

# impact

3

**WORKBOOK**  
with Audio CD

**Impact Workbook 3**

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**ON THE COVER**

Light trails reflection over the stream,  
Incheon, South Korea

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## WORKBOOK

# 3

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<b>Unit 1</b>	Who Am I?	2
<b>Unit 2</b>	Misunderstood Animals	12
	<b>Units 1-2 Review</b>	22
<b>Unit 3</b>	Everybody's Doing It!	24
<b>Unit 4</b>	Fashion Footprints	34
	<b>Units 3-4 Review</b>	44
<b>Unit 5</b>	Flying High	46
<b>Unit 6</b>	New Frontiers	56
	<b>Units 5-6 Review</b>	66
<b>Unit 7</b>	Visual Stories	68
<b>Unit 8</b>	Perform and Create	78
	<b>Units 7-8 Review</b>	88
	<b>Choice Activities</b>	90

# Unit 1

# Who Am I?

**1** **Unscramble these words that describe personality.** Complete the sentence under the picture with one of the words.

1. sienthaustic enthusiastic

2. engeretic \_\_\_\_\_

3. regesonu \_\_\_\_\_

4. otimpicsit \_\_\_\_\_

5. nopsibleres \_\_\_\_\_

6. asmbiouti \_\_\_\_\_

7. ermindeted \_\_\_\_\_

8. goutinog \_\_\_\_\_

9. itpante \_\_\_\_\_

10. gasidoren \_\_\_\_\_

11. fidconent \_\_\_\_\_

12. bborstun \_\_\_\_\_



**2** **Write.** Complete each sentence with a word from Activity 1.

1. She believes that good things will happen. She's optimistic.

2. They won't allow anyone or anything to stop them. They're \_\_\_\_\_.

3. Janet makes friends easily. She's \_\_\_\_\_.

4. He shows great passion for cooking. He's \_\_\_\_\_.

5. You can trust him to take care of things. He's \_\_\_\_\_.

6. Mario worked hard. He's \_\_\_\_\_ he will do well in his final exams.


7. You are always very calm. You're so \_\_\_\_\_.

8. She does a lot of things in one day! She's \_\_\_\_\_.

9. Gina is so \_\_\_\_\_. She never listens to anyone's advice.

10. She wants to be successful and famous. She's \_\_\_\_\_.

11. They are very kind and share what they have. They're \_\_\_\_\_.

**3 Listen.** Complete the dialogue with the missing words. Then listen again to check your answers. In class, take turns reading the dialogue with a classmate.  002

Lucy: Sorry I couldn't go to the cinema with you. I had to look after my little brother, Mike.

Sam: I look after my little brother sometimes. But it's like Tommy isn't even there. He's very quiet and not too \_\_\_\_\_.

Lucy: You're lucky. Unlike Tommy, Mike is loud and noisy. He's always running through the house. He's too \_\_\_\_\_. And he's so messy. He's not \_\_\_\_\_ at all.

Sam: Tommy isn't that way at all. He isn't as \_\_\_\_\_ as Mike. He likes to read, play video games and draw.

Lucy: Well, they're alike in that they are both \_\_\_\_\_ about video games.

Sam: I love video games, just like they do. Don't you?

Lucy: Not me!



**4 Write.** List four words that describe your personality. Write a sentence about your personality for each word.

<u>shy</u>	<i>I find it difficult to talk to people because I'm shy.</i>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

## GRAMMAR

### Question tags: Confirming information or seeking agreement

Cookery programmes **are** competitive, **aren't they?**  
They **couldn't** go on holiday, **could they?**  
Tom **didn't** like the party, **did he?**  
Carla and Luke **will** help me prepare dinner,  
**won't they?**

**Yes, they are.** My friends love them.  
**No,** their flight was cancelled.  
**No, he didn't.** He is too shy.  
**No, they won't.** They're not very  
enthusiastic about cooking.

Question tags are short questions at the end of statements. A positive statement has a negative tag. The expected answer is positive. A negative statement has a positive tag. The expected answer is negative.

A listener can disagree or answer differently to what's expected. In this case, there is often some explanation.

### 1 Listen. Circle the correct tag. Then listen and check your answers. 🔊003

1. Jack Andraka's idea won at the competition, **didn't he** / **didn't it**?
2. Sugar on cauliflower is odd, **isn't it** / **aren't they**?
3. You have to be ambitious to do well, **don't you** / **haven't you**?
4. Children shouldn't ride bicycles without helmets, **don't they** / **should they**?
5. Your mum can speak three languages, **doesn't she** / **can't she**?
6. Young people won't spend time cooking, **will they** / **don't they**?
7. Fast food is good for you, **isn't it** / **doesn't it**?
8. He couldn't find all the ingredients, **didn't he** / **could he**?

### 2 Match each response with the correct question in Activity 1. Write the number of the question on the line. Then listen again and check your answers. 🔊004

- 5 a. No, she can only speak two. \_\_\_\_\_ e. Yes, it's important if you want to do well.  
\_\_\_\_\_ b. Yes, it's very strange! \_\_\_\_\_ f. No, it isn't. It's not healthy.  
\_\_\_\_\_ c. No, he couldn't. It's a shame. \_\_\_\_\_ g. No, it's dangerous!  
\_\_\_\_\_ d. Yes, it did. He's going to be on TV. \_\_\_\_\_ h. No. They like spending their time with friends.

