

impact

WORKBOOK

1



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1

SERIES EDITORS

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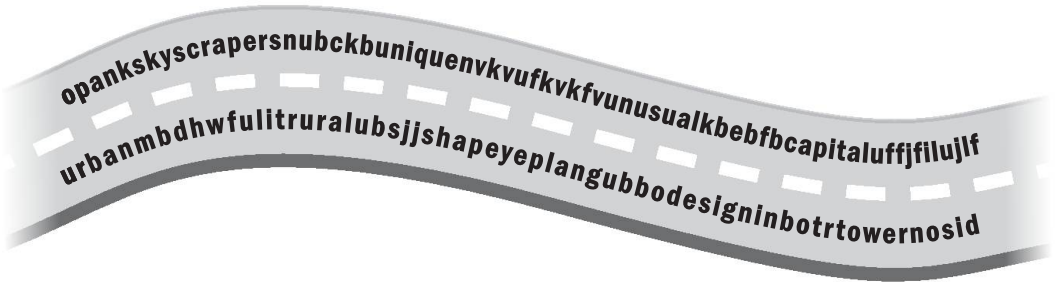
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Unit 1

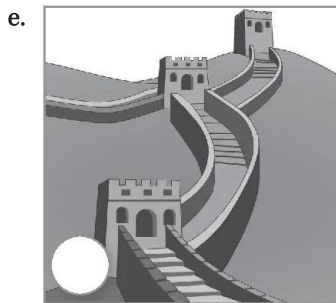
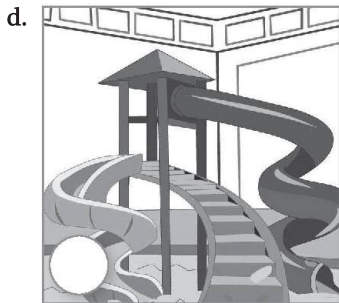
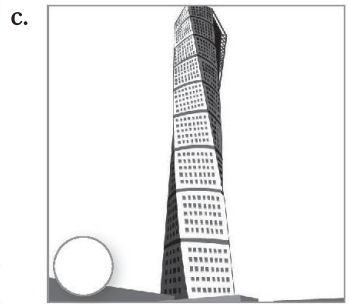
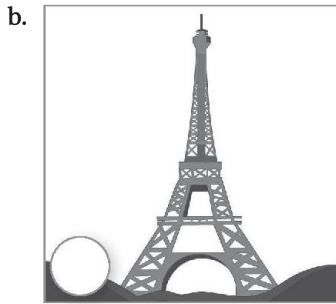
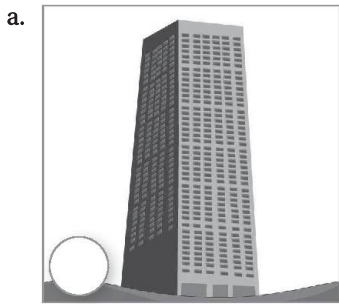
Life in the City

1 Find ten vocabulary words. Then write the correct words to complete each sentence.



1. People often talk about the differences between _____ life and _____ life. My friend is _____ because she lives for six months in the city and six months in the countryside.
2. I have another friend who has a very special window in his bedroom. The window is in the roof and has the _____ of a star. It's like sleeping under the stars! The _____ is _____ because he made it himself—nobody else has one like it!
3. Living in a _____ city is exciting. When I get a job, I _____ to live in Paris or Toronto or Rome.
4. Is there a city in the world that doesn't have tall buildings or _____? Maybe, but every airport must have a communications _____ to help planes.

2 Listen. Write the number of the sentence that goes with each picture. **TR: 2**



3 Listen. Then read and check **T** for *True* or **F** for *False*. Rewrite the false statements to make them true. **TR: 3**

1. Renato is an architect.

T	F
<input type="checkbox"/>	<input type="checkbox"/>

2. He designs skyscrapers.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

3. Renato's design for a city has areas only for people.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

4. In Renato's city, cars travel above residents' heads.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

5. Renato's design is only for older people.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

6. Renato's city design is safe for the residents.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

7. The bicycle tracks are high up with the cars.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

8. Renato's city is expensive to build.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

GRAMMAR

Simple present: General statements

Architects design new buildings for cities.	She studies the plans for the new capital.
The city's design includes a lot of green spaces.	The road goes next to an indoor park.
This tall tower doesn't look new.	The skyscraper has a garden inside.

