

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

UNIT 1

Audio 1

Sam: So what do you like to do for fun, Inez?

Inez: Well, Sam, I love sports. My favorite sport is basketball.

Sam: Oh, yeah? Are you a member of a basketball team?

Inez: Yes, I play for the college team. We have a lot of fun. We go out together after every game.

Sam: That's cool. Do you have any other hobbies?

Inez: Yes. I also play the guitar in a group with my friends.

Sam: Wow. It sounds like you prefer to be with other people all the time. Are you an extrovert?

Inez: Well, I don't know. I like to be alone too. I sometimes stay home and read by myself or watch TV.

Sam: Oh, so maybe you're an ambivert. You're an extrovert in some ways, but an introvert in other ways.

Inez: I think that's true. What about you? Are you an introvert, an extrovert, or an ambivert?

Sam: I'm not sure. I visit my family every week. I like to go out with my friends a lot, just like you. I'm also part of the chess club at school.

Inez: So you like to be with other people.

Sam: Yes. And I'm not shy and quiet. I can be loud. I talk a lot in my classes.

Inez: It sounds like you're an extrovert.

Sam: Maybe...but when I ride my bike, I always ride by myself. I don't like to ride with other people.

Inez: OK, maybe you're not an extrovert. You're an ambivert! Just like me!

Sam: Yes! I think we're both ambiverts!

Audio 2

Inez: Are you an introvert, an extrovert, or an ambivert?

Sam: I'm not sure. I visit my family every week. I like to go out with my friends a lot, just like you. I'm also part of the chess club at school.

Inez: So you like to be with other people.

Sam: Yes. And I'm not shy and quiet. I can be loud. I talk a lot in my classes.

Inez: It sounds like you're an extrovert.

Sam: Maybe...but when I ride my bike, I always ride by myself. I don't like to ride with other people.

Inez: OK, maybe you're not an extrovert. You're an ambivert!

Audio 3

introvert

Audio 4

similar

Audio 5

university

Audio 6

homework

Audio 7

volleyball

Audio 8

alone

UNIT 1 – ADDITIONAL

Audio 9

Rahul: What kind of personality do you have, Peichi? Are you an extrovert, an introvert, or an ambivert?

Peichi: I don't know.

Rahul: Well, extroverts like to talk and be with people a lot. Does that sound like you?

Peichi: No, not really. I don't like parties. I don't like talking to people I don't know. I guess I'm shy and quiet.

Rahul: OK. What about people you *do* know, like your friends? Do you like talking to them?

Peichi: Well, I have some friends, and I like to talk to them. Sometimes we meet in coffee shops and talk for hours. But after we do that, I need to spend time alone. I like to watch movies at home.

Rahul: Hmm. It sounds like you're an introvert.

Audio 10

problem

Audio 11

skateboarding

Audio 12

nationality

Audio 13

different [said with two syllables: **di***ffrent]

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

UNIT 2

Audio 1

Joe: Welcome to Career Choices. I'm Joe Baxter. Today we're talking about 21st century jobs. Bella Torrez is our first guest. Hello, Bella!

Bella: Hi, Joe!

Joe: So, what do you do, Bella?

Bella: I'm a wellness coach.

Joe: What does that mean?

Bella: Well, I teach people how to be healthy and well. For example, some people don't get enough rest. I help them find ways to sleep better.

Joe: I see.

Bella: I give people advice about other problems, too. Some people feel stressed out. I help them relax. And some people want to be fit and strong. I help them exercise more.

Joe: Do you enjoy your work?

Bella: Yes, I'm very satisfied with it. This is my dream job!

Joe: Oh, yeah? Why?

Bella: There are lots of reasons. First, I love to help people. I can do that every day in this job.

Joe: I understand.

Bella: Second, I want to have an interesting and exciting career. Wellness coaches talk to many different kinds of people. Every person's problem is different. I also work in many different locations.

