.

B: I don't mind it.

B: I can't stand the cold.

A: It's snowing a lot this morning.

B: I enjoy the snow.

B: I prefer it.

B: I love warm weather.

A: The forecast is predicting strong storms.

B: I hate tornadoes.

I dislike snow.

B: I dislike thunder and lightning.

A: It's going to be sunny all week.

B: I can't stand staying inside.

B: I don't mind the rain.

B: I really like sunny weather.

A: It's 0° today!

B: I prefer taking the bus.

B: I don't mind cold weather.

B: I don't mind cloudy days

## LEVEL 1 OLP Audio Scripts

**Unit 5****Unit 5 | Lesson A | Listen 1-2 | Listening Skill**

How many of you ate a fresh apple this week? Hmm, I see. But, did you think about where it came from? Most fruit travels a long way before it becomes part of our diet. Today we're going to talk about the problem with that and how you can help.

As you all know, farms grow a lot of apples in this area. And I see a lot of apples at the grocery store. But it's not the season for apples now, so our grocery stores buy apples from other places. That's because people want to eat fresh fruit all year round, not just in the fall. How far do those apples travel to get to the store? Well, you might be surprised by the answer. In the U.S., food travels an average of 1500 miles (that's 2414 kilometers) before we eat it.

This can cause environmental problems. Moving food around the world results in a lot of pollution. The reason is that airplanes, trains, trucks, and ships make carbon dioxide, a gas that pollutes the air. And they don't all pollute equally. An airplane causes 50 percent more pollution than a boat. But the food industry usually uses airplanes because they're faster.

This is a serious problem. That's why people want a solution. What can you do? First, buy food from farmers' markets. Second, when you need to buy fruit at the grocery store, choose fruit that grows closer to you. And third, ask your regular restaurants to buy from nearby farms.

**Unit 5 | Lesson A | Pronunciation 1**

Long /iː/: meal (pause) feet, fit

Long /eɪ/: play (pause) fail, fell

Long /ɑː/: walk (pause) bought, but

Short /ɪ/: did (pause) feet, fit

Short /ɛ/: get (pause) fail, fell

Short /ʌ/: lunch (pause) bought, but

## LEVEL 1 OLP Audio Scripts

### Unit 5 | Lesson A | Pronunciation 2

A: What do you want to eat?

B: A hamburger.

A: What are you buying from the store?

B: Fresh eggs.

A: What are you drinking?

B: A cup of tea.

A: What's your favorite fruit?

B: Grapes.

A: What kind of ice cream is that?

### Unit 5 | Lesson B | Listen 1-2

Gloria: Welcome to *Cooking with Gloria*! Today I have a special guest. Mamiko is here to talk about something called mouthfeel. Welcome, Mamiko.

Mamiko: Hi, I'm happy to be here.

Gloria: So, what is mouthfeel?

Mamiko: Mouthfeel is the feeling of food in your mouth. We often talk about the taste or the smell of food. But how it feels is important, too. Remember, touch is also one of our senses.

Gloria: That's true. So how does mouthfeel affect the experience of eating?

Mamiko: Think about this: How does it feel to put a potato chip in your mouth?

Gloria: Hm. Well, it's hard and crunchy.

Mamiko: Right. We expect a potato chip to feel hard and crunchy. But what if it feels soft?

Gloria: Oh, I might be nervous about eating it. "What did I just put in my mouth?"

Mamiko: Exactly! Mouthfeel is an important part of how we feel about food. In some countries, it's even more important. In Japanese, we have 400 words to talk about the mouthfeel of food.

Gloria: Wow. How many does English have?

Mamiko: About 80.

Gloria: What does that mean for Japanese food?

Mamiko: Sometimes in Japan, we eat food just because of the mouthfeel. That's true in China also. For example, people eat chicken feet more for their mouthfeel than their flavor.

Gloria: Interesting. So, what special food with mouthfeel are we going to cook on the show today?

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Mamiko: I have here everything we need to make a kind of pickled vegetable that's popular in Japan. When you eat it, you can feel the crunch everywhere in your head.

Gloria: Great! Let's get started.