To form the simple present, use the infinitive without *to*. *I/You/We/They design unusual buildings*. Note that with *he/she/it*, we add **-s** to the verb: *He/She designs a new skyscraper. It looks amazing*. To make a negative sentence, use *don't* or *doesn't*.

The spelling of some verbs changes after adding **-s** or **-es**. Add **-es** to verbs such as *cross* → *crosses*, *wash* → *washes*, *watch* → *watches*. For verbs that end in *y*, drop the *y* and add **-ies**: *study* → *studies*.

Some verbs are irregular: *go* → *goes*, *do* → *does*, *have* → *has*.

4 Listen. Circle the verb you hear. Then listen again to check your answers. TR: 4

1. Capital cities **has** / **have** large public areas.
2. Children often **play** / **plays** in city parks.
3. An architect **teach** / **teaches** how to design buildings.
4. People **doesn't** / **don't** walk on this sidewalk.
5. Huge mountains **surround** / **surrounds** the capital city.
6. In winter the city park **closes** / **close** early.
7. She **study** / **studies** unusual architecture in Denmark.
8. The bridge **doesn't** / **don't** go to the sports center.



5 Write. Fill in the blanks with the correct simple-present form.

1. In Bogotá, people sometimes _____ (use) the highway to bicycle.
2. Residents _____ (like) to relax by the stream.
3. Architects _____ (not design) skyscrapers for rural areas.
4. A new bridge _____ (cross) the highway.
5. People _____ (need) green spaces in capital cities.
6. Sometimes architects _____ (plan) buildings with parks on the roof.
7. In urban areas, people _____ (not enjoy) crowded sidewalks.
8. My village _____ (have) a water tower.
9. The major highway _____ (connect) two big cities.
10. The stream _____ (not go) through the city.



6 Write about a city you know. Use some of the words in the box.

Things:	architecture	bridge	highway	shape	sidewalk	skyscraper	tower
Describing words:	concrete	indoor	outdoor	rural	unique	unusual	urban
Verbs:	be	construct	cross	design	have	need	plan

7 Draw a plan of your city. Use a separate piece of paper. Practice talking about the details of your plan with your classmates or teacher.

8 Listen and read. As you read, notice the separate paragraphs. Why does the writer start new paragraphs? **TR: 5**



Desire* Paths

***desire** v. to want something
n. the feeling of wanting something

Note: In the reading title, *desire* is used as an adjective.

¹Everybody has seen one, most people have walked on one, and perhaps you started a new one. We may not know the name, but these paths are called “desire paths.” These are paths, tracks, or sidewalks made by people or animals walking on the grass to move quickly from one concrete sidewalk to another. For example, we see these paths in urban spaces where people don’t use the sidewalks, but take a shortcut through green land, parks, and gardens.

²So why do people decide to walk on the green grass and not on the sidewalks? Sometimes the architect’s plan for urban spaces isn’t the best. Residents, people like you and me, who use the outdoor areas every day, know the best and quickest way to walk from one place to another.

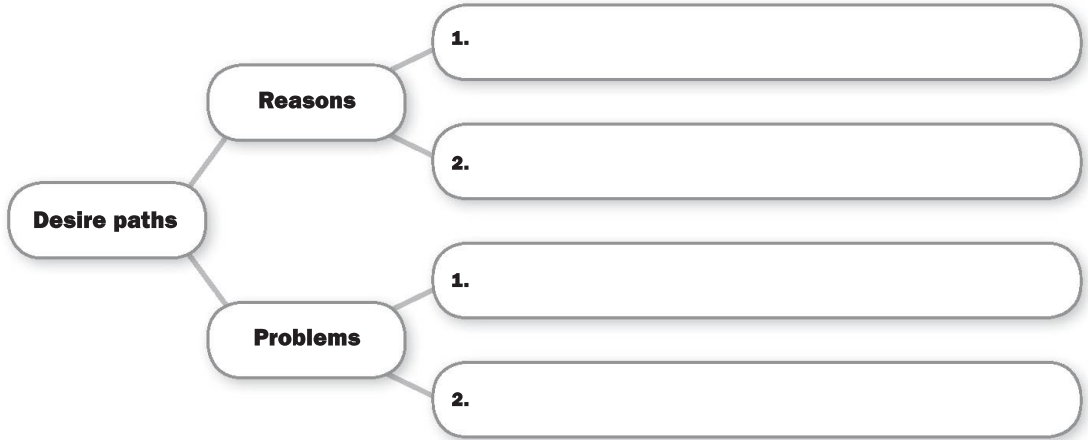
³The problem is that we destroy the grass when we make a desire path. Also, these new tracks get wet and dirty easily. Concrete is cleaner. We know that we need to protect our green spaces, but we also need to move from place to place quickly.

