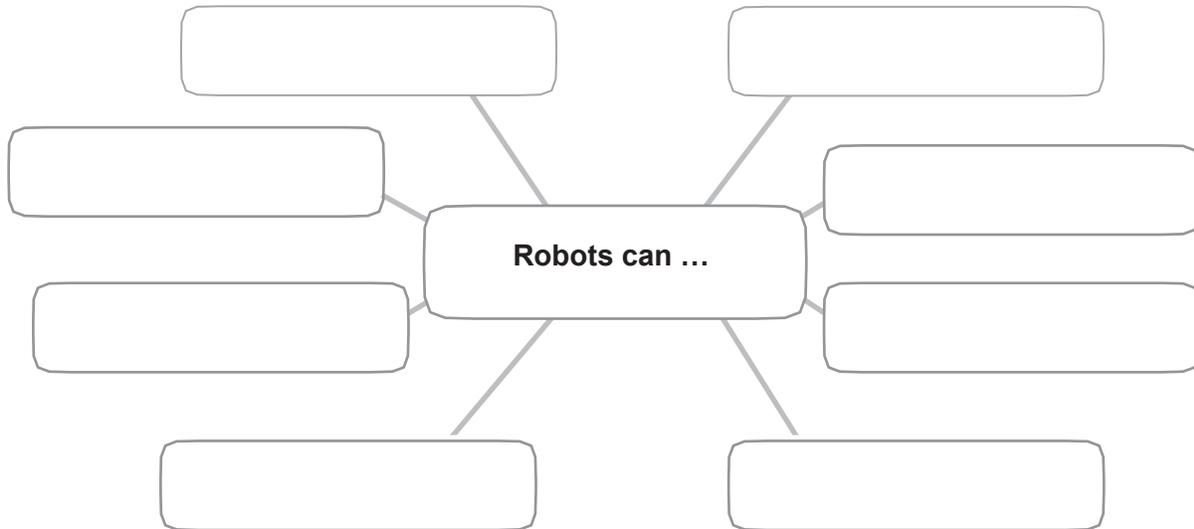


Unit 3

Vocabulary and Grammar **Extend** Worksheet F.3.B

1. **Unscramble the words in the box that describe what robots can do.** Then complete the web.

otnrcol	lfowlo	ehlp	pirovme	mveo	reeivec	ensd	alk
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2. **Match the sentence halves.**

- | | |
|---|-------------------------------|
| ___ 1. I often dream of | a. engineering. |
| ___ 2. I like learning | b. flying. |
| ___ 3. My brother studies | c. homework robot. |
| ___ 4. I send 10–15 emails | d. laugh. They're very funny. |
| ___ 5. I want to design a | e. about coding. |
| ___ 6. Is there a program to | f. every day. |
| ___ 7. He thinks robotics is important and | g. help me translate Russian? |
| ___ 8. The robots in <i>Star Wars</i> make me | h. he enjoys it. |

3. Read and complete the definitions with the correct word. Use the first letter to help you.

1. The opposite of laugh is c_____ .
2. An object you move to do things on a computer screen is a m_____ .
3. The opposite of interesting is b_____ .
4. When you invent things in your mind you i_____ them.
5. When you sleep you often d_____ about things.
6. When you hurt yourself you are in p_____ .

4. Read. Match the sentence or question to the correct response.

- | | |
|--|---|
| ___ 1. My phone is broken. | a. No, you shouldn't! |
| ___ 2. How can I connect to the Internet? | b. You should send it back to the company. |
| ___ 3. Should I message or phone you? | c. You should open <i>settings</i> and click there. |
| ___ 4. I don't have any credit to call you. | d. Jack should do it. He's good! |
| ___ 5. I shouldn't look at my phone all day. | e. You can do either. |
| ___ 6. Can you take a photo please? | f. You should use Skype. |

5. Read the dialogue between two students about their Make an Impact project (prepare a presentation about a famous robot). Circle the correct answer.

- Donald: OK, let's start. What (1) **should** / **can't** we do first?
- Adele: Hmm ... I think we (2) **should** / **can** go to the library after break.
We (3) **can** / **shouldn't** find some information about robots and use the computers there.
- Donald: Good idea. (4) **Should** / **Can** we tell the teacher?
- Adele: Yes, we should. (5) I **can** / **should** ask Ms. Hutton at break.
- Donald: Great. Remember, we (6) **should** / **can't** take our student cards.
- Adele: Ah, yes. (7) **Can** / **Should** we photocopy illustrations there?
- Donald: Yes, but we have to pay. And remember that we (8) **shouldn't** / **can** be noisy!
- Adele: Yes, of course. We (9) **should** / **can't** be quiet. I can do that.
- Donald: (10) **Can't** / **Can** you? I don't believe you. Ha, ha!

6a. Read. Circle the two correct options.

1. bring **by** / **to** / **with**
2. program a **book** / **computer** / **robot**
3. hold a **magazine** / **an instruction** / **things**
4. help **someone** / **me** / **she**
5. moveable **chores** / **parts** / **objects**

6b. Read. Answer the questions. Use the word in **bold**.

1. What do you **bring** to school every day?

2. Robots can be programmed to **hold** things. How could this help someone?

3. Imagine you have a robot with **moveable** parts. What moves? How does each part move?

6c. Work in pairs. Share answers with your partner. Then ask your partner another question using a word from in Activity 6b.

7. Read and circle.

Self-assess	
Have I used the words in bold ?	Yes / No
Have I used <i>can/can't</i> for ability correctly?	Yes / No
Have I used <i>should/shouldn't</i> correctly?	Yes / No
If you have answered 'no' in any of the questions, look at Unit 3 of your <i>Impact Student's Book, Workbook and Grammar Book</i> for review.	