

FOUNDATIONS LEVEL OLP Audio Scripts

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

Professor: It's good to compare things of the same kind. We see how they're similar or different. We learn more about each thing; for example, two books, two cars, or two hobbies. In class today, I want to compare two sports—baseball and cricket.

They are similar in some ways and different in other ways. First, there are two teams in baseball and cricket. A baseball team has nine members. A cricket team has eleven. In the two sports, a player throws a ball, and a player from the other team hits the ball with a bat. In cricket, the bat is wide and flat. Does anyone know what a baseball bat is?

Student 1: Yes. It's round.

Professor: That's right, Carlos. The bats in cricket and baseball are different.

The players in cricket and baseball try to hit the ball and get points. These points are called "runs." Players on the other team try to stop the runs. In cricket, runs are easy to make. There are hundreds of runs in a cricket game. But a baseball game has a small number of runs.

Does anyone know how long baseball games are?

Student 2: Um, a few hours?

Professor: Very good. Baseball games are two and a half to four hours. The game is long. But cricket is a very long game. Sometimes, they play for days!

We learn a lot when we see how two things are similar or different.

Unit 1 | Lesson A | Speaking Skill

A: I'm from Japan.

B: Where are you from?

B: How old are you?

A: I play video games.

B: What's your hobby?

B: What do you do?

A: It's cold this morning!

B: How are you today?

B: How's the weather?

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A: I play tennis and soccer.

B: How are you today?

B: Do you play any sports?

A: I'm a student.

B: What do you do?

B: What do you do for fun?

Unit 1 | Lesson B | Listen 1-2 | Listening Skill

Luis: Hi Abby. How's it going?

Abby: Oh, hi Luis. School is great. I like my classes a lot. But I have some problems with my roommates.

Luis: What kind of problems?

Abby: Well, I have two roommates: Olivia and Sara. I like them both, but they don't like each other!

Luis: Why not?

Abby: They have very different personalities. Olivia is an extrovert. She's loud and friendly. She has a lot of friends, and they come to our house a lot.

Luis: That's fun. I'm similar. I like a lot of people around me.

Abby: Me, too. But sometimes it's a problem. And it's a big problem for Sara. Sara is an introvert. She's quiet and shy. She prefers to be alone.

Luis: Ahhh, I see the problem. They are opposites! What do they do?

Abby: Well, Sara is alone in her room a lot. She studies or watches movies by herself. And Olivia plays loud music and wants to talk.

Luis: What do you do?

Abby: Well, I'm an ambivert. So, I understand both personalities.

Luis: What's an ambivert?

Abby: Part extrovert and part introvert. An ambivert has both personalities at different times. Sometimes they prefer to be with people. Sometimes they prefer to be alone. I'm an introvert during the week at school. I like to study by myself. But, on the weekends, I'm an extrovert. I'm with my friends a lot.

Luis: I'm the same.

Abby: Yes, it's common to be an ambivert.

Luis: So, what do you do with Olivia and Sara?

Abby: I'm friendly to both. I have six more weeks of school. Next year, I want new roommates!

FOUNDATIONS LEVEL OLP Audio Scripts

Unit 1 | Lesson B | Pronunciation 1

common
hobby
myself
similar
conversation
opposite
television
prefer
understand
discussion

Unit 1 | Lesson B | Pronunciation 2

A: What kind of student are you?

B: I think I'm a good student.

A: Do you play any sports?

B: Yes. My favorite sport is soccer.

A: Are you and your sister similar?

B: No. We're opposites. She's quiet and I'm loud.

A: What's your hobby?

B: I play video games.

A: How many members are in your group?

B: We have seventeen members.

A: How's your English class?

B: Great. We talk about different kinds of personalities.

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

Are you satisfied with your job? We like some things about our work. But we don't like other things. We're at our job for many hours every week. It's good to learn to be happy there. Here's an example.

Nick and Jackson are two people at my office. They do the same work. They have the same boss. And they get the same money. But they're very different from each other. First, Nick comes to work happy. He's friendly and works well with the other workers. They eat lunch together, and he asks about their families and hobbies. Also, the work isn't exciting. It's a little boring sometimes. But Nick tries hard and does well. Finally, Nick wants to grow and learn new things. He doesn't want to stay in this job for many years, but he's a happy worker.

Jackson is the opposite. First, Jackson comes to work unhappy. He isn't friendly. Second, Jackson doesn't work well with other people. He's often late, and he doesn't have any ideas for the projects at work. Third, he eats alone and doesn't ask people about their families or hobbies. Last, Jackson doesn't try hard at his job. He thinks it's boring.