⁴Perhaps we need better designers and architects to plan our sidewalks and urban green spaces. They should ask local people and pay attention to what residents want.

9 Answer the questions. Write the number of the paragraph on the line.

- ___ 1. Which paragraph tells us a definition of desire paths?
- ___ 2. Which paragraph tells us about problems with desire paths?
- ___ 3. Which paragraph describes the reasons for desire paths?
- ___ 4. Which paragraph discusses possible solutions to the problems?

10 Complete the diagram. Read the text again and make notes in the boxes.



11 Think about the information from the texts in this unit. You've read about desire paths and a plan to make London into a new type of national park. Read the sentences. Do you agree with these ideas? Check (✓) the boxes if you agree. Write a question mark (?) if you're not sure. Mark (X) if you don't agree.

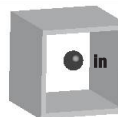
- 1. There's a lot of green space in my hometown.
- 2. We need to protect green spaces in cities.
- 3. I use desire paths.
- 4. Concrete sidewalks are important.
- 5. I feel happier when I spend time outdoors.
- 6. The walk to my nearest park is too long.
- 7. Architects should ask city residents about their ideas for green spaces.
- 8. People don't have enough information about nature in urban areas.

GRAMMAR

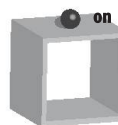
***In* and *on*: Expressing location**

People walk on the grass and make new paths.	There aren't enough trees in cities.
There's a restaurant on top of the skyscraper.	We need more green spaces in urban areas.
I walk my dog on the sidewalk.	I like to relax in the park.

We use *in* and *on* to tell where something is. Use *in* to give the idea that things are inside something or in an area; for example, in buildings, cities, and countries. *People live in skyscrapers. There are many beaches in Rio de Janeiro. Rio de Janeiro is in Brazil. Brazil is a country in South America.*



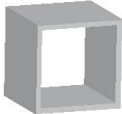
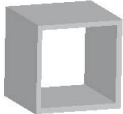
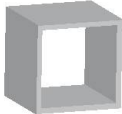
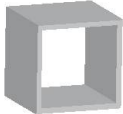
Use *on* to tell that something is on the surface or on top of something else. We also use *on* with streets and roads. *They live on an island. Their house is on Broad Street. They often walk on the beach.*







12 Circle the correct preposition.

- Cars don't go **on** / **in** sidewalks.
- There are a lot of skyscrapers **in** / **on** big cities.
- The Statue of Liberty is **on** / **in** an island.
- You can find lot of green areas **in** / **on** the countryside.
- Moscow is **in** / **on** Russia.
- The Taj Mahal is **on** / **in** India.
- The most popular Internet café is **on** / **in** Main Street.
- The architect lives **in** / **on** Los Angeles.
- Many residents of Rio de Janeiro like to relax **on** / **in** the beach.
- There's a new restaurant **on** / **in** top of the building.

13 Listen. Draw a dot *in* or *on* each box according to the sentence you hear. TR: 6

1.  2.  3.  4. 

5.  6.  7.  8. 

- 14 Write.** Marta is in her first year at college. This is an e-mail to her younger brother. Read and fill in the blanks with *in* or *on*.

Hi Seba,

How are you? I'm fine now, after two days (1) _____ my new room at college. It's really cool here. Everybody can find me easily because my name is (2) _____ the door!