**Unit 5 | Lesson B | Speaking Skill**

When I was growing up, I loved to bake with my mother.

Every weekend, we made oatmeal cookies.

Even today, I can remember their taste.

Then we chose a neighbor to give them to.

Once, a few years ago, I baked a special cake for my husband.

First, I went shopping.

Finally, I put it on the table.

Then I mixed the ingredients together.

When we were children, we visited my grandparents during the summer.

Every morning, we went out in a boat.

After we caught fish, our grandmother cooked it.

In the end, we ate a great meal.

One of my favorite breakfast foods is pancakes.

When I was little, my mother made them for breakfast every Friday.

Even today, I can remember it.

Because of that, I loved Friday mornings.

In Canada, Nanaimo bars are a special dessert.

During the holidays, my mother made them.

Finally, she put the bars on a plate.

Then she put chocolate on the top.



## LEVEL 1 OLP Audio Scripts

**Unit 6****Unit 6 | Lesson A | Listen 1-2**

Welcome back to Environmental Solutions. Today, I want to tell you about Nzambi Matee. She's an engineer from Kenya. Ms. Matee was worried about plastic garbage. Every day, people throw away things made from plastic – bags, bottles, packages. Scientists tell us that people buy a million plastic drinking bottles every minute! And we use about five trillion plastic bags every year! Sadly, we throw most of them away. This garbage stays in the ground or in the water for a long time. It causes a lot of pollution.

Ms. Matee hated seeing plastic garbage in the streets of Nairobi, where she's a resident. She wanted to use the plastic to help people. So she found an interesting solution to this big problem. She created a way of changing plastic into bricks. She heated the plastic and added sand from the ground nearby. Then she pushed the hot plastic into square bricks. Her bricks look like normal bricks used for building houses. But her bricks are stronger – five to seven times stronger. Her bricks are also beautiful. They are many different colors. And, of course, they are safe for the environment.

Ms. Matee's company is called Gjenge Makers. She started the company in 2018. Now about 110 people work there. They make up to 1500 bricks every day. So far, they have used 20 metric tons of plastic garbage. That's about 20,000 kilograms!

The United Nations Environment Program liked Ms. Matee's ideas very much. So they gave her an award. They named her a Young Champion of the Earth for Africa in 2020. She's a model for young engineers and environmentalists all over the world.

**Unit 6 | Lesson A | Listening Skill**

Ms. Matee was worried about plastic garbage. Every day, people throw away things made from plastic – bags, bottles, packages.

This garbage stays in the ground or in the water for a long time. It causes a lot of pollution.

So far, they have used 20 metric tons of plastic garbage. That's about 20,000 kilograms!

Then she pushed the hot plastic into square bricks. Her bricks look like normal bricks used for building houses.

The United Nations Environment Program liked Ms. Matee's ideas very much. So they gave her an award. They named her a Young Champion of the Earth for Africa in 2020.

## LEVEL 1 OLP Audio Scripts

### Unit 6 | Lesson A | Pronunciation 1

We bought a house, but it's too small.  
I love the building, and the town is nice.  
She works from home, so she needs more space.  
The stores are on the next street.  
The hotel looks like a big sail.  
She makes bricks from plastic.

### Unit 6 | Lesson A | Pronunciation 2

A: What's wrong?

B: We bought a house, but it's too small.

A: Do you like your apartment?

B: I love the building, and the town is nice.

A: Why is she moving?

B: She works from home, so she needs more space.

A: Where is the shopping center?

B: The stores are on the next street.

A: What does the Burj Al Arab look like?

B: The hotel looks like a big sail.

A: What does Nzambi Matee do?

B: She makes bricks from plastic.

### Unit 6 | Lesson B | Listen 1-2

Student: Excuse me, professor. I read the chapter about biophilic design, but I'm not sure if I understand it.

Instructor: All right. Well, first, what do you think biophilic design is?

Student: Um, well bio means 'life', so I think it means connecting life or nature to buildings.

Instructor: Yes, that's right. In fact, there are four main ideas about biophilic architecture.

Student: Four? OK. What are they?

