1 Society

DISCUSSION POINT

Discuss with a partner.

1 A lot of young people in the US care about people receiving a good education. Do you think this is important?
2 What charities do people support where you live?
3 What type of charities do you think people should support?

WHAT DO YOU GIVE?

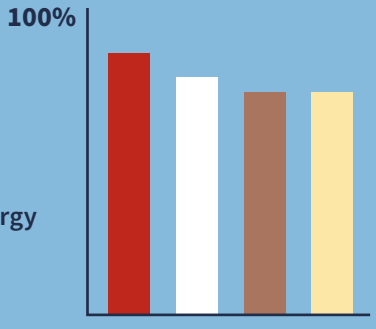
7 in 10 young adults in the USA support charitable causes

They do this by:

- Donating time
- Donating money
- Going to meetings and staying informed
- Sharing news and information online

Causes they care most about:

88% care about receiving **good education**
80% care about finding new ways to **treat illnesses**
75% care about ways to save energy to **help the environment**
75% care about universal access to **healthcare**





A FIGHTING CHANCE

BEFORE YOU WATCH

Read the statements and choose *T* (True) or *F* (False).

1 Role models have to be famous. T / F
2 Role models can share or pass on knowledge to others. T / F
3 Role models practice a sport or martial art. T / F
4 Role models only do community service for charities. T / F

FREE SAMPLE

UNIT AIMS

LISTENING 1 Listening for examples
LISTENING 2 Listening for details
ACADEMIC SKILL Presenting in a group

VOCABULARY Verb and noun collocations
GRAMMAR Discourse markers for adding reasons or details
SPEAKING Giving reasons and explanations



Volunteers painting a mural wall together

WHILE YOU WATCH

Watch the video. Answer the questions.

1 In what country did capoeira begin?
2 What does capoeira combine together with dance and acrobatics?
3 Why does Gingando pela Paz introduce capoeira to Goma?
4 What does the charity hope children gain from capoeira?

AFTER YOU WATCH

Answer the questions with a partner.

1 How many charities do you think exist in your country? Explain what some of these charities do.
2 What kind of charity would you like to support? Why?
I'd like to support ... because ...
3 Do you think supporting communities with martial arts is better than giving them money? Why / why not?

FREE SAMPLE

COMMUNITY SERVICE

A VOCABULARY PREVIEW

1 Choose the word or phrase that has a similar meaning to the words in bold.

1	**community service** (n)	**a**	job	**b**	education	**c**	volunteering
2	**concept** (n)	**a**	view	**b**	opinion	**c**	idea
3	**consider** (v)	**a**	think about	**b**	talk about	**c**	worry about
4	**donate** (v)	**a**	give	**b**	receive	**c**	change
5	**duty** (n)	**a**	choice	**b**	preference	**c**	obligation
6	**fortunate** (adj)	**a**	lucky	**b**	unlucky	**c**	unhappy
7	**institution** (n)	**a**	charity	**b**	organization	**c**	individual
8	**recommendations** (n)	**a**	tasks	**b**	suggestions	**c**	rules

2 Complete the sentences with the correct form of the words in bold from Exercise 1.

1 I am _____ enough to have my own car.
2 The university is the oldest educational _____ in this city.
3 I always _____ my old clothes to charity stores.
4 My school requires us to do _____. I visit sick people at the local hospital.
5 It's your _____ to take care of your parents when they are old.
6 My mother asked me to _____ volunteering my time to help others.
7 Can you explain the _____ of being prosocial to me?
8 I asked my college advisor for his _____ of the best medical schools.

B BEFORE YOU LISTEN

Preparing to listen

1 What do you consider to be community service? Choose from the following.

- ☐ building a house
- ☐ cleaning your room
- ☐ cooking dinner for your family
- ☐ helping your brother / sister with homework
- ☐ planting trees in the park
- ☐ reading to the blind
- ☐ teaching children
- ☐ visiting hospital patients

2 Work with a partner. Look at the list of community service projects from Exercise 1. Have you done any of these? Can you think of any other ideas?

