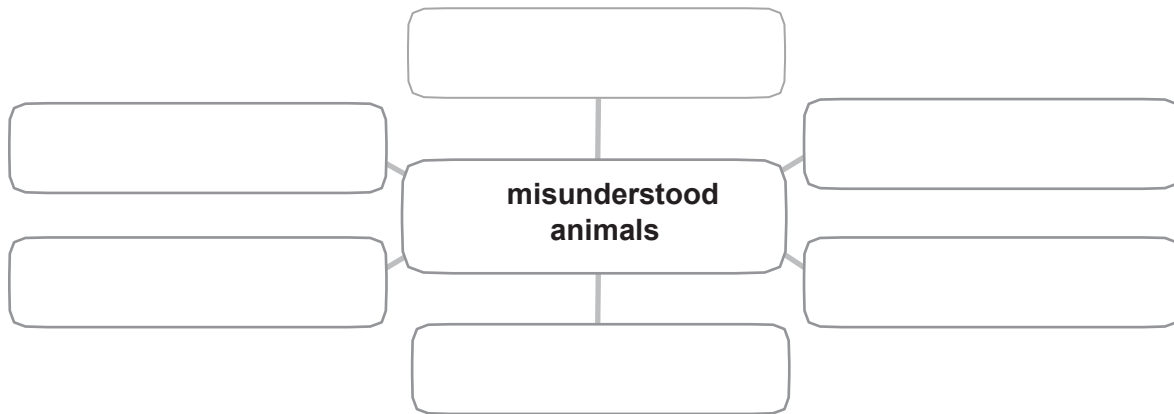


Unit 2

Vocabulary and Grammar **Extend** Worksheet 3.2.C

1a. Complete the words in the box. Use the first letter to help you. Then complete the web with the **six** animals that are often misunderstood.

c _ _	c _ _ _ _ _ _ _	c _ _ _ _ _ _ _	r _ _	s _ _ _ _
s _ _ _ _ _	w _ _ _			



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

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

2. Read. Complete the sentences with a word from Unit 2. Use the first letter to help you.

1. A _____ people act in a violent way.
2. M _____ animals can be beneficial to humans.
3. It's important to c _____ some animal populations.
4. Spiders are c _____ because they eat other insects.

5. Fruit and vegetables start to d_____ after a week.
6. Gardeners usually get upset when insects d_____ their plants.
7. Many people think that insects are d_____.
8. Animals and plants in an area make up an e_____.

3a. Complete the table.

	Verb	Noun	Adjective
1	X	_____	aggressive
2	disgust	disgust	_____
3	mythicise	myth	_____
4	poison	poison	_____
5	populate	popularity/population	popular/ _____
6	X	_____	true/untrue

3b. Read the paragraph about misunderstood animals. Complete the paragraph with words from Activity 3a.

1	Why are some animals popular while others are so _____ ? In the natural
2	world, every animal has its place and purpose. Nature doesn't judge these animals –
3	people do. For example, it's a common _____ that snakes are slimy and
4	_____ to touch. Not true! A snake's skin is smooth and dry. Another
5	misconception is that snakes are _____ and will attack humans for no reason.
6	Also _____ ! Snakes are very misunderstood animals. Almost all snakes, even
	_____ ones, prefer to escape or hide unless they're surprised or attacked first.

4. Read the dialogue between two students about their *Make an Impact* project (plan and produce an animal quiz show for TV). Complete the missing words. There is sometimes more than one possible answer.

- Yvonne: Shall we choose (1) _____ do the TV quiz show? What do you think?
- Kevin: Cool, that sounds fun. I'll start writing quiz questions.
- Yvonne: Great, but remember (2) _____ to write questions about spiders or vampire bats.
- Kevin: Why not? Do you think the contestants (3) _____ be scared?!
- Yvonne: No! They (4) _____ have already read the answers, in the Student's Book!
- Kevin: Ah, yes, you're right. Can you (5) _____ me look for some information about crocodiles? They're interesting animals.
- Yvonne: Sure. In fact, there's some information in the Workbook ... but ... where is it? It's not here.
- Kevin: Oh no, you (6) _____ have left it at school. Don't worry, we can look online instead. I know some good websites.

5. Complete the second sentence so that it has a similar meaning to the first sentence.
Use the word in **bold** and between one and five words.

1. She doesn't think she will ever stop fighting to save animals that are in danger.

PLANNING

She is _____ stop fighting to save animals that are in danger.

2. I'm sure he was proud to win the award.

HAVE

He _____ proud to win the award.

3. Maybe you know her because you saw her talk about conservation on TV.

MIGHT

You _____ her talk about conservation on TV. That's why you know her.

4. Next year I want to get into an ecology degree at university.

HOPE

_____ get into an ecology degree at university next year.

5. I think he wrote the article I read about crocodiles, but I'm not sure.

COULD

The article I read about crocodiles _____ by him.

6a. Read. Answer the questions. Use the word in **bold** and at least one phrase/word from each box.

could have	hope to	in order to	let	make people	may have
might have	must have	over time	so that	to control	

calm	filthy	germ	hurt	lethal	misconception	myth
pests	poisonous	sting	unpopular	untrue	upset	

1. Why is it good to **control** the population of certain animals? Give examples.

2. Do you think all **aggressive** animals are misunderstood? Explain why or why not and give examples.

3. Cockroaches have been around for millions of years. What might they do that is **beneficial** for the environment?

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 infinitives correctly (with <i>to</i> and without <i>to</i>)?	Yes / No
Have I used modal verbs to speculate about the past correctly?	Yes / No
If you have answered 'no' in any of the questions, look at Unit 2 of your <i>Impact</i> Student's Book, Workbook and Grammar Book for review.	
Now write three things you remember from Unit 2.	
1. _____	
2. _____	
3. _____	