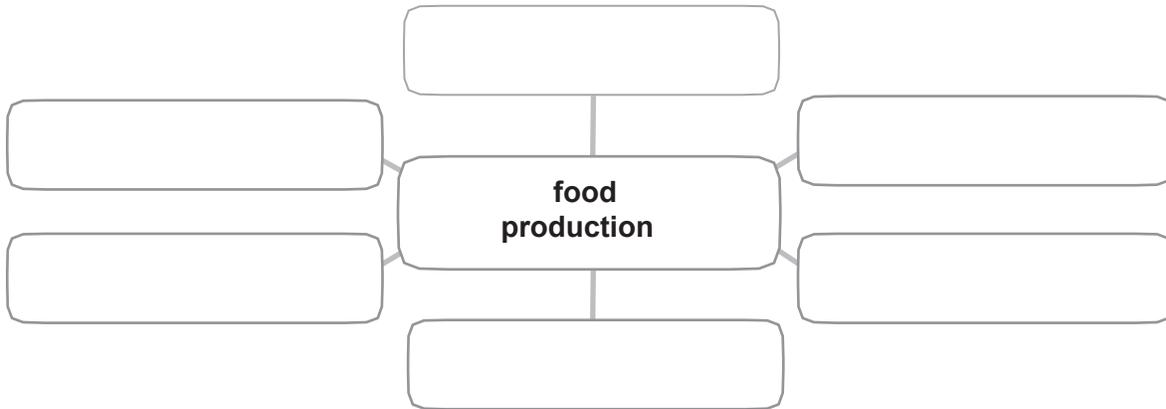


### Unit 3

#### Vocabulary and Grammar **Extend** Worksheet 4.3.B

1. **Unscramble the words in the box that relate to food production.** Then complete the web.

ocprs	mfarign	ghisifn	vharetings	kpaagincg	stnrainortpg
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2. **Match the sentence halves.**

- |   |   |
|---|---|
| ___ 1. People's attitudes to              | a. already have some commercial success.      |
| ___ 2. Snacks like chocolate-covered ants | b. food has lot of health benefits.           |
| ___ 3. It's proven that organic           | c. revolutionary products, the better.        |
| ___ 4. If we'd known about sustainable    | d. veganism are changing.                     |
| ___ 5. The more companies making          | e. fishing, we'd have better fish stocks now. |

3. **Read the interview about food choices.** Complete the interview with words from the box. Then listen and check.

convenient	diverse	globalisation	harvested	local	packaged
reflection	spices	taste	wholesome		

#### **Workbook, page 25, Track 010**

- A: Good morning. I'm writing an article about people's food choices and food-buying habits. May I ask you a few questions?
- B: Yes, of course.
- A: OK, then. What's your (1) \_\_\_\_\_ in food?

- B: Well, I generally like food that is simple and (2) \_\_\_\_\_. I don't like fast food because it's too salty.
- A: Have you ever grown and (3) \_\_\_\_\_ your own food?
- B: No, but my father grew his own tomatoes, beans and potatoes. I loved to help him collect the tomatoes and beans. Digging up the potatoes was great, too!
- A: Where do you usually buy your food?
- B: At the local supermarket. It's close to my home, so it's more (4) \_\_\_\_\_.
- A: What type of food do you buy there?
- B: I can buy a lot of different foods! My neighbourhood is a (5) \_\_\_\_\_ community. For example, people can buy (6) \_\_\_\_\_ from India and the Middle East and exotic fruits from South America.
- A: I see. But do you think that shipping these different foods from far away is a good thing?
- B: Well, on the one hand, as I've learned in school, (7) \_\_\_\_\_ is good because I can enjoy food from other cultures. For example, sometimes I buy (8) \_\_\_\_\_ lamb from New Zealand, fish from Scotland and oranges from Spain. On the other hand, transporting foods for long distances negatively impacts the environment. So it would be better to support (9) \_\_\_\_\_ farmers and buy more produce from them.
- A: I can see that you think about these important issues.
- B: Yes, we can't ignore them. We need to reflect and make food choices that will have a positive effect on our environment.
- A: That's right! (10) \_\_\_\_\_ is important for a better environment.

**4. Read the dialogue between two students about their *Make an Impact* project (create a sustainable lunch menu). The parts in **bold** are incorrect. Rewrite them correctly.**

- Annabella: Hey Naomi, the curry is ready. Why don't you come and try it?
- Naomi: Great! (1) **I be eating** a boring sandwich if you hadn't cooked this! Mmm ... I really like it, but it isn't very spicy.
- Annabella: I thought if I put in any more chillies, you (2) **would have drink** a litre of water by now! Should I add more?
- Naomi: If I (3) were you **I will**. I think (4) **the most** chillies, the better!
- Annabella: OK, here goes! Try it now and tell me if it (5) **had tasted** any better.
- Naomi: It's delicious! Wholesome, organic, and vegan too – you're a cooking genius!
- Annabella: Well, we wouldn't be eating this today (6) **if you had taken** me to that restaurant last week – that was my inspiration!

**5. Put the words in the correct order to make sentence starters.** Then complete the sentences using your own ideas.

1. if / had / sustainably / fished / we / more / the / in / past

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2. if / sustainably, / want / you / eat / more / you / try / why / don't / to

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3. the / learn / more / farming / about / I

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4. if / written / Auguste Escoffier / hadn't / recipes / in the 19<sup>th</sup> century / down

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5. meals / my / more / the

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

<b>awareness</b>	<b>commercial</b>	<b>conservationist</b>	<b>diet</b>
<b>healthy</b>	<b>main course</b>	<b>recipe</b>	<b>sustainable</b>

1. Why is Barton Seaver working to change people's **attitude** towards food?

*He believes that food is culture, and that if globalisation hadn't happened, we wouldn't*

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2. How does overfishing **impact** the environment?

*The more local fish we eat, the better, because* \_\_\_\_\_

\_\_\_\_\_

3. Is the food you eat a **reflection** of the person you are? Explain why or why not.

*When I was younger, if I'd tried/hadn't tried* \_\_\_\_\_

\_\_\_\_\_

**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 mixed conditionals correctly?	Yes / No
Have I used double comparatives correctly?	Yes / No
If you have answered 'no' in any of the questions, look at Unit 3 of your <i>Impact Student's Book</i> , <i>Workbook</i> and <i>Grammar Book</i> for review.	