Instructor: First, like you said, it uses nature – plants, trees, flowers – to create beautiful buildings. Second, it uses natural shapes, like circles; natural products made from wood; and natural colors, such as green and yellow. For example, if the building is in a desert, we might see a lot of yellows, grays, and maybe even some blue, for the sand and sky.

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Student: OK, yes, I remember reading that.

Instructor: Third, biophilic architects often plan small, private places in big buildings. It is important for people to be away from crowds in places like airports and hospitals. These private places can be outside or in indoor gardens.

Student: Interesting.

Instructor: And, finally, biophilic design uses big windows to let the sun in. The buildings may get energy from solar power, too.

Student: It sounds like biophilic architecture is really beautiful.

Instructor: It is, but it's more than that. Scientists tell us that biophilic design helps people to think clearly, to feel calm and relaxed, and to be physically healthy.

Student: Wow. Thanks for your help.

### Unit 6 | Lesson B | Speaking Skill

A: I think that biophilic design is the architecture of the future.

B: I'm afraid I don't agree.

B: Absolutely. What's your opinion?

B: I'm sorry, but I agree.

A: What do you think of steel container homes?

B: I think I like them.

B: That's true.

B: Absolutely.

A: Young engineers will find solutions to our environmental problems.

B: Yes, but we all need to help.

B: Yes, but young engineers need to help.

B: I agree. What do you think?

A: What do you think about the Burj Al Arab building?

B: In my opinion, it's beautiful.

B: I agree with you.

B: I disagree that it is expensive.

A: I think that Vancouver is the best city to live in.

B: I see what you mean, but I like Shanghai.

B: Yes, but I disagree with that.

B: What do you think about Vancouver?

## LEVEL 1 OLP Audio Scripts

**Unit 7****Unit 7 | Lesson A | Listen 1-2**

Professor: Very old human bones don't look exactly the same as human bones look today. For example, our legs are longer now. We're also taller. We stand straight up. Our arms are shorter.

About 30 years ago, a scientist named Rick Potts got a new idea. He thought about how human bodies are. For example, we have big brains, and we walk on two feet. He wondered about the connection between our bodies and the weather.

Scientists believe that the weather changes from wet (with a lot of rain and snow) to dry (with many droughts) about every 10 to 20,000 years. These changes created big problems for people. So Rick Potts thought about how human bodies are different because of these changes in the climate. For example, he thinks that our brains became bigger so we could solve these problems. His idea is that human bodies probably changed a lot in the periods when the weather was also changing.

Nowadays, scientists use a supercomputer model of the earth's climate. They can guess about the weather millions of years in the past. They look at the bones from the past and the weather from the past. Then they guess about how the weather affected humans. For example, about three million years ago in Africa, the climate became much drier. Forests disappeared and grasslands appeared. Some scientists think this is possibly when humans started to walk on two feet instead of using their arms to climb.

There is certainly a lot we don't know about the connection between weather conditions and human bodies. But I hope you can agree, it's an interesting topic and scientists should continue to study it. After all, the climate is currently changing. I wonder what that will mean for our bodies in the years to come.

**Unit 7 | Lesson A | Listening Skill**

For example, our legs are longer now.

About 30 years ago, a scientist named Rick Potts got a new idea.

Nowadays, scientists use a supercomputer model of the earth's climate.

For example, about three million years ago in Africa, the climate became much drier.

After all, the climate is currently changing.

**LEVEL 1 OLP Audio Scripts**

**Unit 7 | Lesson A | Speaking Skill**

A: Do you think that robots will replace doctors someday?

B: It's possible, but we will always need human doctors.

B: Definitely. They're already taller and faster.

B: Probably. Human bodies are already changing a little now.

A: Do you think that athletes will be stronger in the future?

B: Definitely. They're already taller and faster.

B: Probably. Human bodies are already changing a little now.

B: I doubt that will happen. 200 years is a long time!

A: How likely is it that humans will live to be 200 in the future?

B: I doubt that will happen. 200 years is a long time!

B: It's possible, but we will always need human doctors.

B: Definitely. They're already taller and faster.