Joe: So your job is never boring.

Bella: That's right. Third, I have the right skills for this job. It's easy for me to talk to people. I'm really good at listening, too.

Joe: I see.

Bella: Finally, I don't want to work for a big company. I want to be my own boss. I can do that with this career.

Joe: That makes sense. Thanks for sharing your story with us!

Audio 2

Bella: This is my dream job!

Joe: Oh, yeah? Why?

Bella: There are lots of reasons. First, I love to help people. I can do that every day in this job.

Joe: I understand.

Bella: Second, I want to have an interesting and exciting career. Wellness coaches talk to many different kinds of people. Every person's problem is different. I also work in many different locations.

Joe: So your job is never boring.

Bella: That's right. Third, I have the right skills for this job. It's easy for me to talk to people. I'm really good at listening, too.

Joe: I see.

Bella: Finally, I don't want to work for a big company. I want to be my own boss. I can do that with this career.

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

Joe: That makes sense. Thanks for sharing your story with us!

Audio 3

She works at a big company.

Audio 4

He teaches at a college.

Audio 5

He calls her every day.

Audio 6

Paula plays soccer a lot.

Audio 7

Jin uses a computer at work.

Audio 8

Robin sleeps for 10 hours a night.

UNIT 2 – ADDITIONAL

Audio 9

Presenter: What do you do, Victor?

Victor: I'm a playlist professional. It's my dream job!

Presenter: Can you tell me why?

Victor: Well, one reason is that I love to create new things. In this job, I create lists of songs for companies to use.

Presenter: I see.

Victor: Also, I can use my technology skills in my job. I do a lot of my work online.

Presenter: OK.

Victor: Third, I think it's really interesting to find out about different companies. I do that when I choose songs for them.

Presenter: Great. Anything else?

Victor: Yes! The final reason is that I really enjoy music. Listening to music is my favorite hobby. And now it's my job, too!

Presenter: Thanks for sharing your story with us!

Audio 10

Matt goes to school there.

Audio 11

Leona misses her mother.

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

Audio 12

Harry sits next to me.

Audio 13

Ella washes her car once a week.

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

UNIT 3

Audio 1

Lisa: This is *Let's Go on Vacation!* I'm Lisa Lerner. Our guest today is Carlos Gonzalez. He writes a travel blog about South America. He's here today to tell us about Colombia. Welcome, Carlos!

Carlos: Thanks. It's great to be here.

Lisa: So, what are some good places to visit in Colombia?

Carlos: Well, there are lots of beautiful places to go... but my two favorite places are Caño Cristales and the Cocora Valley.

Lisa: Why do you like those places?

Carlos: They're in natural areas. They're not crowded. There aren't very many tourists.

Lisa: Nice.

Carlos: And this is very important for me: Caño Cristales and the Cocora Valley are both really unusual and special places.

Lisa: Tell us more.

Carlos: Let's start with Caño Cristales. It's a river in the mountains. It's special because it has five different colors. From July to November, the river turns yellow, green, blue, black, and red.

Lisa: Really? Why?

Carlos: There are lots of colorful plants. They grow in the river and change its color.

Lisa: That sounds great. And what about the Cocora Valley?

Carlos: The Cocora Valley is special because wax palm trees grow there. They're the tallest palm trees in the world. They can be 70 meters, or 230 feet, tall.

Lisa: Wow!

Carlos: The trees are amazing. And the valley is green and beautiful. There are many hummingbirds and other wild animals.

Lisa: Awesome. I want to visit both those places!

Audio 2

Carlos: Caño Cristales and the Cocora Valley are both really unusual and special places.

Lisa: Tell us more.

Carlos: Let's start with Caño Cristales. It's a river in the mountains. It's special because it has five different colors. From July to November, the river turns yellow, green, blue, black, and red.

Lisa: Really? Why?

Carlos: There are lots of colorful plants. They grow in the river and change its color.