GLOSSARY

the blind (n) people who are unable to see

FREE SAMPLE

C GLOBAL LISTENING

Listening for main ideas

1.1 Listen to *Community service* and choose the three main ideas.

- [ ] Community service includes volunteering time and service to help others.
- [ ] Volunteers usually serve people who have enough money or are in good health.
- [ ] Volunteers work in different types of public institutions.
- [ ] Doing your duty is a form of community service.
- [ ] Caring about others has nothing to do with the person helping, it's about the people receiving the help.







FREE SAMPLE

D CLOSE LISTENING

Listening for examples

Speakers often give examples to support their ideas or arguments. There are phrases you can listen for to help you recognize when to expect an example:

For example ... *... like ...* *... such as ...*

For instance ... *To illustrate, ...*

A good way to note examples is to write *e.g.*

community service *e.g., tutoring, building houses*

1 1.1 **Listen to *Community service* again. Write one or two examples of each concept.**

Community service	e.g., *volunteering*
Community institutions	e.g., _____
Work at hospitals	e.g., _____
Types of manual work	e.g., _____

2 1.2 **Listen to excerpts from *Community service*. Complete the sentences with the signal word or phrase used to give each example.**

1 _____, some volunteers tutor children who need help in their studies in summer school programs.

2 A lot of volunteers work in hospitals. _____, they donate time to visiting patients who have no relatives or help busy doctors and nurses.

3 Sometimes volunteers do manual work _____ helping build a house or planting trees in a local park.

4 It could also be something very simple, _____ giving a ride to people who can't drive.

E CRITICAL THINKING

Discuss the questions with a partner.

1 Which things in the box are benefits and which are drawbacks of doing community service?

college applications feel good learning new skills
not enough money not enough time other duties teamwork

2 How can doing community service help you achieve your future goals?

I think doing community service will help me by ...

FREE SAMPLE

ACADEMIC SKILLS

PRESENTING IN A GROUP

Delivering an effective group presentation involves knowing what each person in your group is good at and how to work collectively as a team.

Most group tasks will need different types of information and therefore different kinds of skills. Someone in your group might be a fantastic researcher. Another might be a great designer. The key is to make sure that everyone has an important part to play in developing the presentation and approximately the same amount of work.

After each person has presented, the next speaker can connect what was said to what they are going to say; this is known as transitioning. The other members of the group can support by helping with the technology, keeping an eye on the time, or thinking of responses to the questions the audience has.

1 Read these stages of preparing for a group presentation and put them in order.

____ Calculate how long each person has to present.
____ Check all the content has the same design and function.
____ Decide the aim of the presentation.
____ Decide what each person in the group will do.
____ Practice presenting as a group and make sure you all know how to interact with the content, how to transition between each presenter, and how each person can finish on time.
____ Predict some questions that the audience might ask and decide who will answer each type of question.
____ Research information and create enough content.

2 Match the tasks to the descriptions of the four members of the group.

1 Picture research
2 Presentation design
3 Statistics research
4 Technology

a Karla has a great eye for colors and knows what looks good.
b Susie is very quiet but loves to analyze and investigate.
c Jose is great at finding images and art.
d Fatma loves working with different software.

3 Categorize the comments into *T* (Transitioning), *I* (Informing), *R* (Responding).

"If you look at the number of donations, you can see ..." ____

"Javier has just explained all the possible ways to donate money. Now, I'll provide the ways those donations can help." ____

"It's true that some charities need to do more to explain how they spend their money. However, it is clear that charities ..." ____

FREE SAMPLE

DOCTORS WITHOUT BORDERS

A VOCABULARY PREVIEW

1 Complete the sentences with the correct form of one of the words below.

cause charity colleague expensive
experiment opposite original provide

I work for a [1] _____ that wants to help people around the world. Our [2] _____ plan was to help with many things, like hunger and education. We thought it would be good to do as many things as possible, but the [3] _____ is true for us. We decided it was best to work on only one [4] _____. We want to help everyone get the health care they need. My [5] _____ and I work together to conduct [6] _____ and develop medicines and vaccines that can prevent people from getting diseases. It can be [7] _____ to help as many people as we want, so we sometimes ask people to donate money. We explain that the money will be used to [8] _____ health care in countries where health care is not available.