**3 Read.** Complete each sentence with a word from the box. Then add a question tag.

**competitive    confident    co-operative    helpful    jealous    open-minded    outgoing**

1. Lisa doesn't like working in groups. She isn't very \_\_\_\_\_, \_\_\_\_\_ ?
2. Athletes focus a lot on their training and diet so they can be the best. They can be very \_\_\_\_\_, \_\_\_\_\_ ?
3. Children are stubborn and don't listen to suggestions. They won't always be \_\_\_\_\_, \_\_\_\_\_ ?
4. Tim is very funny but he's also shy. He should be more \_\_\_\_\_, \_\_\_\_\_ ?
5. Mr Larkins knows where to find interesting information. He could be very \_\_\_\_\_, \_\_\_\_\_ ?
6. The players weren't \_\_\_\_\_ that they would win, \_\_\_\_\_ ?



**4 Write.** Answer the questions and give additional information.

1. You live very near your school, don't you?

*Yes, I do. I live just ten minutes away.*


---

2. You haven't been to Italy, have you?
- 

3. You would like to be a scientist, wouldn't you?
- 

4. You're an only child, aren't you?
- 

5. You didn't play any sports last week, did you?
-

- 1 Listen and read.** As you read the article, notice the descriptive words and expressions that describe an only child.  005

# SUPER FIRSTBORNS

What makes us who we are? Is it the environment we grow up in? Is it the people we live with? Some experts tell us that half of our personality is genetics – our natural make-up, or the way we are born. Gender – whether you’re a boy or a girl – is also a consideration. Age is another factor. In families with more than one child, birth order is sometimes thought to be important. But some families have only one child.

Another name for only children is ‘onlies’, though experts sometimes refer to an only child as a ‘super firstborn’. This is because an only child has many of the advantages of the firstborn child but doesn’t experience the changes of a new baby arriving in the family. There is no competition from a sibling – a brother or sister – so onlies have their parents’ full attention. Some onlies are mature and responsible because they spend a lot of time with adults. They learn to be self-entertainers and can be creative and imaginative when the adults around them are busy.

On the other hand, some only children can become jealous of their parents’ adult friends. They can be self-centred and selfish if these friends ignore them and take too much attention away from them. They may be used to feeling important and can appear spoilt when things don’t go their way. Some onlies who aren’t used to sharing can be bossy around other children.

What happens when there is only a birth order of one? As we’ve seen, birth order is just one of many factors that can influence our personalities and affect the way we are.





**2** Look for words and phrases that describe an only child in the article. List them in one of the categories.

Positive Qualities	Negative Qualities
mature	jealous

**3** Read and answer the questions.

1. Why are only children referred to as 'super firstborns'?

---

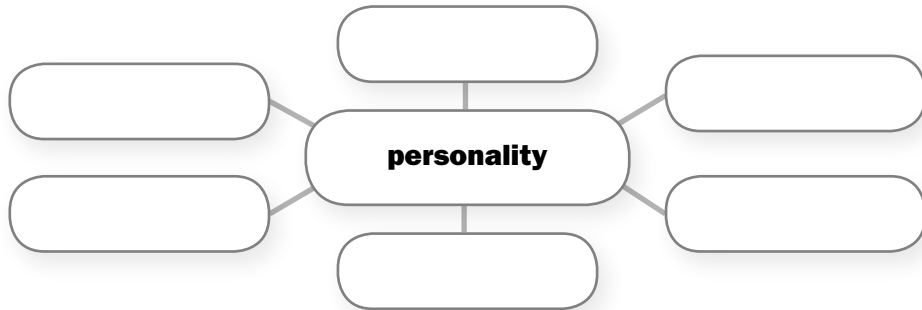
2. Why can only children sometimes be more imaginative?

---

3. Why do some onlies find it difficult to play with other children?

---

**4** Read 'Super Firstborns' again. Complete the idea web with factors that influence personality. Can you think of any other factors to add? Write them on the lines.



---

**5** In your own words, describe two of the factors that you feel most influenced you.

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## GRAMMAR

Using **it** to talk about weather, time and distance, and for emphasis

**It's** a sunny day. Let's go out.

**It's** 11 o'clock at night. **It's** time to go home.

**It's** the 22<sup>nd</sup> today. **It's** my birthday!

**It** was five miles to Robert's house.

**It's** great that she won.

**It** upsets me when my brother is bossy.

I love **it** when she smiles.

I don't like **it** when I'm late for class.

We use **it** to talk about the weather and to express time, dates and distance. **It** does not refer to any specific person, thing or place. **It** is the subject of the sentence.

We also use **it** to introduce a sentence that expresses an opinion or to provide emphasis. (In 'It's great that she won', **it** has the same meaning as the words *that she won*.)

**1 Listen.** Write the number of the sentence you hear next to the correct picture. 🎧 006

a.



\_\_\_\_\_

b.



\_\_\_\_\_

c.



\_\_\_\_\_

d.



\_\_\_\_\_

e.



\_\_\_\_\_

f.



\_\_\_\_\_

**2 Complete the sentences with your own ideas.**

1. It annoys me when \_\_\_\_\_.

2. It's great that \_\_\_\_\_.

3. It's weird that \_\_\_\_\_.

4. It's not fair that \_\_\_\_\_.

5. It makes me happy when \_\_\_\_\_.