Lisa: That sounds great. And what about the Cocora Valley?

Carlos: The Cocora Valley is special because wax palm trees grow there. They're the tallest palm trees in the world. They can be 70 meters, or 230 feet, tall.

Audio 3

pail

Audio 4

bay

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

Audio 5

nine

Audio 6

fat

Audio 7

van

Audio 8

ran

UNIT 3 – ADDITIONAL

Audio 9

Lisa: Let's talk about vacations in Brazil. Solange da Silva has spent a lot of time in Brazil.

Solange, what are the most famous places to visit in that country?

Solange: Well, tourists love Sugarloaf Mountain in Rio de Janeiro.

Lisa: Sugarloaf? Is that the mountain in all the photos of Rio de Janeiro?

Solange: Yes. It's very famous. You can ride a cable car to the top of the mountain. There are great views up there. You can see beaches, other mountains, and different parts of the city.

Lisa: That sounds amazing.

Solange: Another famous place is Iguaçu Falls. It's on the border between Brazil and Argentina.

Lisa: I've heard of that, too. It's a very big waterfall, right?

Solange: Well, there are 275 different waterfalls. They're very beautiful.

Audio 10

nut

Audio 11

mop

Audio 12

live [long *i* as in *alive*]

Audio 13

few

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

UNIT 4

Audio 1

Professor: Good afternoon, everyone. In our last class, we talked about the bad effects of cell phones. Do you remember what those are? Yes, Paul.

Paul: When people use cell phones a lot, they often have attention problems and memory problems.

Professor: That's right. Cell phones can also create stress. They can be bad for your health. But cell phones have many benefits, too. What are some of those benefits?

Carla: Well, they help us communicate.

Professor: Yes. In the past, it was hard to contact people in other places, but now it's really easy. Cell phones are small, and you can take them with you everywhere. You can use them to send and receive text messages. What's another benefit of cell phones?

Paul: You can take pictures with them.

Professor: That's right. You don't always need a camera to take pictures anymore. Cell phones can take very good photographs and videos. What else can cell phones help you do?

Carla: Find places.

Professor: Yes! Your cell phone can help you find new places. It can tell you the best way to get to the place, so you get there faster. Anything else? Yes, Paul?

Paul: Well, I watch shows and movies on my phone.

Professor: Yes. A lot of people use their cell phones to watch TV or read the news. You can watch or learn about pretty much anything on your cell phone. Just be careful. The information you can read on your phone isn't always true!

Audio 2

Cell phones are small, and you can take them with you everywhere.

Audio 3

Your cell phone can help you find new places. It can tell you the best way to get to the place, so you get there faster.

Audio 4

I can't hear you.

Audio 5

Can you help me?

Audio 6

She can play the guitar.

Audio 7

My friend can't drive.

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

Audio 8

They can't come to the party.

Audio 9

You can send him an email.

UNIT 4 – ADDITIONAL

Audio 10

Yes. In the past, it was hard to contact people in other places, but now it's really easy.

Audio 11

Yes. A lot of people use their cell phones to watch TV or read the news.

Audio 12

Can I have a drink of water?

Audio 13

I can't speak Chinese.

Audio 14

He can't find a job.

Audio 15

She can run fast.

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

UNITS 1–4

Audio 1

Ahmed: What do you do, Luz?

Luz: I'm a technology coach.

Ahmed: A technology coach? What's that?

Luz: Well, I teach people how to use technology. I work in a school, but I'm not a teacher. I give the teachers advice about the best ways to use computers in their classes. And when the school starts using new technology, I show everyone how to use it.

Ahmed: Do you work with students, too?

Luz: Sometimes. For example, I try to help students practice what they learn in class in different ways on the computer. That helps teachers, and it makes learning more interesting and fun for students.

Ahmed: I'm sure technology can be a real benefit for both teachers and students. Do you enjoy your work?

Luz: Yes, I love it.