It's common to have both kinds of people at work. People similar to Jackson are a problem. They create a bad feeling at work. Not every part of a job is fun. But it's good to find some things you like.

Unit 2 | Lesson A | Pronunciation 1

He works hard.

The artist creates paintings.

Li fixes televisions.

My roommate laughs a lot.

She teaches English.

My brother uses a computer for his job.

Lucas tries hard at work.

Our class finishes at 3:30 p.m.

My friend dances very well.

Maria knows many people.

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Unit 2 | Lesson A | Pronunciation 2

A: Where does your father work?

B: He works at a bank.

A: Miranda makes a lot of mistakes.

B: I know she does, but she tries hard.

A: Where does Hong eat lunch?

B: He eats lunch in the classroom.

A: Are you satisfied with your job?

B: No. The work changes every week. I don't like that.

A: Do you watch TV a lot?

B: No. But my roommate watches TV all the time.

A: How do you like your English class?

B: I like it a lot. Our teacher teaches us many words.

Unit 2 | Lesson B | Listen 1-2

Host: Welcome back to Business Today, my podcast. I'm Finn Hunter. Today we have Lesley Sherwin with us. Lesley is a teacher in the business school. We want to find out about changes in jobs.

Professor: Thanks, Finn. Technology changes many jobs; for example, post office work. People don't write letters. They don't send boxes very much. Everyone uses email. Or we send gifts through online stores.

Host: I see. And, what about stores? I see many stores close.

Professor: That's right. People don't go to stores much. So, there aren't many jobs in stores. A lot of stores change their business. They're now an online company. They don't need many workers. The next job is . . . drivers.

Host: Drivers, really?

Professor: People have their own cars. But now we have cars without drivers.

Host: Cars without drivers?

Professor: Yes. This changes many different jobs—for taxi drivers and truck drivers, for example.

Host: I see.

Professor: OK, the last one is jobs at banks.

Host: What? We need banks for our money!

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Professor: Yes, but we don't need many workers in the banks. With technology, we get our money from a machine. We put in our card, and we get our money.

Host: And we use cards to pay at stores and companies. Finally, do you have any advice for people in these jobs right now?

Professor: Learn new skills. Take your hobby and create a company. Create a job with something you enjoy.

Host: Good advice. Thank you!

Unit 2 | Lesson B | Speaking Skill

A: The store closes at 6:30.

B: I'm sorry? What time?

B: What time does it open?

A: The school is next to the park.

B: Which park is it?

B: Could you say that again, please?

A: My advice is to do a job you enjoy.

B: Excuse me?

B: Do you have an example?

A: The manager's name is Henry Walker.

B: Is he a good manager?

B: Can you repeat that, please?

A: You need to bring your own computer.

B: I'm sorry? What did you say?

B: When do I need to bring it?

FOUNDATIONS LEVEL OLP Audio Scripts

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

My name is Max Pierce. I am a food writer. I visit many famous restaurants. Tonight, I want to talk about three unusual restaurants.

Unit 3 | Lesson A | Listening Skill

One very unusual restaurant is Ithaa. This restaurant is in the Maldives. It's in the Arabian Sea. Why is it unusual? First, it's very small. Only 14 people can eat there. Second, it's under the sea! It's about 5 meters under the sea. The walls and ceiling are clear. People eat and see the fish. The restaurant is expensive. But it's an exciting dinner under the sea!

The second unusual restaurant is in Belgium. The name of the restaurant is Dinner in the Sky. It has a beautiful view! The restaurant doesn't have walls. It goes up in the air. The view is amazing! Tourists take photos of the view. They enjoy dinner in the sky. It's a beautiful view!

The last unusual restaurant is Isdaan. This restaurant is in the Philippines. At this restaurant, people eat and then break their plate! They break their cups, plates, and glasses. People ask, "Are they satisfied with the meal?" The answer is, yes! The food is good. The people are happy. But, the manager says, "Break your plate!" And the people do! It's very unusual but a lot of fun.

Thank you. Are there any questions?

Unit 3 | Lesson A | Listen 2

My name is Max Pierce. I am a food writer. I visit many famous restaurants. Tonight, I want to talk about three unusual restaurants.

