Impact 4 Workbook
Audio Script
Unit 7

TR: 31

2. Listen to the interview. Fill in the blanks with the words from the box.

S1: Hi, and welcome to our school!

S2: Thank you. We're very interested in seeing and hearing about the innovations your school has made. We want to include a report on your school in next week's paper called "The Future of Education."

S1: Well, we had been talking to teachers and playing around with the idea of making our school library an important, more dynamic place for us to learn. We wanted it to be a place where we can find new ideas and inspire each other.

S2: So what did you do?

S1: Well, we read a lot about maker labs. Our school librarian took us to a local conference about these labs. We were impressed! The maker labs encourage real hands-on learning. They allow students to experiment with engineering concepts using 3D printers. They would allow us to develop our ideas and build worlds with open-source software. Then we could participate in technical and robotic challenges.

S2: How did you go about introducing the lab to your school?

S1: We talked about all the possibilities a maker lab could have for our school with the school principal. She discussed it with all the different school departments: science, art, math, and technology. Everyone was excited and we managed to get funding, so the lab was affordable.

S2: Where is the lab?

S1: Ah, well, we solved that problem quite easily. We wanted to make the library an important resource for learning, where students can get inspired. We added a table to the center of the room and painted it with whiteboard material, so students can write their ideas all over the table. We added different workstations and the school bought hardware and a range of software with different project applications. Teachers also added simple devices, such as wheels and switches, and low-tech resources, such as bottle tops and paper towel rolls.

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S2: It sounds like an amazing way to learn.

S1: Absolutely! The lab encourages us to be creative and flexible. We love the do-it-yourself approach. We're learning not to be afraid of failure because we know it's part of the learning process! Let me show you the lab and the school's young innovators.

S2: That would be great. Thank you.

TR: 32
2. Listen again and circle the correct answers.

See Audio Script for Activity 2 above.

TR: 33
4. Listen and match each situation to the corresponding sentence. Write the number on the line.

S1: Situation 1.

S2: The device I created doesn't work.

S1: Situation 2.

S2: I'm not a very hands-on person. I don't always actively participate in a lot of projects.

S1: Situation 3.

S2: Why don't researchers detect brain problems earlier? It would be useful!

S1: Situation 4.

S2: I don't have the software to create video games.

S1: Situation 5.

S2: Our teacher didn't give us enough time to experiment with the 3D printer.

TR: 34
7. Listen and read. As you read, consider some reasons people don't succeed at first.

See Workbook p. 72.

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TR: 35

11. Listen. As you listen to the conversations, underline the intensifiers.

1. **S1:** Some scientists can be really shy.

S2: That's true. Some are practically terrified if they have to talk in public.

2. **S1:** The design of this device is quite complicated.

S2: You're right. I could hardly figure it out myself.

3. **S1:** The young inventor was somewhat disappointed. He didn't win at the science fair.

S2: Yes, but he's very determined. He'll compete again.

4. **S1:** It's so exciting when young inventors realize they can change the world.

S2: Yeah. And the amazing thing is that some are extremely resourceful.

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