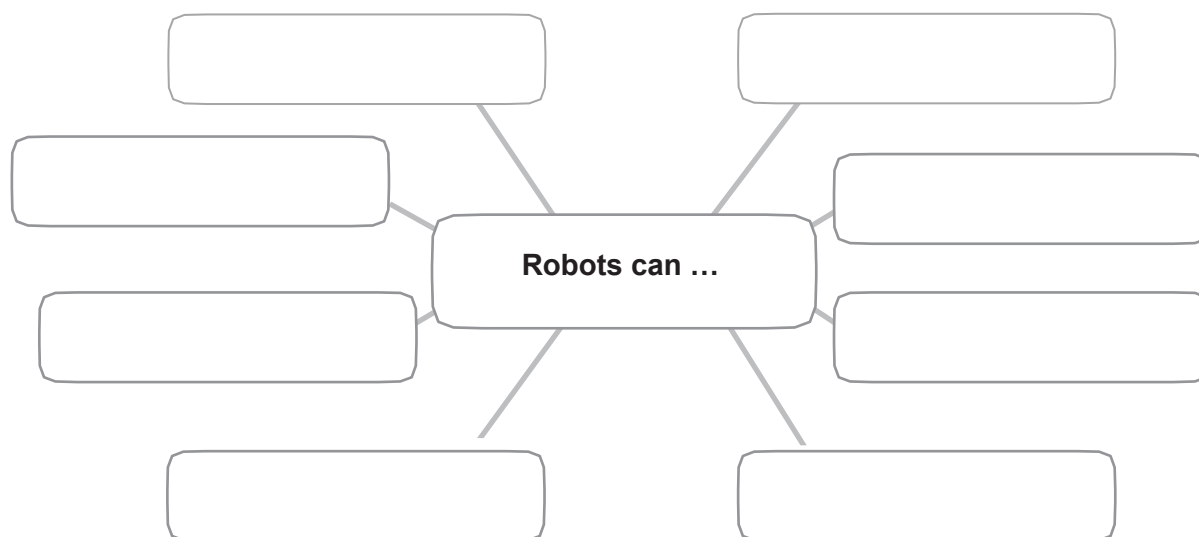


Unit 3

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

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

otnrcol	rmead	lfowlo	ehlp	igimnae	pirovme	mveo
reeivec	ensd	altk				



1b. Now write sentences using each word from the web in Activity 1a.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Read the paragraph about an ideal robot. Complete the missing words. Use the first letter to help you.

I want to (1) d_____ something that helps me improve my dancing. I should study (2) e_____ or robotics, so I can develop some new technology. Some people think that technology and especially learning to (3) c_____ is really (4) b_____, but it can be very creative. I often (5) d_____ of making a robot. My ideal robot is one with (6) m_____ legs, to dance with. Don't (7) l_____, I'm being serious!

3. Read. Answer the questions. Use the word in **bold** and your own ideas.

1. How often do you go **online**?

2. Do you like **following** instructions to build things?

3. If you are in **pain**, what can you do?

4. Do you often use a **mouse** with your laptop?

5. **Imagine** life without a mobile phone – how would your life be different?

6. Do you usually **cry** at sad films?

7. Do you do **projects** in your science classes?

8. How do you think robots can help **doctors**?

4. Read the dialogue about buying a homework robot. Complete the questions and answers with *can* or *can't*. Then put them in the correct order. The first and last are correct.

1. How (1) _____ I help you?

___ Yes, it (2) _____ speak and write 20 languages.

___ OK. Have a look at this one. It (3) _____ do a lot of different things.

___ Fantastic! I (4) _____ understand chemistry. (5) _____ it do art and music?

___ Yes, it (6) _____. It (7) _____ also do physics and chemistry.

___ Oh, OK. No problem. (8) _____ it speak English?

___ (9) _____ it do maths?

___ I'm sorry. It (10) _____ do creative subjects.

___ I want to buy a homework robot, please.

10. Wow! I (11) _____ do that! Can I pay for it now, please?

5. Read the dialogue between two students about their Make an Impact project (prepare a presentation about a famous robot). Complete the dialogue using *should*, *shouldn't* or *can*.

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

6a. Read and circle the correct word. Then answer the questions using the word in **bold**.

1. Name three things you **bring** / **have** to school every day.

2. Robots can be programmed to **have** / **hold** things. Give three examples of how this could this help someone.

3. Imagine you have a robot with **moveable** / **control** parts. What moves? How does each part move? What other things can it do?

6b. Work in pairs. Share answers with your partner. Then ask your partner three more questions using the words/phrases in Activity 6a.

7. Read and circle. Then complete the table.

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' to any of the questions, look at Unit 1 of your <i>Impact</i> Student's Book, Workbook and Grammar Book for review.	
Now write three things you remember from Unit 3.	
1. _____	
2. _____	
3. _____	