One very unusual restaurant is Ithaa. This restaurant is in the Maldives. It's in the Arabian Sea. Why is it unusual? First, it's very small. Only 14 people can eat there. Second, it's under the sea! It's about 5 meters under the sea. The walls and ceiling are clear. People eat and see the fish. The restaurant is expensive. But it's an exciting dinner under the sea!

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Thank you. Are there any questions?

Unit 3 | Lesson A | Speaking Skill

A: Where do you study?

B: I like books.

B: I like to study at the library.

B: I don't like to go to class.

A: I don't like to cook.

B: Me, too.

B: Me, neither.

B: I do, too.

A: We like quiet restaurants.

B: Me, neither.

B: Me, too!

B: I do! I love them.

A: What kind of vacation do you like?

B: I like to travel.

B: I like unusual places.

B: I don't like airplanes.

A: I don't like to travel alone.

B: I do! It's a lot of fun.

B: I don't. I travel by myself.

B: I do, too.

FOUNDATIONS LEVEL OLP Audio Scripts

Unit 3 | Lesson B | Listen 1

Nora: Hello and welcome to my Travel Podcast. My name is Nora Thompson. Today we have Alfredo Garcia here. He's a tour guide in Peru. Hello Alfredo!

Alfredo: Hi Nora. Thank you.

Nora: What's an exciting place to visit in Peru?

Alfredo: There are many beautiful places. One amazing place is the Mountain of Colors.

Nora: That sounds interesting! How does it have colors?

Unit 3 | Lesson B | Listen 2

Nora: Hello and welcome to my Travel Podcast. My name is Nora Thompson. Today we have Alfredo Garcia here. He's a tour guide in Peru. Hello Alfredo!

Alfredo: Hi Nora. Thank you.

Nora: What's an exciting place to visit in Peru?

Alfredo: There are many beautiful places. One amazing place is the Mountain of Colors.

Nora: That sounds interesting! How does it have colors?

Alfredo: Ice and snow mix with the mountain. It creates different colors. There's yellow, green, red, and purple. In all, there are 14 different colors.

Nora: That's amazing. Do many tourists go there?

Alfredo: A few years ago, it was a new place for tourists. But now it's famous! Every day, there are hundreds of tourists.

Nora: When is a good time to go?

Alfredo: Many people come in the summer. The weather is good then. The colors are amazing with a blue sky!

Nora: Do people stay on the mountain?

Alfredo: There are some small hotels. They aren't modern. They're natural and beautiful inside. Some tourists go up and down the mountain in one day. Other tourists stay many days.

Nora: I like that idea. Then you can learn about the culture.

Alfredo: Yes. The people and culture of Peru are amazing. It's a special place.

Nora: Thank you, Alfredo.

FOUNDATIONS LEVEL OLP Audio Scripts

Unit 3 | Lesson B | Pronunciation 1

best

pig

bet

cap

view

fast

very

nap

mail

am

Unit 3 | Lesson B | Pronunciation 2

A: I hope to visit Hawaii someday.

B: Yes. Me, too. It's a very beautiful place.

A: Where does she want to go this summer?

B: She wants to visit a famous vacation place.

A: I want to go to Africa someday.

B: Me, too. It's a beautiful, natural place.

A: The Grand Canyon is amazing!

B: Yes, and it's very big. It has the best view.

A: When do you leave?

B: I need to leave soon. My boat leaves at noon.

A: What's wrong?

B: I put my cup and my cap in the car. I need to go get them.

FOUNDATIONS LEVEL OLP Audio Scripts

Unit 4**Unit 4 | Lesson A | Listen 1**

Hello! This is Technology News Today. Today our topic is robots. When we think of robots, we have a picture of something from a movie or from a TV show. But today robots are common. They're a part of our normal life. There are many kinds of robots. Each one can help people and make life better. Here are three different kinds.

Unit 4 | Lesson A | Listen 2

Hello! This is Technology News Today. Today our topic is robots. When we think of robots, we probably picture something from a movie or from a TV show. But today robots are common. They're a part of our normal life. There are many kinds of robots. Each one can help people and make life better. Here are three different kinds.

The first kind is robots for the house. Robots can cook, and they can cut grass. They clean the floor and your windows. These kinds of robots do boring work for you. They give people more time in their day for other things.

The second kind is robots for learning. Schools and teachers are important. But now there are robots to help children at home. One robot helps children to read and to communicate. Many children don't want to read alone. They want someone with them, but their parents are busy. Robots can talk, listen, and communicate with a child.

