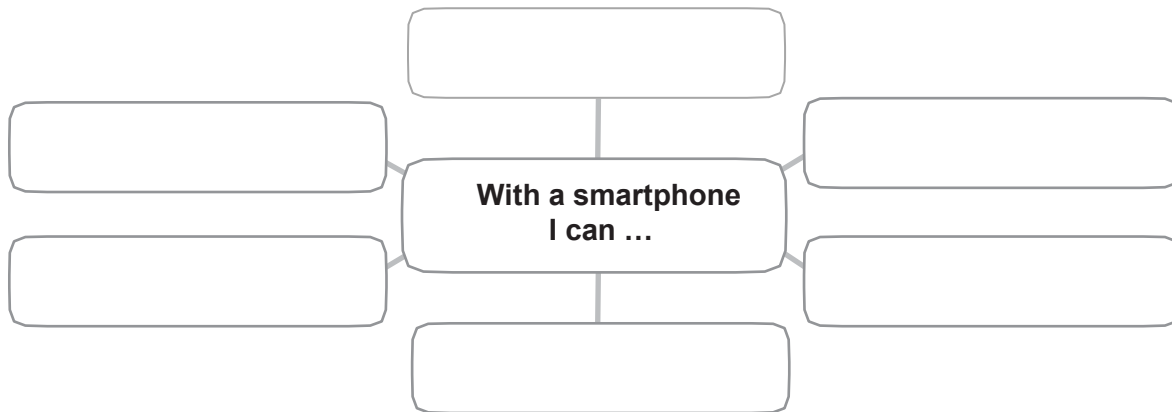


Unit 7

Vocabulary and Grammar **Extend** Worksheet 1.7.B

1. Unscramble the words in the box that name things you can do with a smartphone.
Then complete the web.

uyb paps	cath itwh fendris	olok pu irnonfoamti	ypla gsaem
sned xttes	sareh pthoos		



2. Match the sentence halves.

- | | |
|---|-----------------------------------|
| ___ 1. People search for information | a. you can carry around. |
| ___ 2. It's possible to do a lot of things | b. to charge the battery. |
| ___ 3. Electronic gadgets help us | c. you can use an app to find it. |
| ___ 4. A tablet is like a small computer that | d. do many different things. |
| ___ 5. For mobile gadgets to work, you need | e. as I've left mine at home. |
| ___ 6. You can record sounds | f. on our mobile gadgets. |
| ___ 7. If you lose your phone, | g. using a phone's microphone. |
| ___ 8. I need to borrow your phone | h. on their computers. |

3. Read. Circle the correct answer.

1. I don't know why but I can't connect to **WiFi** / **smartphone**.
2. My **keyboard** / **game** is broken so I can't type.
3. I **share** / **send** emails to my family in Australia.
4. I love to **chat** / **look up** with my friends online.
5. I use a dictionary on my **useful** / **smartphone**.
6. Smartphones have made it **mobile** / **possible** to access the Internet wherever you are.

4. Read. Complete the sentences using your own ideas.

1. The most useful _____ I know is _____
2. The worst _____ where I live is _____
3. The scariest _____ I've seen is _____
4. The best _____ in this class are _____
5. The loudest _____ are _____
6. The most difficult _____ in school is _____
7. The least fun _____ to play is _____
8. The most important _____ I've learnt is _____

5. Read the dialogue between two students about their *Make an Impact project* (design a robot). Circle the correct word(s).

Damon: (1) **Will** / **Going** we have to make a model? That's (2) **will** / **going** to be difficult!

Amber: No, we (3) **won't** / **aren't**. We just have to draw a picture of the robot.

Damon: OK, so how are we (4) **going to** / **will** to draw it? Just with pen and paper?

Amber: No, Jill is (5) **going** / **will** to design it on my tablet. I've said she can borrow it. I think she (6) **going to** / **will** use a drawing app. I'm hoping it (7) **will** / **going** look really good.

Damon: Perfect. Do you think there (8) **will** / **going** be lots of students at the presentation?

Amber: Yes, I think so, and the head teacher (9) **is** / **will** going to come, too.

Damon: Right, so we should plan this carefully. First, I (10) **am** / **will be** going to introduce our robot, so let's think of a name.

6a. Read. Complete the questions with words from the box. There are two extra words that you do not need to use. Then answer the questions using the word in **bold**.

gadgets	function	incredible	screen	tablet	texts
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1. People can do a lot of _____ things with smartphones. What are two examples?

2. What is one thing that isn't possible to do with electronic _____ ?

3. What is the difference between a smartphone and a _____? Write at least two ideas.

4. How many _____ do you send each day? Who do you send them to?

6b. Work in pairs. Share answers with your partner. Then ask your partner another question using one of the words from Activity 6a.

7. Read and circle.

Self-assess	
Have I used the words in bold ?	Yes / No
Have I used superlatives correctly?	Yes / No
Have I used the <i>going to</i> and <i>will</i> futures correctly?	Yes / No
If you have answered 'no' in any of the questions, look at Unit 7 of your <i>Impact</i> Student's Book, Workbook and Grammar Book for review.	