A: Do you think that using computers will change human bodies?

B: Probably. Human bodies are already changing a little now.

B: It's possible, but we will always need human doctors.

B: I doubt that will happen. 200 years is a long time!

**LEVEL 1 OLP Audio Scripts**

**Unit 7 | Lesson B | Listen 1-2**

Speaker 1: What's wrong?

Speaker 2: I didn't eat breakfast this morning. I'm so hungry. And I did a terrible job on my presentation for the boss.

Speaker 1: Oh no! Why didn't you eat breakfast this morning? Did you get up late?

Speaker 2: No. I'm trying to control my diet. I usually eat eggs and toast with butter for breakfast, but now I think that's too many calories and too much fat.

Speaker 1: Well, I was just reading about the benefits that fat brings to our bodies.

Speaker 2: Benefits? Really? I thought fat usually causes a lot of health problems, not benefits.

Speaker 1: I know. I was surprised, too. But fat does some important jobs for us. First of all, fat protects the important parts of our bodies, like our heart and our stomach. Some scientists even think that we get more fat on our bodies as we get older—when our bones become weaker. They think the fat can protect our bones when we fall.

Speaker 2: I didn't know that. I'll be 60 next year, so I think that's really interesting information.

Speaker 1: Fat also keeps our bodies warm. But the most important thing fat does for us is it feeds our brain.

Speaker 2: What?

Speaker 1: Our brains are big, and they need a lot of energy to work properly. In fact, our brain uses about 30 percent of all the calories we eat. If we don't eat regularly, our brain uses body fat. This keeps us alive. But it is better to get energy from food.

Speaker 2: Hmmm. Maybe that's why I feel so bad.

Speaker: Maybe. I have a solution – let's eat lunch together!

**LEVEL 1 OLP Audio Scripts**

**Unit 7 | Lesson B | Pronunciation 1**

- a. We're gonna eat lunch together.
- b. We're going to eat lunch together.
  
- a. The class will study bacteria this semester.
- b. The class'll study bacteria this semester.
  
- a. She's not going to go to the doctor.
- b. She's not gonna go to the doctor.
  
- a. What time'll you leave?
- b. What time will you leave?
  
- a. They're gonna study.
- b. They're going to study.
  
- a. My brother will probably get up early.
- b. My brother'll probably get up early.

**Unit 7 | Lesson B | Pronunciation 2**

I'm going to eat more healthy food.  
Humans'll continue to change over time.  
Are you gonna drink the coffee?  
Our other senses will get stronger.  
They're going to exercise.  
My father'll be at home by seven.

## LEVEL 1 OLP Audio Scripts

**Unit 8****Unit 8 | Lesson A | Listen 1-2**

Today we're going to take a closer look at graffiti – the interesting art you see on the streets and places around the city. Graffiti goes all the way back to about 30,000 years ago. The first graffiti artists painted on the walls of caves in Europe and Indonesia. They painted what they knew best – the animals they hunted. People in ancient Greece and Rome also wrote their names and poems on buildings.

But when we think about modern graffiti, we usually think about street art starting in the 1960s. Graffiti artists call themselves “writers”. The first writers started in Philadelphia and soon moved to New York City. Early graffiti was usually letters or a name painted in a public place – on buildings, bridges, or trains. A writer was successful when copies of their name, or “tag”, were in many places. They repeated the same design over and over again. Graffiti artists often painted on buildings without first asking the owners. So police tried to catch them at work. The writers had to paint quickly and disappear. To paint quickly, they used markers or cans of spray paint instead of regular paint and a paint brush.

Graffiti is often temporary. When the drawing isn't good, another writer quickly paints over it. Graffiti writers want the art to last longer, so they draw more interesting shapes and designs. When other artists respect the graffiti, they leave it alone. Personally, I love the bright colors that these artists use. Their designs are beautiful. And, these writers often change a place from boring or ugly to colorful and incredible.

**Unit 8 | Lesson A | Listening Skill**

Today we're going to take a closer look at graffiti.

The first writers started in Philadelphia and soon moved to New York City.

Personally, I love the bright colors that these artists use.