Another kind is robots for driving. These robots can drive cars. There are benefits to cars without drivers. Many problems can happen with cars and people. Sometimes, people are very tired, and it's hard for them to drive. Or they receive a text message, and they look at their phone. Problems can happen, so a car without a driver can help. Also, some people can't walk, or they can't use their arms. This kind of robot helps these people drive places.

These are a few kinds of robots today. Each year, engineers create new kinds with more benefits. It's an exciting time for robots and people!

FOUNDATIONS LEVEL OLP Audio Scripts

Unit 4 | Lesson A | Listening Skill

When we think of robots, we have a picture of something from a movie or from a TV show.

Robots can cook, and they can cut grass.

One robot helps children to read and to communicate.

They want someone with them, but their parents are busy.

Problems can happen, so a car without a driver can help.

Also, some people can't walk, or they can't use their arms.

Unit 4 | Lesson A | Pronunciation 1

He can run fast.

I can't send text messages here.

They can't listen to music in school.

She can watch movies on her phone.

Teenagers can't drive in this country.

I can't play the guitar.

My friend can sing well.

He can't contact you right now.

Unit 4 | Lesson A | Pronunciation 2

A: Can you read fast?

B: No, I can't.

A: What can you do?

B: I can sing, but I can't dance.

A: Where can the students eat?

B: They can eat outside.

A: Can you create a video with pictures?

B: No, I can't. I don't know how.

A: Can you walk to school?

B: Yes, I can. It's a short walk.

A: I can't hear you.

B: OK. Can you hear me now?

FOUNDATIONS LEVEL OLP Audio Scripts

Unit 4 | Lesson B | Listen 1-2

Ahmad: Hi, Helena! How are your classes?

Helena: Hi, Ahmad. They're good. My health class is very interesting. Today, we had our class outside, with no technology. No phones. No computers.

Ahmad: Why?

Helena: My teacher says our brains need a break.

Ahmad: That's a fact! Our brains need a break. There are benefits to technology, but there are bad effects, too.

Helena: Yes. Sometimes the computer screen hurts my eyes.

Ahmad: Me, too. So I take a break.

Helena: What do you do?

Ahmad: I walk outside. I walk in the park. Or I go to a natural area. It helps. So, is there homework with this class?

Helena: Yes. Our homework is to not use technology. Then we write how we feel. We can't use our computers, so we need to write with paper and pencil.

Ahmad: For how many days?

Helena: For three days. Today is my first day. I don't have my phone or computer with me.

Ahmad: That's unusual for you!

Helena: I know! I always have my phone with me.

Ahmad: How do you feel?

Helena: I feel worried.

Ahmad: What are you worried about?

Helena: I ask myself: *Where are my friends? How's my family? What are they doing?* I can't call or text them.

Ahmad: How do you contact them?

Helena: The old way! I can go to their house, or we can meet at a restaurant. We can talk in person. I like that. It's fun.

Ahmad: I agree. I think this is a great idea.

Helena: Do you want to do it, too?

Ahmad: No thanks. I need to check this text!

FOUNDATIONS LEVEL OLP Audio Scripts

Unit 4 | Lesson B | Speaking Skill

A: It was a hard day at work today.

B: Amazing!

B: Go on.

A: There was a bird in my house today.

B: Really?

B: What's it called?

A: Look at my new phone!

B: How cool!

B: Tell me more.

A: My sister sends 100 text messages every day.

B: What's it called?

B: Are you serious?

A: My vacation to Iceland was amazing!

B: Are you serious?

B: Tell me more about it.

A: I want to see the new movie next week.

B: No kidding!

B: Which one?

FOUNDATIONS LEVEL OLP Audio Scripts

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

Host: Hello. I'm Mia. Welcome to Job Talk, a show about different jobs. Today we have Tom Lee. He's here to talk about some dangerous jobs. Most people have no risk at work. We choose a safe job. But some people aren't afraid of dangerous work.

Tom: Yes, that's right. Most jobs aren't dangerous. We work inside offices, stores, schools. There's no risk to our body. But some jobs are dangerous. For example, 5,200 people died at their job in the United States in 2021.

Host: That's terrible.

Tom: It is. But the number is less every year. Companies have more rules to keep people safe.

Host: That's good. So, tell us about a few dangerous jobs.

Tom: I want to talk about three. These jobs were three of the top 20 dangerous jobs in 2019. First, we have truck drivers. Driving is a dangerous job. Most truck drivers drive 11 hours a day.

Host: It's difficult to drive a big truck.