Ahmed: Did you study to be a technology coach in college?

Luz: No, I didn't. First, I was a math teacher. It was OK, but I wanted to work with computers.

Ahmed: So you quit your job?

Luz: Yes. I studied computer science for two years. Then I started working for a computer company. But I wasn't satisfied there either. It was boring because there were no kids around. I said to myself, "I have computer skills. I'm a good teacher, and I can communicate with people of different ages. I love to help people. What's the right job for me?"

Ahmed: The answer: technology coach!

Luz: Yes! I started working as a technology coach five years ago.

Ahmed: That's great!

Audio 2

Ahmed: Did you study to be a technology coach in college?

Luz: No, I didn't. First, I was a math teacher. It was OK, but I wanted to work with computers.

Ahmed: So you quit your job?

Luz: Yes. I studied computer science for two years. Then I started working for a computer company. But I wasn't satisfied there either. It was boring because there were no kids around. I said to myself, "I have computer skills. I'm a good teacher, and I can communicate with people of different ages. I love to help people. What's the right job for me?"

Ahmed: The answer: technology coach!

Luz: Yes! I started working as a technology coach five years ago.

Ahmed: That's great!

Audio 3

company

Audio 4

location

Audio 5
technology

Audio 6
The basketball team practices three times a week.

Audio 7
He receives lots of emails.

Audio 8
She visits Mexico every year.

UNITS 1–4 - ADDITIONAL

Audio 9
Luz: I work in a school, but I'm not a teacher.

Audio 10
Luz: I'm a good teacher, and I can communicate with people of different ages.

Audio 11
We can't come to class today.

Audio 12
Can you play soccer?

Audio 13
You can contact him later.

Audio 14
She can't use the computer now.

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

UNIT 5

Audio 1

Ana: Welcome! Today we're talking about the *National Geographic* Adventurer of the Year. I'm Ana Perez, and my cohost is Sunil Shah. Sunil, who won the award in 2022?

Sunil: Hi, Ana. Lisa Blair from Australia won in 2022. She sailed around Antarctica by herself, and she did it faster than anyone else...in 92 days.

Ana: That sounds dangerous! Was she afraid?

Sunil: Not really. Lisa enjoys taking risks.

Ana: Was the Antarctica trip the first big risk she took?

Sunil: No. For example, in 2008, she sailed from Australia to Hawaii.

Ana: That's a long way.

Sunil: Yes, it is! Then, in 2011, she sailed around the world in a race. There were other people on the boat. For Lisa, that made the race too easy. She wanted to try something more difficult. So she decided to sail around Antarctica, alone.

Ana: Wow!

Sunil: Lisa started her first Antarctica trip in 2017. But she wasn't able to finish it.

Ana: Why not?

Sunil: There was a big storm. Parts of her boat broke. She had to change her plans.

Ana: What did she do next?

Sunil: She sailed around Australia, in 2018. For Lisa, that was *more* difficult than sailing around Antarctica. Near Antarctica, there are few boats. But near Australia, there are lots of boats. Lisa didn't want to hit them, so she stayed awake most of the time.

Ana: What?! Your body needs sleep!

Sunil: I know, but Lisa is very strong! She was tired, but she finished the trip in 58 days. Then, in 2022, she tried to sail around Antarctica again . . .

Ana: And she did it this time! Amazing!

Audio 2

Ana: Welcome! Today we're talking about the *National Geographic* Adventurer of the Year. I'm Ana Perez, and my cohost is Sunil Shah. Sunil, who won the award in 2022?

Sunil: Hi, Ana. Lisa Blair from Australia won in 2022. She sailed around Antarctica by herself, and she did it faster than anyone else...in 92 days.

Ana: That sounds dangerous! Was she afraid?

Sunil: Not really. Lisa enjoys taking risks.

Ana: Was the Antarctica trip the first big risk she took?

Sunil: No. For example, in 2008, she sailed from Australia to Hawaii.