I don't know the town very well yet, but my building is (3) _____ Main Street, so everything is close. I see that there's a new park near my building. Guess what? It has a skateboard track (4) _____ the middle! So bring your skateboard when you come. I think you can fit it (5) _____ your bag, can't you? Here's a photo of the park.

I'm thinking of joining a club that does something called "Parcour." Have you heard of it? They also call it "urban free running" — running (6) _____ cities. Look it up on the Internet. There are some amazing videos!

Say hi to Mom and Dad, and see if you can visit me soon.

Bye for now!

Marta



- 15 Think about the design of the neighborhood where you live.** Write at least six sentences using *in* and *on* and the words from the box. Practice talking about your neighborhood with your classmates or teacher.

bridge highway park river shopping mall sidewalk skyscraper

I live in a skyscraper in downtown Hong Kong.

WRITING

When we want to tell someone about a person, a place, or a thing, we often use descriptive words. Words such as *dirty*, *busy*, and *wet* are adjectives that go with nouns to paint a better picture in our mind. Notice how these descriptive words create different pictures in our mind.

- Alexis skates on the **dirty** sidewalk.
- Alexis skates on the **busy** sidewalk.
- Alexis skates on the **wet** sidewalk.

16 Organize

1. Your topic is a place that needs changing. Think of a place you know that has a problem. Maybe it's very small, too dry or wet, or maybe there's a lot of garbage there.

In the first column, list three things you don't like about the place. Then, in the second column, think of how you can change each thing. Use descriptive words.

A place I don't like	My changes
school playground—broken bench	new, wooden bench

Read your two lists and add more descriptive adjectives. Use a dictionary to help.

2. Plan your writing. You need an opening statement that describes the place and what the problem is. This will be your topic sentence. It helps the readers understand your idea. Write your topic sentence here:

Next, you'll need a paragraph describing what the problem is, and a paragraph about what the place looks like after the change. Remember to use descriptive words to create a picture in your readers' minds.

17 Write

1. Go to page 21 in your book. Reread the model text and the descriptive words.
2. Write your first draft. Check for organization, content, punctuation, capitalization, and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I Can . . .



talk about cities and different types of life in the city.

Write two sentences about urban life.

Write two sentences about green spaces in cities.

- Yes, I can!
- I think I can.
- I need more practice.

use the simple present to talk about general statements.

Write four sentences using the simple present form of any of the verbs from the box. Two of your sentences should be negative.

construct design explore find grow live need pay plan use walk

- Yes, I can!
- I think I can.
- I need more practice.

use *in* and *on* to express location.

Write four sentences about a place you know. Use *in* and *on*.

- Yes, I can!
- I think I can.
- I need more practice.

write a description of a place in my neighborhood.

Use four or more descriptive words to write about a real place.

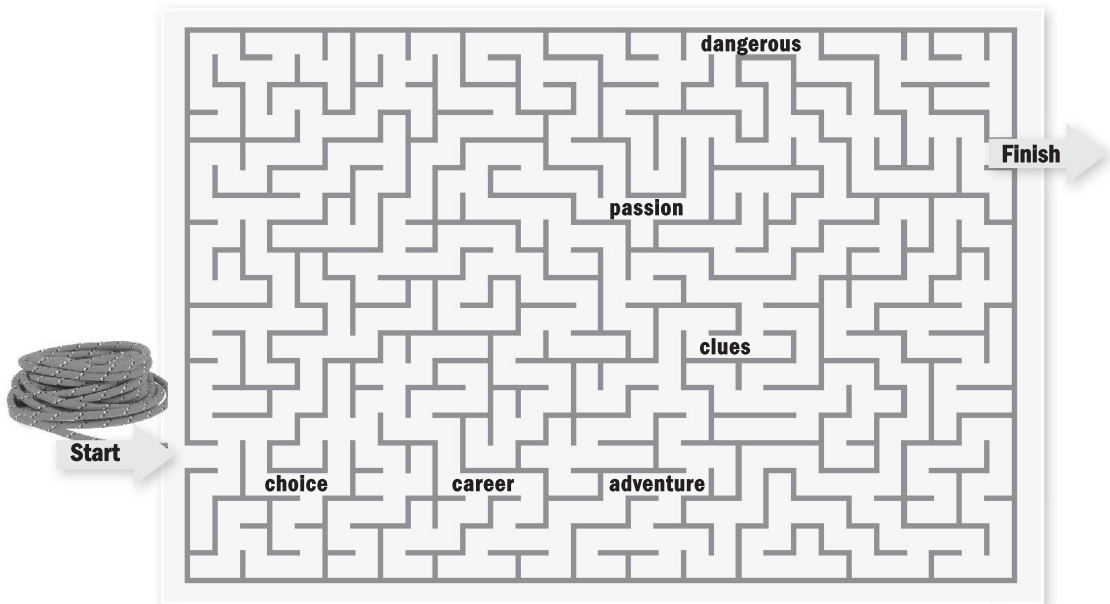
- Yes, I can!
- I think I can.
- I need more practice.