Tom: Yes, and it's dangerous. For every 100,000 truck drivers, about 843 die every year.

Host: That's a lot!

Tom: Next, we have roofers.

Host: For houses?

Tom: Yes. A roofer puts the roof on top of a house. Some houses are very high. For every 100,000 roofers, about 110 die every year.

Host: Wow.

Tom: Our last job is farm managers.

Host: Really?

Tom: Yes. Farmers work with big animals and big machines. There are many dangerous things on a farm. For every 100,000 farmers, about 238 die every year.

Host: These are interesting jobs and numbers. I think I'm satisfied with my job here. Thank you, Tom.

FOUNDATIONS LEVEL OLP Audio Scripts

Unit 5 | Lesson A | Listening Skill

For example, 5,200 people died at their job in the United States in 2021.

These jobs were three of the top 20 dangerous jobs in 2019.

For every 100,000 truck drivers, about 843 die every year.

For every 100,000 roofers, about 110 die every year.

For every 100,000 farmers, about 238 die every year.

Unit 5 | Lesson A | Pronunciation 1

stopped

changed

added

cooked

counted

climbed

talked

played

communicated

helped

Unit 5 | Lesson A | Pronunciation 2

A: Did you work last night?

B: No. I visited my friends.

A: Did you learn Spanish?

B: No. I learned English.

A: Did you ask your friend?

B: Yes. I asked Maria.

A: Did you watch TV?

B: No. We watched a movie.

A: Did you study for the test?

B: No. I prepared for my presentation.

A: Did your class start yesterday?

B: No. It started last week.

FOUNDATIONS LEVEL OLP Audio Scripts

Unit 5 | Lesson B | Listen 1-2

What are you afraid of? Fear, or being afraid, is normal.

Today I want to talk about three kinds of fear. The first kind is the fear of hurting our bodies. For example, some people are afraid of insects, high places, or crowded places. For these people, fear is a part of their life. They aren't able to leave their house.

But this kind of fear can be good for us. For example, many people are afraid to jump from a plane. I am, too! Activities such as jumping from a plane, swimming with sharks, and rock climbing are dangerous. We don't want to hurt our bodies. This kind of fear helps us think about the risk. It can help us prepare and make a safe plan.

Another kind of fear is being worried. Many people are worried about their life, job, or school. This kind of fear adds stress. And stress creates problems. For example, it's difficult to sleep, and we can't pay attention.

The third kind is the fear of making mistakes. People don't want to try something different, such as a new hobby, sport, or language. They're afraid to make a mistake. This is common. But it's good to try new things. It's not always easy, but life is exciting when we take some risks.

Unit 5 | Lesson B | Speaking Skill

Drinking water is good for you.
It's good for your body and your brain.
Exercise is good for you, too.

There are many dangerous jobs.
I have a friend with a dangerous job.
Such as farmers and truck drivers.

My roommate likes to prepare different foods.
She makes food from Italy, Mexico, and Japan.
She loves to cook and to eat.

I didn't do well on the test.
For example, I made mistakes with the grammar.
I didn't study last night, and I was tired.

I like to take risks.
Like trying new foods and hobbies.
I do different things all the time.

FOUNDATIONS LEVEL OLP Audio Scripts

Unit 6

Unit 6 | Lesson A | Listen 1

Keiko: Hello! I'm Keiko Ito . . .

Diego: . . . and I'm Diego Martinez. We are students, and this is our school podcast.

Keiko: We all know Earth has some problems. Climate change hurts everyone.

Diego: That's right, Keiko. Animals lose their homes. Fish don't have clean water to swim in. We need to think of the future.

Keiko: We can't change places far away.

Diego: But we can change our school!

Keiko: Yes! Today, we're going to talk about ways we can help the environment, here at our own school. We have four ideas.

Unit 6 | Lesson A | Listen 2

Keiko: Hello! I'm Keiko Ito . . .

Diego: . . . and I'm Diego Martinez. We are students, and this is our school podcast.

Keiko: We all know Earth has some problems. Climate change hurts everyone.

Diego: That's right, Keiko. Animals lose their homes. Fish don't have clean water to swim in. We need to think of the future.

Keiko: We can't change places far away.

Diego: But we can change our school!

Keiko: Yes! Today, we're going to talk about ways we can help the environment, here at our own school. We have four ideas.

Diego: First, how did you get to school today? A car? Do you live near the school? Then walk!

