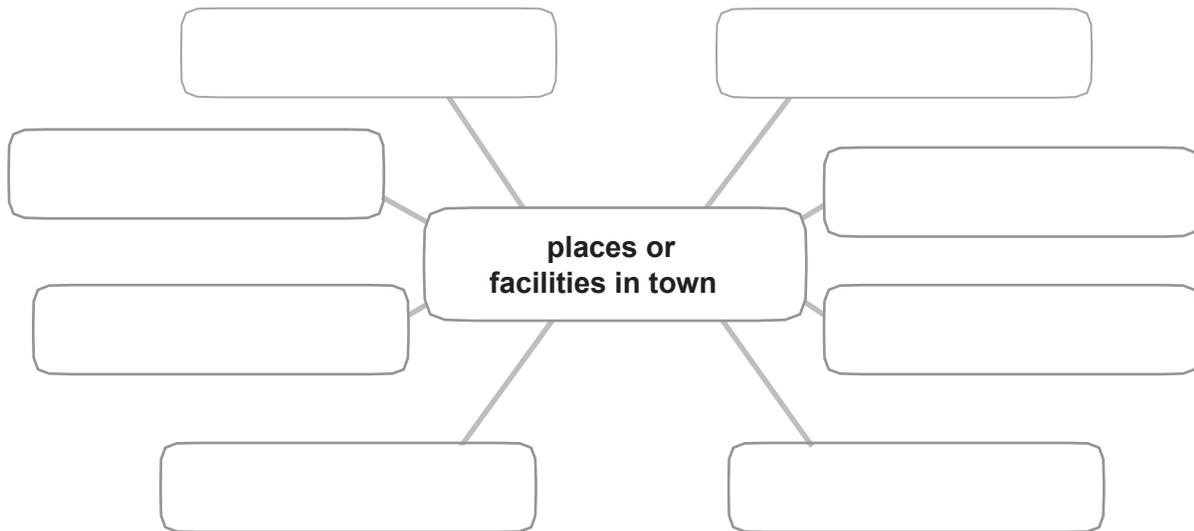


Unit 4

Vocabulary and Grammar **Extend** Worksheet 4.4.B

1. **Unscramble the words in the box that relate to places or facilities in a city.** Then complete the web.

musaeentm rpka	ccnerot evneu	lhteo	klea	smmueu
upiblc ptnsrorta	sturito catratotni	awrte arkp		



2. **Read.** The word in **bold** is in the incorrect sentence. Replace each word with the correct word from another sentence.

accessible

1. All venues should be **maintain** to wheelchair users.
2. Many famous people are champions for the green **litter**.
3. There's a **challenge** organisation in my town that helps to promote using clean energy.
4. I don't understand why people still drop **movement** – you can use a bin or just take it home.
5. It's a **non-profit** to keep up to date with environmental issues.
6. High costs mean that it's difficult to **accessible** some facilities in cities.
7. There was **developed** growth in my country last year.
8. More and more electric cars are being **economic** .

3. Complete the questions with words from the box. There are two extra words that you do not need to use. Then answer the questions using your own ideas.

compost	consume	damage	excessive
harmed	participated	proactive	taking action

1. Do you _____ food waste in your house?

2. Which places or venues use _____ energy in your town?

3. Have you ever _____ in a plastic-free week?

4. What wildlife is being _____ by our use of plastic?

5. Is your school _____ to reduce its carbon footprint?

6. Does your family _____ a lot of imported food and drinks? If so, what?

4. Read the dialogue between two students about their *Make an Impact* project (reduce the footprint of fun at your school). The parts in **bold are incorrect. Rewrite them correctly.**

Jim: I think I've got an idea. I don't think (1) **it's being do** by any other group.
Andrea: What are you (2) **thinking to doing**?
Jim: We want to (3) **avoid people to use** plastic cups at the school disco.
Andrea: Yes, any cups used (4) **should be make of** glass or be reusable. Good topic!
Jim: So, we need to make a poster. What (5) **could included** on it?
Andrea: Maybe a picture of how many cups (6) **are use** if we each drink at least two drinks.
Jim: I (7) **remember to see** something like that on a documentary and I was shocked!
Andrea: OK, and we should try to get everyone to be more pro-active (8) **in bring** their own reusable water bottle.
Jim: OK, let's start drawing then ...

5. Put the words in the correct order to make sentences. Then tick (✓) the sentences that are true for you.

1. I / when / vegetarian / choose / to / eat / meals / I / can

2. fountains / drinking / water / are / in / my / provided / school

3. carbon / to / I've / take / fewer / reduce / promised / flights / to / my / footprint

4. I / to / enjoy / pop / really / listening / music

5. my / forget / park / I / will / never / visiting / first / amusement

6. a / event / green / movement / organised / was / at / our / last / school / month

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

1. Where do you see **litter**? Do you ever help to clean it up? Why?/Why not?

in / area / I / see / my / often _____

2. Why is it important to **participate** in the green movement? How does it help you? How does it help the environment?

that / I / have / taught / been _____

3. How can industries be **proactive** in making sure they're protecting the planet?

need / to / they / to / promise _____

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.

Self-assess	
Have I used the words in bold ?	Yes / No
Have I used passives to describe actions and processes correctly?	Yes / No
Have I used gerunds and infinitives correctly?	Yes / No
If you have answered 'no' in any of the questions, look at Unit 4 of your <i>Impact Student's Book, Workbook and Grammar Book</i> for review.	