

impact

WORKBOOK

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3

SERIES EDITORS

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

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 about his 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 on 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. **TR: 2**

Lucy: Sorry I couldn't go to the movies with you. I had to watch my little brother, Mike.

Sam: I watch 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.

	shy	I find it difficult to talk to people because I'm shy.
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

GRAMMAR

Tag Questions: Confirming information or seeking agreement

Cooking shows **are** competitive, **aren't they?**
They **couldn't** go on vacation, **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.

Tag questions 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 than expected. In this case, there is often some explanation.

5 Listen. Circle the correct tag. Then listen and check your answers. TR: 3

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 mom 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?**

6 Match each response with the correct question in Activity 5. Write the number of the question on the line. Then listen again and check your answers. TR: 4

- 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 to spend their time with friends.

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

competitive confident cooperative helpful open-minded outgoing

- 1. Lisa doesn't like to work 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. Kids are stubborn and don't listen to suggestions. They won't always be _____, _____?
- 4. Tim isn't friendly and is always alone. He has to be more _____, _____?
- 5. Mr. Larkins knows where to find interesting information. He could be very _____, _____?
- 6. The players weren't _____ that they would win, _____?



8 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?

- 9 Listen and read.** As you read the article, notice the descriptive words and expressions that describe an only child. **TR: 5**

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 makeup, 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-centered 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 spoiled 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.



- 10** 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

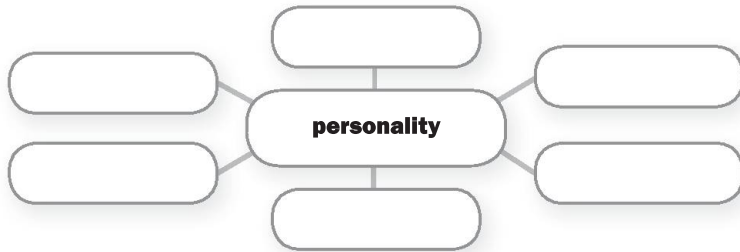
- 11** Read and answer the questions.

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?

- 12** 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.



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

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 22nd today. **It's** my birthday!

It was 5 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*.)

14 Listen. Write the number of the sentence you hear next to the correct picture. **TR: 6**

a.



b.



c.



d.



e.



f.



15 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 _____.

16 Read. Circle the uses of *it*. Then answer the questions using *it*.

It's my birthday tomorrow, and I don't know what to do!

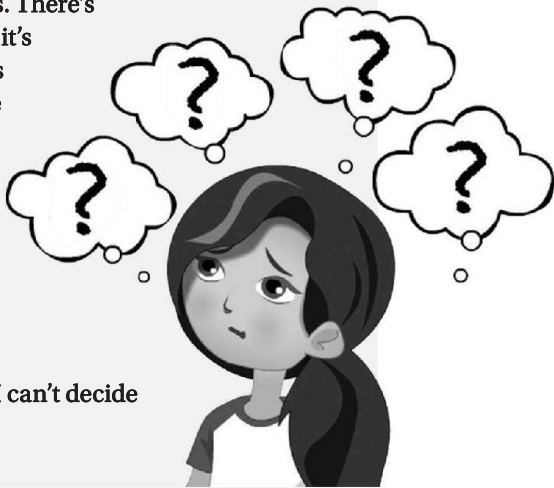
I looked at the weather forecast for tomorrow, and it will be cold and windy on the beach. I hate it when it's too cold on the beach; you can't go for a swim.

My friends and I could go to my favorite restaurant. But it would take 45 minutes to get there from downtown.

Or, we could go to the movies. There's a popular film I'd like to see. But it's Friday, and I can't buy the tickets today. Then tomorrow the movie theater will be crowded, and we won't be able to get tickets.

It's too bad that I can't have a party at home. My mom and dad hate it when there is a mess and a lot of noise.

It just drives me crazy when I can't decide what to do!