Keiko: Yes—or ride your bicycle, or take a train or a bus. Lots of cars on the road aren't good for the environment. Second, don't use plastic water bottles. That's lazy! Reuse a water bottle.

Diego: Third, for lunch, bring a fork, knife, and spoon to school. People throw away these things. That's a lot of trash!

Keiko: Fourth, don't waste! When nobody is in the classroom, turn off the lights.

Diego: And don't waste water, either! I was in the bathroom this morning. The water was on, but nobody was in there. Please turn off the water, and only use the water you need.

Keiko: Also, don't waste paper to dry your hands. Let the air do that.

FOUNDATIONS LEVEL OLP Audio Scripts

Diego: There are many ways we can help at school.

Keiko: Yes. And we believe we can change the world. We can start with our school!

Unit 6 | Lesson A | Listening Skill

Animals lose their homes. Fish don't have clean water to swim in.

But we can change our school!

That's lazy!

Please turn off the water, and only use the water you need.

We can start with our school!

Unit 6 | Lesson B | Speaking Skill

A: What place is in the photo?

B: It's a big city.

B: It's a small town.

A: What's the weather in the photo?

B: It's cloudy and dark.

B: It's a little cloudy, but the skies are blue.

A: What things do you see in the photo?

B: There are wide streets, many cars, and a few trees.

B: There are small roads, a few cars, and many trees.

A: What other things do you see in the photo?

B: There are tall and short buildings.

B: There are many people in the park.

A: What does the place look like?

B: It's quiet and has a lot of beautiful nature.

B: It's loud, crowded, and busy.

FOUNDATIONS LEVEL OLP Audio Scripts

Unit 6 | Lesson B | Listen 1

Paul: Hello! This is *Nature News*, my show about our planet. I'm Paul Miller. Today we have Leah Abdullah here. She helps cities build gardens. She's going to tell us how gardens help our planet.

Leah: Hello!

Paul: So, my mother has a garden. She grows a variety of vegetables, like carrots and tomatoes.

Leah: That's great! People have gardens for many reasons.

Unit 6 | Lesson B | Listen 2

Paul: Hello! This is *Nature News*, my show about our planet. I'm Paul Miller. Today we have Leah Abdullah here. She helps cities build gardens. She's going to tell us how gardens help our planet.

Leah: Hello!

Paul: So, my mother has a garden. She grows a variety of vegetables, like carrots and tomatoes.

Leah: That's great! People have gardens for many reasons. One reason is to have a beautiful area with nature. Another is to grow fruit or vegetables. Some cities have big gardens in their parks.

Paul: I see. So, how do gardens help the environment?

Leah: First, gardens clean the air.

Paul: What do you mean?

Leah: Plants take pollution out of the air. They clean the air.

Paul: Interesting!

Leah: Gardens also create a home for insects and animals, such as bees and birds.

Paul: Aren't insects bad for a garden?

Leah: There are good insects and bad insects. The good insects eat the bad ones. They help with the health of your garden.

Paul: I understand. What's another benefit?

Leah: Gardens are good for our planet.

Paul: What do you mean?

Leah: Where do you get your fruit and vegetables?

Paul: I buy them from a store.

Leah: The fruit and vegetables in a store come from far away. Sometimes, they come from a different country. We use many trucks or planes to bring them here. That's bad for the planet. It's better to get them from farms in your area.

Paul: OK. So, build a garden and save the planet!

FOUNDATIONS LEVEL OLP Audio Scripts

Unit 6 | Lesson B | Pronunciation 1

A: What are you gonna do for vacation?

B: We're gonna travel to different countries.

A: How long will you stay in each place?

B: I don't know yet. The travel company'll tell us soon.

A: Are you gonna travel by car?

B: No, we're not gonna get a car. We're going by train.

A: A new store is gonna open next to the school.

B: That's great. What'll it be?

A: I think it's gonna be a bookstore.

B: When'll it open?

A: I don't know. I think the store'll open next week.

Unit 6 | Lesson B | Pronunciation 2

I'm gonna throw away the trash.

The workers'll build the house.

Are you gonna start your own business?

What'll you do on your vacation?

She's not gonna work next summer.

Who'll be able to go?

FOUNDATIONS LEVEL OLP Audio Scripts

Unit 7

Unit 7 | Lesson A | Listen 1-2

Tara: Do you have any plans this weekend, Leo?

Leo: Yes, I'm going to do a city hunt with the people at my company. Our manager made the plan.

Tara: What's a city hunt?

Leo: It's a game on your phone. You look for things and places in a city.