Their designs are beautiful.

Graffiti is often temporary.

And, these writers often change a place from boring or ugly to colorful and incredible.



**LEVEL 1 OLP Audio Scripts**

**Unit 8 | Lesson A | Speaking Skill**

A: Look at the graffiti. What do you think it says?

B: Maybe it's someone's name.

B: I guess it could be.

B: I like the colors a lot.

A: Is the job permanent?

B: I think it might be.

B: Yes, it might not be.

B: Perhaps it's temporary.

A: Who's that man next to the sculpture?

B: Perhaps that's the artist.

B: Possibly. It can't be the artist.

B: I'm sure of it.

A: Why are they late?

B: They could be in traffic.

B: I am certain.

B: Maybe they're late.

A: What material is this?

B: I think it could be glass.

B: I don't know. It's glass.

B: I don't like glass.

**Unit 8 | Lesson B | Listen 1-2**

Welcome back to *Disappearing Sounds*, a program about traditional music from cultures around the world, music that we are in danger of losing.

On today's program, we're going to talk about the music of India's villages and countryside. There are over 2000 different cultural groups in India. They all have their own customs and music styles.

Let's look first at the Baul. They are musicians from Bengal. You can usually recognize them by their colorful clothes and original music.

**LEVEL 1 OLP Audio Scripts**

The Bauls use some traditional instruments. One instrument is very simple, like a guitar with only one string. They also play different kinds of drums. When they perform their music, they often wear bells on their ankles. They move their feet in time to the music. They even jump and the bells become another instrument.

Baul songs are folk songs. The Baul don't usually write them down. They share them through singing. This kind of music was more common a hundred years ago when musicians traveled around. But now, music like this is in danger of disappearing. More people are moving to cities. In cities, the music and dancing of Bollywood movies appeal more to young people than traditional music. In 2005, UNESCO – the United Nations Educational, Scientific and Cultural Organization – recorded a list of Baul pieces to save them.

Now let's listen to a typical song from this amazing culture. Listen to how much feeling they are able to communicate with just their voices and a few simple instruments.

**Unit 8 | Lesson B | Pronunciation 1**

On today's program, we're going to talk about the music of India.

Let's look first at the Baul.

One instrument is very simple, like a guitar with only one string.

Baul songs are folk songs.

More people are moving to cities.

Now let's listen to a typical song from this amazing culture.

**Unit 8 | Lesson B | Pronunciation 2**

The concert was exciting.

We like some modern art.

I won an award for my recycled art.

She can't afford to buy a new piano.

He is performing an original song.

The style is simple and slow.

**LEVEL 1 OLP Audio Scripts**

## **Unit 9**

### **Unit 9 | Lesson A | Listen 1-2**

Woman: What are you watching on your phone?

Man: I'm watching a video of the pandas at a panda base in China.

Woman: Oh! They're so cute! Aren't pandas in danger of disappearing?

Man: They were – in the past. But people have worked hard to protect them. As a result, there are more pandas in the forests of China now.

Woman: That's great!

Man: It is.

Woman: I wish people also worked hard to save other species of animals, too.

Man: What do you mean?

Woman: I read a blog recently about this problem. People love to save cute wildlife. Scientists say humans feel like we have a relationship with cute animals, like pandas. We also like big, dangerous animals, such as tigers and bears. We think they're interesting. But we don't always work hard to protect animals and insects that aren't beautiful.

Man: Yeah, I can see that. We care about pandas and polar bears, not frogs and insects. Panda tourism is great, though, because it creates money for zoos around the world. And because pandas are so cute, they even represent the World Wildlife Fund, an organization that raises money to help all kinds of animals. And don't forget: pictures of hungry polar bears make people think about global warming, which is really important.

Woman: But we can't allow the ugly frogs and insects to disappear.

Man: Why not?

Woman: Because a lot of animals need small species, like frogs and insects, for food. When they disappear, the big, cute, more exciting animals will have a lot of problems.

Man: Well, let's look for some videos about frogs and insects, then.

### **Unit 9 | Lesson A | Listening Skill**

But people have worked hard to protect them. As a result, there are more pandas in the forests of China now.

