Impact 4 Workbook
Audio Script
Unit 4

Unit 4

TR: 16
6. Listen. Complete each sentence with a suitable vocabulary word.

S1: What is being done in your school to reduce its ecological footprint?

S2: This was a big challenge for us. So we started by inviting an expert to our school to talk about reducing, recycling, and reusing waste.

S3: Each class then talked about what action they would take and what benefit this would have.

S2: You can see the results of our green movement all over the school. We have become very proactive!

S3: We have put up posters around the school to remind students every day about the harm our waste can cause to the environment. Everybody has to be sensitive to these important issues.

S2: They sure do! At the end of each week, a team of student-volunteers collect all the paper waste that they can reuse in art projects.

S3: There are other recycling bins that are used to collect biodegradable waste, mainly from fruit and vegetable snacks. We take this waste to the new composting bins found outside of school. There are also new trash cans around the school playground, so all litter can be collected.

S2: Our school has great facilities. To make it even better, we demanded extra water fountains to make drinking water more accessible. At the moment we are consuming too much water from plastic bottles, which are so damaging to the environment!

S3: At first, the school board said our demands were excessive, but now they have agreed to install more water fountains next year.

S1: Well, thank you. It's great to hear how the entire school is reducing its ecological footprint.

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TR: 17
8. Listen and read. As you read, find and underline the advantages and benefits of riding a bicycle regularly.

See Workbook p. 38.

TR: 18
13. Listen. Finish the sentences using an infinitive or a gerund.

1. **S1:** I've made a decision. I'm going to collect rainwater to wash my car.(/)

2. **S2:** I'm not going to that beach again; it's full of litter. (/)

3. **S1:** Join the green movement. Don't forget. (/)

4. **S2:** The local government is going to build more bicycle lanes. They've promised.(/)

5. **S1:** Plastic waste will destroy marine life. It's a threat to our oceans. (/)

6. **S2:** Water parks want to use special water filters in their parks. They're choosing this option.

Units 3-4 Review

TR: 19
3. Listen. Circle the correct ending to each sentence.

S1: I watched a few interesting documentaries about insects. I learned that they are good source of protein. The more I watched the documentaries, the more I wanted to try eating insects!

S2: I'm sure if I had ordered a larger dish of fried insects the other day at that food fair, you wouldn't have the same attitude!

S1: Maybe you're right: the bigger the dish, the less tasty they appear! But I traveled a lot when I was a kid. I remember picking ants off a tree in the jungle and eating them! If I hadn't traveled to so many different exotic places with my parents, I wouldn't have a taste for these different foods. I love spicy food and different seafood. But the more I read about over-fishing, the more careful I want to be about the fish I choose.

S2: Me, too. The better choices we make about fish, the healthier our oceans will be.

S1: That's true. Oh, and you know I love chocolate, right?

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S2: Yes…!

S1: Well, I didn't realize that it originally came from the Americas. If I had known that cacao was grown there, when I visited, I think I would still be there now! I love chocolate, and the darker it is, the more delicious it tastes!

S2: I can believe that!

S1: Have you ever tried chocolate and chili? Apparently, thousands of years ago, chocolate was drunk rather than eaten, and the Aztecs loved to add chili to everything, even to their chocolate drinks!

S2: Well, unlike you, I don't like spicy food. If I had traveled like you, maybe I would like it now, but I don't. It's just too strong.

S1: Well, I'll have to take you traveling with me!

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