Tara: How do you play?

Leo: To begin, download the app on your phone. The next step is to choose the hunt you want.

Tara: Are there many hunts?

Leo: This company has ten hunts. This is my second time. I did one last year with my friends.

Tara: That's fun! What do you do next?

Leo: After that, you read the instructions and find the first place. Then, when you get to the first place, you read the next instruction. This takes you to the next location. Then the next one, and the next one. Finally, you find the last one.

Tara: Is there a treasure at the end?

Leo: No. The last instruction is to go to a restaurant, and they give you some food.

Tara: That's great. How many places do you go to?

Leo: There are about eight places. It takes about two hours. It's a great way to learn more about your friends.

Tara: How can I try this?

Leo: My advice is to use the same company. Some companies aren't very good.

Tara: What's it called?

Leo: It's called Hide and Find. It's an international company. They have locations in many countries.

Tara: I'll look it up online. Thanks, and have fun!

Unit 7 | Lesson A | Listening Skill

To begin, download the app on your phone.

The next step is to choose the hunt you want.

After that, you read the instructions and find the first place.

Then, when you get to the first place, you read the next instruction.

Finally, you find the last one.

The last instruction is to go to a restaurant, and they give you some food.

FOUNDATIONS LEVEL OLP Audio Scripts

Unit 7 | Lesson A | Speaking Skill

A: My birthday was last week.

B: Did you do something special?

B: I always go to the beach for my birthday.

A: I got a new job.

B: I have a new job, too.

B: Tell me about it.

A: The food at that restaurant is good.

B: What kind of food is it?

B: I like to cook at home.

A: My teacher is the best.

B: Can you give me an example of what he does?

B: I love my teacher, too. He helps me a lot.

A: I like to watch movies about the future.

B: I'm watching a great TV show about the future.

B: That's interesting. What's your favorite movie?

Unit 7 | Lesson B | Listen 1

Treasure hunters? What are they? A treasure hunter looks for treasure. Their goal is to make a big discovery. Or they want to find objects from the past. They dig and dig. They use lots of money. They look for many years. They hope to find something special. But most treasure hunters don't find anything.

Who are they? Most treasure hunters are men. They are risk-takers. They like to do dangerous things. They also like nature. They like to be outside, hike, and climb. Many treasure hunters like history. They enjoy learning about the past.

Why do they look for treasure? There are three main reasons.

FOUNDATIONS LEVEL OLP Audio Scripts**Unit 7 | Lesson B | Listen 1-2**

Treasure hunters? What are they? A treasure hunter looks for treasure. Their goal is to make a big discovery. Or they want to find objects from the past. They dig and dig. They use lots of money. They look for many years. They hope to find something special. But most treasure hunters don't find anything.

Who are they? Most treasure hunters are men. They are risk-takers. They like to do dangerous things. They also like nature. They like to be outside, hike, and climb. Many treasure hunters like history. They enjoy learning about the past.

Why do they look for treasure? There are three main reasons. First, they like puzzles. They like to solve problems. It's a hobby. They do it in their free time. It's fun for them. They enjoy thinking about the problem.

Another reason is friends. It's common for treasure hunters to work together. They talk about ideas. They prepare for trips. They travel to different locations. They like to work and be with other people.

A third reason is money. People want more of it! Some people use a lot of their own money for the project. They think when they find gold or a fancy ring, they'll have a lot more money. The problem is most people don't find treasure. Then they used all their own money. But they don't stop. This is a common problem. They think, "I looked for 2 years. I can't stop now." So, what should they do . . .

Unit 7 | Lesson B | Pronunciation 1

A: I like your new black shoes.

B: Thanks! They're my favorite black shoes.

A: What class do you have on Monday?

B: I have English class on Monday.

A: Do you know how to drive?

B: No, I don't know how to drive.

A: What kind of fruit do they have?

B: They don't have any fruit.

A: Do you get a lot of snow in your country?

B: Yes. We have a lot of snow here.

FOUNDATIONS LEVEL OLP Audio Scripts

A: Do you like to take a lot of risk?

B: Yes. I like to take a lot of risk.

A: Are you going on a summer trip?

B: Yes. I have a trip to the beach next week.

A: How many hours do you sleep every night?

B: I sleep about 8 hours.

Unit 7 | Lesson B | Pronunciation 2

A: What are you doing this weekend?

B: My plan is to drive to the beach and swim in the ocean.

A: What color are your shoes?

B: They're brown and blue. I wear them for basketball.