People love to save cute wildlife. Scientists say humans feel like we have a relationship with cute animals, like pandas.

We also like big, dangerous animals, such as tigers and bears. We think they are interesting

### **LEVEL 1 OLP Audio Scripts**

Panda tourism is great, though, because it creates money for zoos around the world.

And because pandas are so cute, they even represent the World Wildlife Fund.

And don't forget: pictures of hungry polar bears make people think about global warming, which is really important.

### **Unit 9 | Lesson A | Speaking Skill**

Many people visit Tanzania to climb Mount Kilimanjaro.  
In contrast, some people prefer to see wildlife there.  
Similarly, some people prefer to see wildlife there.  
Likewise, some people prefer to see wildlife there.

Many people love watching wildlife documentaries.  
Similarly, I enjoy reading books about wildlife.  
However, I enjoy reading books about wildlife.  
In contrast, I enjoy reading books about wildlife.

Green hotels save water and electricity.  
In the same way, green offices also save water and electricity.  
On the other hand, green offices also save water and electricity.  
In contrast, green offices also save water and electricity.

Many people go to the zoo to see different animal species.  
However, zoos are not always good places for animals.  
Likewise, zoos are not always good places for animals.  
In the same way, zoos are not always good places for animals.

I want to travel to Indonesia to see the orangutans.  
On the other hand, my wife wants to travel to Thailand.  
Similarly, my wife wants to travel to Thailand.  
Likewise, my wife wants to travel to Thailand.

In order to tour the Galapagos Islands, you need to pay for a guide.  
Similarly, you need to pay a park entrance fee.  
In contrast, you need to pay a park entrance fee.  
However, you need to pay a park entrance fee.

## LEVEL 1 OLP Audio Scripts

### Unit 9 | Lesson B | Listen 1-2

Woman: Is that a crocodile?

Man: Yes. I'm doing research for my class. This is a website for an Australian crocodile safety program.

Woman: Safety for crocodiles, or safety for people?

Man: Both, I guess, but mostly for people. Listen to this: In Darwin, Australia, there are about the same number of saltwater crocodiles as people.

Woman: Wow! That's pretty scary. So how many crocodiles *are* there in Darwin?

Man: About 100,000 – which means there are a lot of conflicts between crocodiles and people. Sometimes crocodiles attack and even kill people. As a result, they're teaching children about crocodiles to save lives.

Woman: What are they teaching them?

Man: Mostly how to avoid the animals. Crocodiles can hold their breath for up to an hour, so they can hide under the water. Experts say not to go in the water unless you're absolutely sure crocodiles aren't there, because we can't always see them.

Woman: If there are so many crocodiles and they're so dangerous, why doesn't the government get rid of some?

Man: Well, in the 1970s, there weren't many crocodiles left because people hunted them. So the government limited hunting. Now people can't kill wild crocodiles. It's also illegal to feed or catch a crocodile. However, the rangers can kill dangerous ones, and they can catch the ones that come close to people. In 2022, rangers captured 273 crocodiles. Then they bring them to crocodile farms.

Woman: That's so interesting. Well, good luck on your research!

### Unit 9 | Lesson B | Pronunciation 1

The crops are ready.

Pollution is worse here than there.

Fishing in the area is illegal.

The dog belongs to him.

I love this scenery!

The reserve protects the lions.

### Unit 9 | Lesson B | Pronunciation 2

There are more tourists than last year.

There's more pollution than in the past.

Animal attacks are not common.

There's less land for animals.

The problem with overfishing is growing.

Every city has problems with pollution.

## LEVEL 1 OLP Audio Scripts

**Unit 10****Unit 10 | Lesson A | Listen 1-2**

This is *Science In Our Lives*. I'm your host, Ellen Fontaine. Today we are talking about technology in education. In the past few years, technology has become an important part of the education system. Teachers use smartboards in class and inform students about their homework assignments online. Everyone has a laptop, tablet, or smartphone. Many students use the Internet to look up facts and data. But is all this access to technology and the Internet really helping students?