Ana: That's a long way.

Sunil: Yes, it is! Then, in 2011, she sailed around the world in a race. There were other people on the boat. For Lisa, that made the race too easy. She wanted to try something more difficult. So she decided to sail around Antarctica, alone.

Ana: Wow!

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

Audio 3

prepared

Audio 4

preferred

Audio 5

worked

Audio 6

visited

Audio 7

communicated

Audio 8

practiced

UNIT 5 – ADDITIONAL

Audio 9

Sunil: Lisa started her first Antarctica trip in 2017. But she wasn't able to finish it.

Ana: Why not?

Sunil: There was a big storm. Parts of her boat broke. She had to change her plans.

Ana: What did she do next?

Sunil: She sailed around Australia, in 2018. For Lisa, that was *more* difficult than sailing around Antarctica. Near Antarctica, there are few boats. But near Australia, there are lots of boats. Lisa didn't want to hit them, so she stayed awake most of the time.

Ana: What?! Your body needs sleep!

Sunil: I know, but Lisa is very strong! She was tired, but she finished the trip in 58 days. Then, in 2022, she tried to sail around Antarctica again . . .

Ana: And she did it this time! Amazing!

Audio 10

stayed

Audio 11

wanted

Audio 12

received

Audio 13

washed

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

UNIT 6

Audio 1

Hello, everyone. Look at this beautiful picture. This is Henderson Island. It's in the South Pacific Ocean. It's far away from anywhere else. No one lives here. It's sunny. There's beautiful **nature**, with beaches and palm trees. It looks like a great place to have an amazing vacation. But wait! Look again at this beach! What are all those things? Are they fish? Are they plants? No...they're pieces of plastic!

[speaker should sound sad/unhappy in this paragraph: quiet, don't stress syllables as strongly]

Yes, plastic. Garbage. How can there be so much garbage when no people live here? Let me **explain**. People **throw away** garbage all over the world. A lot of garbage goes in the ocean. The water in the ocean moves the garbage around. Then it leaves the garbage in a **variety of** places, like Henderson Island. 3500 pieces of plastic arrive on the beaches of Henderson Island every day— a place where there are no people!

[speaker should sound angry in this paragraph: put more stress on words; speak slowly and clearly] Does it make you feel bad to look at this photo? It makes me feel **terrible**. Why? Because we're the **reason** that a beautiful island looks like this. It just isn't right!

How can we **solve** this problem? How can we **save** beautiful places like Henderson Island?

[speaker should sound excited and happy here: speak a little more quickly and loudly] We can find new **ways** to live. We can stop using so much plastic. We can stop throwing away so much garbage. We can stop **wasting** things. I'm going to make that my **goal** in life. Will you help me? If we work together, I **believe** we can do it! We can make our **planet** beautiful again!

Audio 2

[speaker should sound sad/unhappy in this paragraph: quiet, don't stress syllables as strongly]

Yes, plastic. Garbage. How can there be so much garbage when no people live here? Let me explain. People throw away garbage all over the world. A lot of garbage goes in the ocean. The water in the ocean moves the garbage around. Then it leaves the garbage in a variety of places, such as Henderson Island. 3,500 pieces of plastic arrive on the beaches of Henderson Island every day.

Audio 3

[speaker should sound angry in this paragraph: put more stress on words; maybe add a break between words, and speak slowly and clearly] Does it make you feel bad to look at this photo? It makes me feel terrible. Why? Because we're the reason that a beautiful island looks like this. It just isn't right!

Audio 4

Are they gonna play soccer later?

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

Audio 5

What'll they do on their vacation?

Audio 6

Who'll cook dinner tonight?

Audio 7

I am not gonna study for the test.

Audio 8

When'll she start work?

Audio 9

You are gonna be late.