A: What did you eat today?

B: I had a small snack at school. I had some fruit.

A: What happened to the window?

B: My friend broke the glass.

A: What's your hobby?

B: In my free time, I like to draw and create art.

A: What do tourists like to do here?

B: Many tourists take a trip to the mountains and climb.

FOUNDATIONS LEVEL OLP Audio Scripts

Unit 8

Unit 8 | Lesson A | Listen 1-2

Teacher: For our unit in technology, we're going to talk about artificial intelligence. Or AI. AI is a computer that can do things people usually do. What examples of AI do you know?

Student 1: Our phones.

Teacher: You're right. Our phones have AI technology. They talk to us. They write for us. They give us instructions on how to do things. What's another example?

Student 2: I have a speaker in my home. It plays music for me and tells me things. I ask it a question and it answers.

Teacher: Yes. That's AI. Those are very common. I have one, too.

Student 3: What about cars with no drivers? Is that AI?

Teacher: Yes, that is. AI is everywhere these days. What are some pros and cons of AI?

Student 1: AI helps me do my homework. It changes my mistakes on my paper. I love AI! Teacher: AI can help people. People make mistakes. We can't pay attention all the time. But AI doesn't make mistakes. What are some other pros?

Student 1: AI is fast. It can check my paper for mistakes very fast!

Teacher: Yes. AI looks through papers and finds things quickly. It takes time for people but not for AI. Now, what are some cons?

Student 2: It takes people's jobs. The restaurant next to my house doesn't have servers anymore. We order food on a computer. The only workers are the cooks.

Teacher: I noticed the same thing at a restaurant. It's happening in many places. Workers can be expensive. It costs less to use computers. The result is AI takes away jobs from workers. So, the conclusion about AI is . . .

Unit 8 | Lesson A | Speaking Skill

A: How did you start the project?

B: The first step was to get into groups.

B: The scientific method helped us.

A: What did you do first?

B: Thinking of a problem was difficult.

B: To begin, we thought of a problem.

FOUNDATIONS LEVEL OLP Audio Scripts

A: What's after that?

B: The experiment is going to take a lot of time.

B: When you finish that, you do the experiment.

A: What do you do next?

B: The plants need more sun.

B: After that, you observe the plants.

A: What's the last step?

B: At the end, you write your conclusion.

B: A conclusion tells about the results.

Unit 8 | Lesson B | Listen 1-2

What do normal teenagers do in their free time? For example, some play sports. Other teenagers go out with their friends. Some play video games. But a few change the world, like Benjamin Choi.

Benjamin Choi is a 17-year-old. In his free time, he created a robotic arm from a 3-D printer. The robotic arm helps people with a missing arm do things, such as move objects. The brain communicates with the arm. It tells the arm to move, and it moves.

Where did Benjamin get the idea? When he was in third grade, Benjamin saw a TV show about robotic arms. He saw scientists put small machines in a person's brain. The machine communicated with the arm. This idea was exciting to Benjamin. But he noticed some problems with it. First, it cost a lot of money. Second, it was dangerous to put a machine inside the brain.

So, Benjamin thought of a new idea. It took some time. He worked 16 hours a day! But after many experiments, he created a 3-D arm from his sister's printer. The person wears a small machine on their head, like headphones for listening to music. Then the person thinks of an action, and the arm does it. For example, it can pick up a ball, move it, and put it down. And here's the best part: it only costs \$300, and it's not dangerous. That was Benjamin's goal. A simple, safe machine that isn't expensive. Benjamin hopes his robotic arm will change people's lives. I believe it will.

FOUNDATIONS LEVEL OLP Audio Scripts

Unit 8 | Lesson B | Listening Skill

For example, some play sports.

But a few change the world, like Benjamin Choi.

The robotic arm helps people with a missing arm do things, such as move objects.

The person wears a small machine on their head, like headphones for listening to music.

For example, it can pick up a ball, move it, and put it down.

Unit 8 | Lesson B | Pronunciation 1

sell

ship

sort

sheet

mess

thank

true

tin

thought

tenth

Unit 8 | Lesson B | Pronunciation 2

A: Can I sit there?

B: Sorry. I saved this seat for Shane.

A: What does that company sell?

B: It's an international company. They sell ships.

A: What does she do?

B: I thought she taught math.

A: What do you like to do at the beach?

B: I like to sit on the sand and look for shells.

A: I can help you on Saturday.

B: Thank you so much. You're a true friend.