Maybe not. According to some research, connecting to the Internet during class can lower students' test scores. Even strong students got lower grades when they used their laptops or tablets in class. Students spent an average of 37 minutes on the Internet doing things that were not classwork. They read their email, looked at social media, and shopped. The Internet was not helping them focus on class topics.

In other research, scientists looked at students in 31 different countries. The students using computers for a longer amount of time in school had the lowest scores in reading and math. The students with the best scores used computers for a shorter time.

However, that's not the whole story. It looks like computers and the Internet help students when they use them to communicate. According to other research, students remember main ideas from a lecture better when the instructor posts key questions on social media before the class. And other research shows that when students discuss class information online with other students, they do better. So teachers: Don't give up on using technology – just make sure to use the Internet to communicate outside of class and not in class.

**Unit 10 | Lesson A | Listening Skill**

Today we are talking about technology in education.

Everyone has a laptop, tablet, or smartphone.

The Internet was not helping them focus on class topics.

In other research, scientists looked at students in 31 different countries.

The students with the best scores used computers for a shorter time.

Don't give up on using technology.

**LEVEL 1 OLP Audio Scripts**

**Unit 10 | Lesson A | Pronunciation 1**

inform  
software  
learns  
history  
worked  
smartphone  
world  
price

**Unit 10 | Lesson A | Pronunciation 2**

A: How did you know about the changes?

B: My bosses always inform me.

A: What did you buy?

B: I bought a new software update.

A: What does she learn at the lesson?

B: She learns how to use a computer.

A: What class is after lunch?

B: History class.

A: What did you do last summer?

B: I worked at my family's store.

A: What's in your bag?

B: It's my new smartphone.

A: Where are you going on vacation?

B: We're taking a trip around the world.

A: Why didn't you buy the laptop?

B: The price was too high.

## LEVEL 1 OLP Audio Scripts

## Unit 10 | Lesson B | Listen 1-2

What are you communicating when you smile? Here in Canada, a smile means that you feel happy. It expresses a friendly message. Research shows that people have opinions about smiling people. We think smiling people are happier, more beautiful, and better at their jobs. Other experts studied smiling in stores and restaurants. They say that when workers smile, customers are more satisfied.

However, most of this research has been done in places like North America, Australia, and Western Europe. Some other studies show that smiling doesn't have the same meaning everywhere in the world. For example, in Russia and Poland, smiling can communicate stupidity. When people smile for no reason, Russian and Polish people think they're not smart. In these countries, people smile when they're really happy, but smiling doesn't have much importance in public when interacting with strangers.

In addition to this, there is new research showing that people in some other countries, for example, Pakistan, don't believe people who smile a lot. In other words, a smile looks like the person is hiding something and not telling the whole truth.

Finally, some other experts say that smiling looks friendly in countries with a lot of immigrants. There are many foreign people living in countries like the USA and Australia, and smiling is common those places. On the other hand, in countries with fewer immigrants, smiling is less common.

The famous jazz musician Louis Armstrong sang, "When you smile, the whole world smiles with you." But now we can see that this is not exactly correct. What does this mean for you? Before you travel to a foreign country, do your research. Find out what smiling means there.



**LEVEL 1 OLP Audio Scripts**

**Unit 10 | Lesson B | Speaking Skill**

A: I don't understand how to use video chat in this new app.

B: First, you need to open the app.

B: Does that help?

B: Then you need to open the app.

B: First, you need to open the app.

A: OK, it's open. What do I do next?

A: I don't understand how to use video chat in this new app.

A: Does that make sense?

A: OK, it's open. What do I do next?

B: Click on the video icon. Is that clear?

B: If you click on it, the app will open.

B: Can you help me?

B: Click on the video icon. Is that clear?

A: Yes. Then what do I do?

A: Yes. I don't understand how to click on the video icon.

A: First you need to click on the video icon.

A: Yes. Then what do I do?

B: If you click on start, then the video opens.

B: Does that help you?

B: What do I do next?

B: If you click on start, then the video opens.

A: Oh, yes. It's working. Thanks!

A: Is that clear to you?

A: Does that make sense to you?