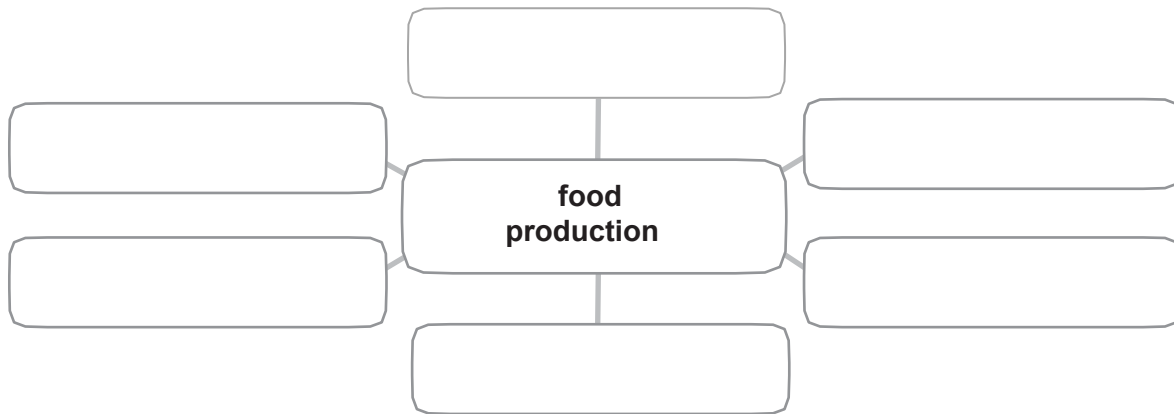


### Unit 3

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

**1a. Unscramble the words in the box.** Then complete the web with the **six** words that describe food production.

ocprs	mfarign	ghisifn	vharetings	kpaagincg	frelectoni
etalimmes	stnrainortpg				



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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**2. Read the interview about food choices.** Complete the missing words. Use the first letter to help you. Then listen and check.

**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) t\_\_\_\_\_ in food?

- B: Well, I generally like food that is simple and (2) w\_\_\_\_\_. I don't like fast food because it's too salty.
- A: Have you ever grown and (3) h\_\_\_\_\_ 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) c\_\_\_\_\_.
- A: What type of food do you buy there?
- B: I can buy a lot of different foods! My neighbourhood is a (5) d\_\_\_\_\_ community. For example, people can buy (6) s\_\_\_\_\_ 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) g\_\_\_\_\_ is good because I can enjoy food from other cultures. For example, sometimes I buy (8) p\_\_\_\_\_ 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) l\_\_\_\_\_ 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) R\_\_\_\_\_ is important for a better environment.

**3. Read.** Use the word given in **bold** to form a word to complete the sentence.

1. Donations of basic food supplies are _____ received by food banks all over the UK.	<b>GRATEFUL</b>
2. By 2050, a meat-based diet may be completely _____ for the global population.	<b>SUSTAINABLE</b>
3. Studies _____ show that eating a plant-based diet has many health benefits.	<b>CONSISTENT</b>
4. Caleb Harper has started a _____ in farming.	<b>REVOLUTIONARY</b>
5. Snacks like chocolate-covered ants are already _____ produced and sold in some supermarkets.	<b>COMMERCIAL</b>

**4. Read the dialogue between two students about their *Make an Impact* project (create a sustainable lunch menu).** Complete the dialogue with the missing words or the correct form of the verb in brackets.

Annabella: Hey Naomi, the curry is ready. Why don't you come and try it?  
Naomi: Great! I (1) \_\_\_\_\_ (eat) 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) \_\_\_\_\_ (drink) a litre of water by now! (3) \_\_\_\_\_ I add more?  
Naomi: If I were you I (4) \_\_\_\_\_. I think (5) the \_\_\_\_\_ chillies, the better!  
Annabella: OK, here goes! Try it now and tell me if it (6) \_\_\_\_\_ (taste) any better.  
Naomi: It's delicious! Wholesome, organic, and vegan too – you're a cooking genius!  
Anabella: Well, we wouldn't be having this today (7) \_\_\_\_\_ (take) me to that restaurant last week – that was my inspiration!

**5. Complete the second sentence so that it has a similar meaning to the first sentence.**

Use the word in **bold** and between one and five words.

1 In the past people didn't fish sustainably. Now we have to campaign for this to happen.

**HAD**

\_\_\_\_\_ sustainably in the past, we wouldn't have to campaign for it now.

2. I recommend trying sardines. They're delicious, nutritious and sustainable!

**THINK**

\_\_\_\_\_ trying sardines. They're delicious, nutritious and sustainable!

3. Each time I read about indoor farming, it convinces me a little more that it's the future of food.

**AM**

The more I read about indoor farming, \_\_\_\_\_ that it's the future of food.

4. It's possible that Auguste Escoffier writing down recipes in the 19<sup>th</sup> century is the reason we have cookbooks today.

**MIGHT**

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

5. I love a lot of spice in my food.

**BETTER**

In my meals, \_\_\_\_\_.

**6a. Read.** Answer the questions. Use the word in **bold** and at least one word or phrase from each 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>

<b>If we didn't, we wouldn't be/have</b>	<b>If we hadn't, we wouldn't</b>	
<b>The less ... the better</b>	<b>The less ... the less</b>	<b>The more ... the better</b>

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

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2. How does overfishing **impact** the environment? How else can food production impact the environment?

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

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**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.

<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</i> Student's Book, Workbook and Grammar Book for review.	
Now write three things you remember from Unit 3.	
1. _____	
2. _____	
3. _____	