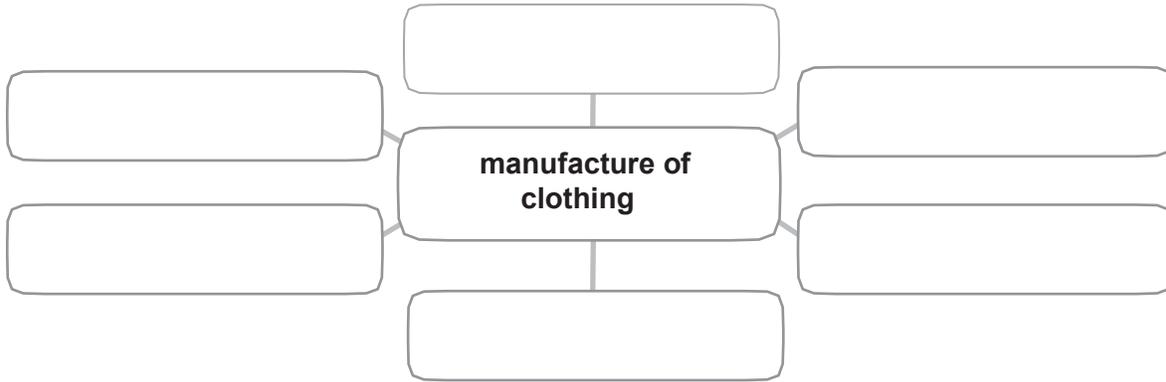


Unit 4

Vocabulary and Grammar **Extend** Worksheet 3.4.C

1a. Unscramble the words in the box. Then complete the web with the **six** words that relate to the manufacture of clothing.

| | | | | |
|------------|----------|---------------|---------|----------|
| cscsrieosa | ssabemle | tenreprennure | tfacroy | rchuaspe |
| treaielr | sphi | areowhues | | |



1b. Now write sentences using each word from the web in Activity 6a.

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

2. Complete the sentences with a word from Unit 4. Use the first letter to help you.

1. Growing c_____ such as cotton or wheat takes a lot of water.
2. Let's d_____ o_____ p_____ to reduce the number of clothes we buy.
3. To produce clothing, t_____ c_____ are sometimes released into the air and water.
4. Jeans are always a very p_____ item of clothing, but manufacturing them uses huge amounts of water and energy.
5. Natural materials are generally more e_____ -f_____ than synthetic materials.
6. Some companies donate part of their p_____ to environmental organisations.
7. It shouldn't be a surprise now that the clothing industry has a negative i_____ on the environment.
8. We should take some r_____ for the clothing choices we make.

3. Read the paragraph about choosing clothes. The words in **bold** are formed incorrectly. Write them correctly.

There are many different reasons we buy and wear the clothes we do. We (1) ^{choose} ~~choice~~ clothes for (2) **practically** reasons, such as weather and (3) **comfortable**. We also wear the clothes we do for (4) **psychology** reasons. These include wanting to feel (5) **power**, to feel (6) **attract** and to show our (7) **creative** and personality. Wearing certain (8) **stylish** affects how we feel about ourselves and how other people see us. We may care about the latest (9) **trends** fashion by popular (10) **design** or we may prefer (11) **impractical** clothes. And finally we make our clothing choices for (12) **anti-social** reasons, such as showing we want to fit in with a group, or making a statement about our beliefs.

4. Read. Circle the correct option, a, b or c.

| | a | b | c |
|---|----------------------------|------------------------|-------------------------|
| 1. Last year I said 'We _____ someone to design a new school uniform'. | should ask | must | need to |
| 2. 'Maybe some design students _____ to my school and design us new uniforms ...' | could design | could come | should have come |
| 3. 'They _____ it based on the colours of the school logo.' | could have a design | could | could design |
| 4. 'And they did! Your school _____ too. Just email the design college.' | could | ought | have to |
| 5. 'I think we _____ them to design our sports kit too! It's horrible!' | should have asked | should have | should |
| 6. 'We _____ the coolest team in the league last month, but not with that kit!' | could be | could have been | can be |

5. Put the words in the correct order to make present passive questions. Then answer the questions using your own ideas.

1. what / by / materials / bought / school / for / are / you / the / school

2. exam / score / what / minimum / is / to / pass / your / required / English

3. is / English / other / used / in / your / any / of / school / subjects

4. what / made / types / of / are / in / your / goods / country

5. your / homework / by / usually / is / checked / your / parents

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

| | | | |
|--------------------|------------------------|------------------------|-----------------------|
| is affected | is/are bought | is/are designed | is/are donated |
| is/are made | is/are required | is/are used | |

1. How many of your friends choose the clothes they wear to **fit in** with a group? Why is it important to them? Is it important to you? Why?/Why not? What are the benefits and dangers of **following fashion**?

2. How big is your fashion **footprint** right now? How can you make it smaller? What should the clothing industry (designers, manufacturers and retailers) do to reduce the **impact on** the environment?

3. What are three things in your life that you **take responsibility for**? Why is it **important** to do so? What other things should older and younger generations take responsibility for?

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 the present passive correctly? | Yes / No |
| Have I used modals verbs to give suggestions and advice correctly? | Yes / No |
| If you have answered 'no' in any of the questions, look at Unit 4 of your <i>Impact</i> Student's Book, Workbook and Grammar Book for review. | |
| Now write three things you remember from Unit 4. | |
| 1. _____ | |
| 2. _____ | |
| 3. _____ | |