UNIT 6 – ADDITIONAL**Audio 10**

[speaker should sound excited and happy here: speak a little more quickly and loudly] How can we solve this problem? How can we save beautiful places like Henderson Island? We can find new ways to live. We can stop using so much plastic. We can stop throwing away so much garbage. We can stop wasting things. I'm going to make that my goal in life. Will you help me? If we work together, I believe we can do it! We can make our planet beautiful again!

Audio 11

[speaker should sound angry in this paragraph: put more stress on words; maybe add a break between words, and speak slowly and clearly to convey anger] I went to Longview Park yesterday. There was garbage everywhere! Plastic bottles, plastic bags, food. People are so **lazy**. They don't throw their garbage away in garbage bins. They just leave it on the ground instead. I think it's **terrible**!

Audio 12

Is he gonna come with us?

Audio 13

Where'll they build the new school?

Audio 14

We're not gonna take that class.

Audio 15

What'll she write her essay about?

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

UNIT 7**Audio 1**

What happened in your back yard in the past? If you don't know, there's a way to find out. You can dig a test pit. A test pit is a small hole in the ground. Sometimes archaeologists think there might be interesting objects in an area, but they don't know for sure. So they dig a test pit. When they find something interesting, they dig more at that location.

People make exciting discoveries in test pits. Sometimes they find treasures! So why don't you dig one? Here are some instructions to help you.

To begin, choose a location in your yard. Check that it is safe to dig a test pit there. Measure a square. Each side is 1 meter, or about 3.3 feet, long. Then, in a notebook, draw a picture of your test pit plan.

The next step is to start digging. Don't dig quickly. You don't want to break objects you may find. Only dig a little at a time. Dig in thin, flat layers. Make each layer only 10 centimeters, or 4 inches, thick.

After you dig a layer, look at the dirt. Check a little dirt at a time. Are there any strange objects in it? Put them in a box. Then, write information about the layer in your notebook. Keep digging layers, one at a time.

Stop digging when your test pit is 1 meter, or 3.3 feet, deep. When you finish, take photos of your work. The last step is to put all the dirt back in the pit. Your yard will be beautiful again . . . and you'll know more about its history!

Audio 2

To begin, choose a location in your yard. Check that it is safe to dig a test pit there. Measure a square. Each side is 1 meter, or about 3.3 feet, long. Then, in a notebook, draw a picture of your test pit plan.

The next step is to start digging. Don't dig quickly. You don't want to break objects you may find. Only dig a little at a time. Dig in thin, flat layers. Each layer is only 10 centimeters, or 4 inches, thick.

Audio 3

fry

Audio 4

past

Audio 5

store

Audio 6

crowd

Audio 7

flight

Audio 8

blow

UNIT 7 – ADDITIONAL

Audio 9

After you dig a layer, look at the dirt. Check a little dirt at a time. Are there any strange objects in it? Put them in a box. Then, write information about the layer in your notebook. Keep digging layers, one at a time.

Stop digging when your test pit is 1 meter, or 3.3 feet, deep. When you finish, take photos of your work. The last step is to put all the dirt back in the pit. Your yard will be beautiful again . . . and you'll know more about its history!

Audio 10

contract

Audio 11

frown

Audio 12

swam

Audio 13

sky

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

UNIT 8**Audio 1**

Welcome, everyone! Today I want to talk about an amazing health innovation: the pacemaker. A pacemaker can help people with heart problems.

The heart pushes blood around our bodies. And each time it pushes is called one “beat.” If you’re healthy, your heart beats 60 to 75 times each minute when you’re resting. But your heart may also beat in ways that are not healthy, like too fast or too slow. It can also beat irregularly. That means that the time between the beats is not always the same. This is dangerous for your health.

A pacemaker helps make sure your heart beats in a healthy way. Doctors put the pacemaker inside your body, and this machine controls how fast your heart beats.