Choose an activity. Go to page 90.

Unit 2

Amazing Jobs

1 Draw. Complete the maze by connecting all the words.



2 Write. Complete the sentences with the words from Activity 1.

1. She loves to cook something new every day. She has a _____ for cooking.
2. Guillermo has been an underwater archaeologist for many years. That's his _____.
3. Would you like to work in an office or in an underwater cave? For me that's an easy _____!
4. We had an amazing _____ in India! Every day we did something different. What a great place!
5. Divers take risks in difficult places. Their job can be _____.
6. We had no _____ to help us find the ancient city ruins.



3 Write. Read each sentence and write the profession it describes.

archaeologist researcher

1. This person usually **works** in an **office**. researcher
2. This person usually doesn't **work** outdoors. _____
3. This worker **considers** what is true or false and writes a report. _____
4. This person **studies** history and sometimes finds lost objects. _____
5. This worker **trains** with a team for many weeks. _____
6. This person **works** alone at a computer most of the time. _____
7. Sometimes, this person's **profession** can be **dangerous**. _____

4 Listen. Match each speaker to a job from the box. Write the job on the line. TR: 7

archaeologist diver office worker researcher ROV operator

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

5 Write. Which profession in Activity 4 is your favorite? Least favorite? Complete the sentences with your own ideas.

1. A/an _____ is my favorite of these jobs because _____.
2. A/an _____ is my least favorite of these jobs because _____.
3. I'm not sure about the job of _____ because _____.

GRAMMAR

Simple present questions and answers: Talking about routines

Does a water slide tester travel to different countries?	Yes, he does. / No, he doesn't.
Do water slide testers get any money?	Yes, they do. / No, they don't.
Do you know when a water slide isn't good?	Yes, I do. Sometimes the water doesn't go on some parts of the slide, or the design is not perfect, so I stop in the middle.
Where do water slide testers work ?	We work in places such as hotels, theme parks, and cruise ships.

To form questions in the simple present, use **do/does** and the verb (infinitive without *to*). A short answer to these questions starts with **Yes** or **No** and we repeat **do/does** or **doesn't/don't** but not the verb. Sometimes, we give additional information. **Does an underwater explorer have a dangerous job? Yes, he does. Do you like your office? No, I don't. It's too small.**

When we look for specific information, we start the questions with questions words (*where, what, when, why, and so on*). **Where do researchers work? They work in an office.**



6 Read and match the questions with the answers.

Write the letter on the line.

- | | |
|--|---|
| ___ 1. Does this man like his job? | a. about \$30,000 a year |
| ___ 2. Do people really do this job? | b. Yes, he does! He enjoys it a lot. |
| ___ 3. How much money does he earn? | c. No, he doesn't. He just needs to be fit. |
| ___ 4. Why do designers need to test slides? | d. Yes, they do! |
| ___ 5. Does he need special physical training? | e. because water slides have to be safe and fun |

7 Listen. Then complete the short answers. TR: 8

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. Yes, <u> I do </u> . | 3. No, <u> </u> . | 5. No, <u> </u> . |
| 2. Yes, <u> </u> . | 4. Yes, <u> </u> . | 6. Yes, <u> </u> . |