1. What day of the week is Tanya's birthday?

2. Why doesn't Tanya want to go to the beach?

3. Why doesn't she want to go to her favorite restaurant?

4. Why can't she go to the movies?

5. Why can't she have a party at home?

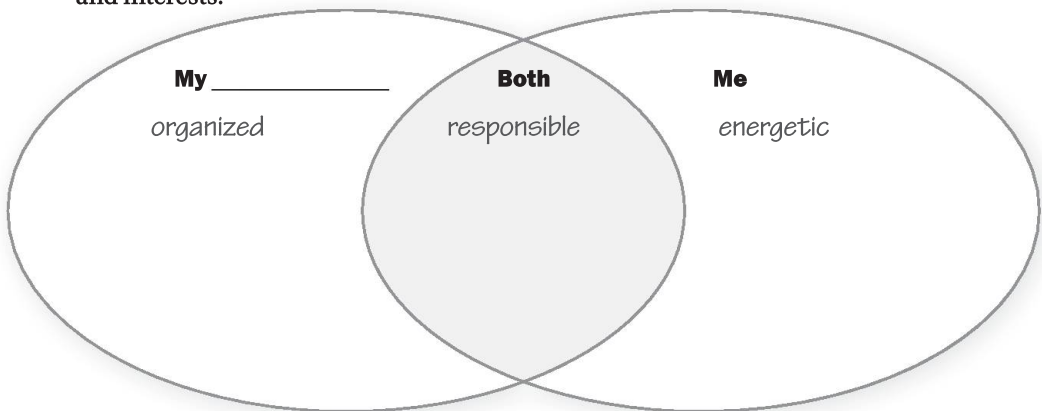
WRITING

We use certain expressions when we want to **compare** (write about similarities) or **contrast** (write about differences). We use words such as the following examples to compare or contrast two people, places, or things.

- *Compare*: alike both in the same way too
- *Contrast*: although but on the other hand unlike

17 Organize

1. Your task is to compare and contrast your personality with that of a family member or friend. Think about how you are similar to and different from the person you chose. Make notes in the Venn diagram about your personalities and also about your hobbies and interests.



2. Think about how you will introduce your family member or friend. Write a possible topic sentence here.

Next, you'll need a paragraph describing how you and your family member or friend are similar, and a paragraph about how you're different. Use the words from the Writing box.

Finally, write a concluding paragraph saying whether you and your family member or friend are more similar than different, or more different than similar.

18 Write

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

Now I Can . . .

talk about personality and character traits.

What three words describe you? I'm _____,
_____, and _____.

What makes you special? I'm _____,
_____, and _____.

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

use tag questions to confirm information or seek agreement.

Jack Andraka is an inventor, _____ ?

Brothers and sisters don't always agree, _____ ?

Only children can be more imaginative, _____ ?

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

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

Wednesday



five-thirty



raining



my birthday



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

write about similarities and differences between two people.

Choose two of your friends and describe them. How are they similar?

How are they different?

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

Choose an activity. Go to p. 90.

Unit 2

Misunderstood Animals

- 1 Play Bingo.** Use the words below to fill in the blank after each item. Cross out each word as you use it. Write a definition of the word that's left.



slimy	aggressive	crucial
ecosystem	pest	disgusting
poisonous	sting	filthy

1. Cross out the word that means very dirty. _____
2. Cross out the word that describes an animal that might attack you.

3. Cross out the word that describes a snail or a fish. _____
4. Cross out the word that means absolutely necessary. _____
5. Cross out the word that describes what a wasp will do if attacked.