Swedish scientists made the first pacemaker in 1958. Arne Larsson was the first person to get a pacemaker. The original pacemaker had a lot of wires, and doctors fit these wires onto the heart. Unfortunately, it stopped working after three hours! So they gave him another one. It only lasted two days. But Arne lived for another 43 years. During that time, doctors replaced his pacemaker 26 times.

It took time, but scientists have made pacemakers a lot better since Arne got his first one. For example, new pacemakers are small. It’s simple for doctors to put a pacemaker in now. They can put it through a small hole in your leg. Then they move it up to your heart. Also, new pacemakers have no wires.

In the future, I hope that pacemakers will become even better, or that new technology will replace them and make life easier for people with heart problems!

Audio 2

If you’re healthy, your heart beats 60 to 75 times each minute when you’re resting. But your heart may also beat in ways that are not healthy, like too fast or too slow. It can also beat irregularly.

Audio 3

shock

Audio 4

three

Audio 5

boat

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

Audio 6

class

Audio 7

sore

Audio 8

path

UNIT 8 – ADDITIONAL

Audio 9

It took time, but scientists have made pacemakers a lot better since Arne got his first one. For example, new pacemakers are small. It's simple for doctors to put a pacemaker in now. They can put it through a small hole in your leg. Then they move it up to your heart. Also, new pacemakers have no wires.

Audio 10

shake

Audio 11

tick

Audio 12

mass

Audio 13

there

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

UNITS 5–8

Audio 1

Good morning. Our planet has some very serious problems, and we need to solve them. Today I want to talk about people who are able to find innovative ways to help save our planet, such as Rajendra Singh and Rebecca Hosking.

Let's start with Rajendra Singh. In 1984, he went to a village in Rajasthan, India to build a medical clinic. But an old man told Singh that the villagers didn't need medicine. They needed water. In the past, people in Rajasthan had used *johads*. *Johads* are holes in the ground that collect rainwater. But then people stopped using *johads*. Instead, they dug deep wells to get water. This was a mistake. The wells took too much underground water. They made the area even more dry. So, Singh helped the villagers build the *johads* again. Now, when it rains, *johads* save the water. People can use it all year, and there are more plants and animals. Singh is called "The Waterman of India." In 2015, he won the Stockholm Water Prize.

Rebecca Hosking is a camerawoman from Modbury, England. In 2006, she went to Hawaii to make a movie about plastic trash in nature. She saw something terrible: thousands of dead animals. They died because they ate plastic bags in the ocean. In 2007, Hosking showed her movie to people in Modbury. She asked them not to use plastic bags in stores. They said yes! Many other towns noticed this and thought it was a good idea. They stopped using plastic bags too.

In different ways, Singh and Hosking made it their goal in life to save our planet. I hope we can all follow their example!

Audio 2

Good morning. Our planet has some very serious problems, and we need to solve them. Today I want to talk about people who are able to find innovative ways to help save our planet, such as Rajendra Singh and Rebecca Hosking.

Audio 3

observed

Audio 4

noticed

Audio 5

ended

Audio 6

We're gonna eat pizza tonight.

FOUNDATIONS LEVEL

ASSESSMENT AUDIO SCRIPT

Audio 7

I'll call them tomorrow.

Audio 8

We'll throw away the trash.

UNITS 5–8 – ADDITIONAL**Audio 9**

Let's start with Rajendra Singh. In 1984, he went to a village in Rajasthan, India to build a medical clinic. But an old man told Singh that the villagers didn't need medicine. They needed water. In the past, people in Rajasthan had used *johads*. *Johads* are holes in the ground that collect rainwater. But then people stopped using *johads*. Instead, they dug deep wells to get water. This was a mistake. The wells took too much underground water. They made the area even more dry. So, Singh helped the villagers build the *johads* again. Now, when it rains, *johads* save the water. People can use it all year, and there are more plants and animals. Singh is called "The Waterman of India." In 2015, he won the Stockholm Water Prize.

Audio 10

play

Audio 11

breed

Audio 12

stick

Audio 13

sport