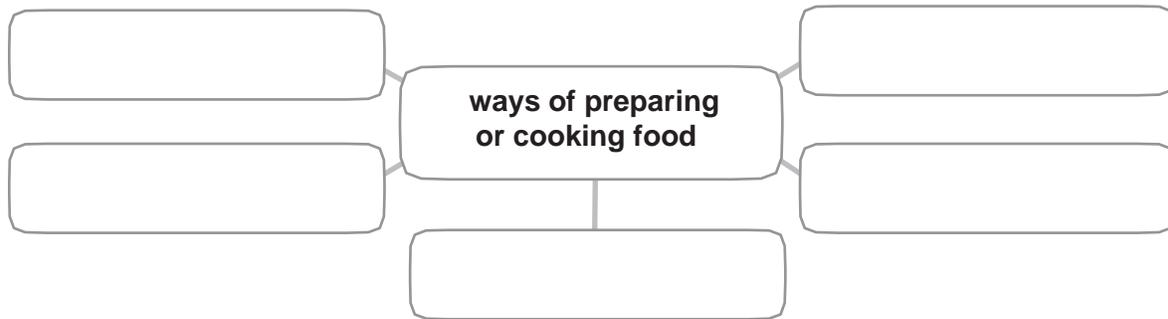


## Unit 6

### Vocabulary and Grammar **Extend** Worksheet 2.6.B

1. **Unscramble the words in the box that relate to ways of preparing or cooking food.**  
Then complete the web.

baek	iblo	poch	rfy	asmh
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2. **Match the sentences halves.**

- |  |   |
|--|---|
| ___ 1. We shouldn't reject food just         | a. vegetables in their fields.              |
| ___ 2. Tristram Stuart started a campaign to | b. choosing the new school menu.            |
| ___ 3. These bananas are a little brown,     | c. but they're still edible.                |
| ___ 4. Farmers grow many types of            | d. even though it may look ugly.            |
| ___ 5. We want to involve the students in    | e. because it looks strange.                |
| ___ 6. You need to increase the amount of    | f. food to landfills.                       |
| ___ 7. We should stop sending unwanted       | g. reduce food waste.                       |
| ___ 8. A lot of food is still nutritious     | h. fresh fruit and vegetables in your diet. |

3. **Read the paragraph about a bean farm in Kenya.** Complete the sentences with a word from Unit 6. Use the first two letters to help you. Then listen to check.

#### **Student's Book, page 96, Track 068**

When Tristram visited farmers in Kenya in 2013, he was (1) sh\_\_\_\_\_ by the amount of food (2) wa\_\_\_\_\_. He met farmers who cut all their (3) fr\_\_\_\_\_ green beans so that they were exactly nine centimetres long. Why did they do this? Because all the beans have to be exactly the same size to go into the bags that are (4) s\_\_\_\_\_ in the supermarkets.

The farmers (5) th\_\_\_\_\_ aw\_\_\_\_\_ 40 per cent of their (6) p\_\_\_\_\_ every week – not because it's (7) ro\_\_\_\_\_, but because many supermarkets (8) re\_\_\_\_\_ beans that aren't the right size. In a country where ten million people don't have enough to eat, it's crazy that these cut bean pieces are simply thrown away.

**4. Read and circle the correct phrase.**

1. Tomorrow night my friends and I **are going** / **will go** to the cinema. We already have tickets.
2. I can't come. **I will fly** / **I'm flying** to London on Saturday.
3. 'Hey, I don't have any money for the bus.' '**I'll give you some.**' / '**I'm going to give you some.**'
4. I don't know what **I'm doing** / **I do** at the weekend. I have no plans yet.
5. Come to the café, I promise **you'll really like** / **you're liking** the muffins!
6. I can't remember ... **are you coming** / **will you come** with us on Friday?

**5. Read and complete the sentences using a conditional phrase.**

1. If I see someone wasting food, I get really angry.
2. If I go to the restaurant on Saturday with my parents, I \_\_\_\_\_
3. If you go to the supermarket just before it closes, you can normally \_\_\_\_\_
4. If there's no pizza left when I get home tonight, \_\_\_\_\_
5. I've usually got enough money to buy snacks after school, \_\_\_\_\_
6. If you pass me that fruit, \_\_\_\_\_

**6a. Read.** Put the words in the correct order to make sentence starters. Then answer the questions. Use the word in **bold** and the sentence starter.

1. What **standards** do you have for the food you eat?

a / When / I / lot / eat / of \_\_\_\_\_

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2. How can you let people know about the problem of **food waste**?

you / if / problem, / about / people / will / talk / this \_\_\_\_\_

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3. What types of food do you think will be **grown** in future?

I / we're / to / grow / going / think / more \_\_\_\_\_

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**6b. Work in pairs.** Share answers with your partner. Then ask your partner another question using a word from Activity 6a.

**7. Read and circle.**

<b>Self-assess</b>	
Have I used the words in <b>bold</b> ?	Yes / No
Have I used future forms correctly?	Yes / No
Have I used present and future conditionals correctly?	Yes / No
If you have answered 'no' in any of the questions, look at Unit 6 of your <i>Impact Student's Book</i> , <i>Workbook</i> and <i>Grammar Book</i> for review.	