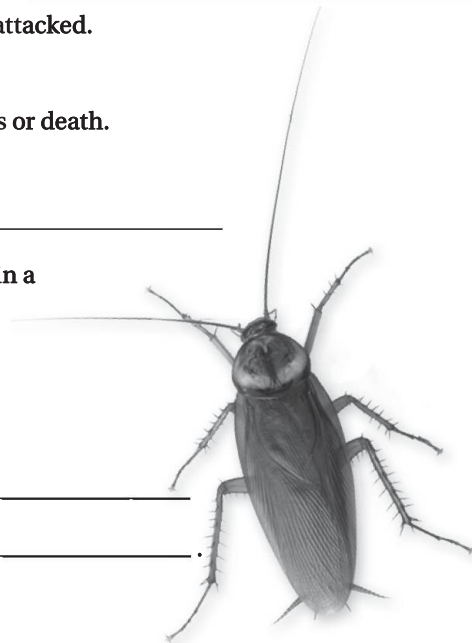
6. Cross out the word for something that can cause sickness or death.

7. Cross out the word that means very unpleasant. _____
8. Cross out the word that describes everything that exists in a particular environment. _____

The word that is left is _____.

A _____ is _____.

_____.

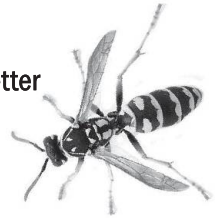


2 Read. Circle the correct word to complete each statement.

1. **Pests** / **Bees** are beneficial to humans.
2. Some snakes are **filthy** / **poisonous**.
3. We **conserve** / **destroy** the environment when we cut down trees.
4. The garbage smells terrible. It's **crucial** / **disgusting**.
5. Crocodiles can be **aggressive** / **crucial** if their babies are in danger.
6. Cities try to **control** / **decay** the number of pigeons in their centers.
7. **Stings** / **Germs** are all around us. We must try to be clean.
8. Cats and dogs are **popular** / **unpopular** pets in many places.



3 Listen. Then match the first part of each sentence with its ending. Write the letter on the line. **TR: 7**



- | | |
|---|--|
| _____ 1. In some parts of India, snakes are valued | a. because they help farmers protect their crops from pests. |
| _____ 2. Pigmy rattlesnake venom is used | b. to make biodegradable bottles, bandages, and bulletproof jackets. |
| _____ 3. Experts want to use spider silk | c. to create a new heart medicine. |
| _____ 4. Experts have copied sharkskin | d. but birds and other animals like to eat them. |
| _____ 5. Wasps play a crucial part in the ecosystem | e. because they control the rat population. |
| _____ 6. Slimy snails are garden pests | f. and created a plastic that stops germs spreading in hospitals. |



4 Choose a misunderstood animal. Write two interesting facts about it. Use words from the box.

aggressive beneficial crucial ecosystem germs pest poisonous sting

GRAMMAR

Modals: Speculating about the past

Lorrie is afraid of the water. (fact)

She **could have fallen** into a swimming pool when she was a kid. (not sure)

She **might have seen** a shark. (not sure)

She **may have been stung** by a jellyfish. (pretty sure)

She **must have had** a bad experience involving the water. (very sure)

We use **could have, might have, may have, must have** + participle to show how sure or certain we are about past situations.

5 Read and match. There are two responses for each statement. Write the letters.

Statements

- _____ 1. Eric came back from the jungle covered in red spots.
- _____ 2. They decided never to go on a safari again.
- _____ 3. Maya changed her mind about becoming a zoologist.
- _____ 4. The crowd looked scared.
- _____ 5. Julio and Ana don't want to go into the water.
- _____ 6. Jenny couldn't sleep last night.

Responses

- a. They may have seen jellyfish.
- b. She must have realized she'd have to experiment with animals.
- c. They might have seen some vampire bats.
- d. She might have heard wolves howling outside her window.
- e. She may have seen a cockroach on her bedroom wall.
- f. A tropical insect must have stung him.
- g. They must have heard strange noises.
- h. They must have encountered a dangerous animal.
- i. They must have heard about the shark attack last week.
- j. Mosquitoes may have bitten him.
- k. She may have decided she'll make more money as a vet.
- l. They may have seen lions killing another animal.