2 Choose the correct word in each sentence.

1 The **cause** / **experiment** the psychologist conducted found that money can buy happiness.
2 Some people think it's a good idea to support a **cause** / **colleague** by donating money or time.
3 Jacques wants to buy a new car, but cars are very **original** / **expensive**. He will need to save some money.
4 My **original** / **opposite** plan was to study on Friday, but when my friends called about dinner, I changed my plan and decided to study on Saturday instead.
5 Giving money to people that need it can **provide** / **cause** food or a bed for a night.
6 I often help my **charity** / **colleague** when he has too much work to do.
7 I thought a lot of people volunteered, but actually the **original** / **opposite** is true.
8 Save the Children is a very big **charity** / **experiment**.

3 Discuss these questions with a partner.

1 Have you ever given money to a charity? Why / why not?
2 Have you ever worked with or volunteered for a charity? What did you do? Did you enjoy it? If you haven't, would you like to? Why / why not?
3 How do you determine a good charity? What factors do you consider before you donate your money or time?

FREE SAMPLE

B BEFORE YOU LISTEN

1 Discuss these questions with a partner.

1 What do you think are some of the world's largest charity organizations?
2 What do you think international charities should prioritize when going to a crisis zone?
3 Do you think you would ever like to do charity work that involves healthcare? Why / why not?

Predicting

2 You are going to hear a lecture about an organization that provides healthcare around the world. Number the ideas in the order you think you will hear them.

____ history of organization
____ name of organization
____ ways to help
____ example of what organization does

C GLOBAL LISTENING

1 1.3 Listen to *Doctors Without Borders* and complete these sentences about the main ideas.

Listening for the main ideas

1 The lecture is about an organization called _____.
2 First, the speaker spoke about the organization's main aim to help people affected by _____, _____, and _____.
3 The speaker used _____ and _____ as examples of problems the organization helps with.
4 If you don't have experience to help, you can donate _____ or _____.
5 It doesn't matter what you do, all volunteer jobs make a _____.

2 After you listen, check the prediction you made for the order of the ideas in *Doctors Without Borders*. Did you predict the right order?



FREE SAMPLE

D CLOSE LISTENING

Listening for details

Detailed information is the facts and further information a speaker provides to support their main idea, such as numbers, places, examples, or evidence. Below are some phrases often used to indicate more detail will follow:

According to Dr. Smith, ...
Specifically, ...
Furthermore, it is believed that ...

When you listen to something for the first time, it's a good idea to listen just to understand the topic and the speaker's opinion or aim. When you listen a second time, you can take notes on the detailed information you hear.

1 1.4 **Listen to the first part of *Doctors Without Borders*. Read the notes another student wrote for the first part of the lecture. The student made one mistake in every sentence. Correct the mistakes.**

1 *Doctors With Borders*
2 *National charity*
3 *Help in over 7 countries*
4 *Started in 1981*
5 *Spanish doctors and journalists wanted health care for all people*
6 *Is a government organization*
7 *Started with 30 people*
8 *Now, 60 years later, has more than 60 thousand people*
9 *Original values changed*

2 1.5 **Listen to the second part of *Doctors Without Borders*. Take notes on the key details.**

3 **Compare your notes with a partner. Did your partner write down any details that you can add to your notes? Do you need to correct anything?**

E CRITICAL THINKING

Discuss these questions in a group.

1 Do you think it is better to donate time or money? Why?
I believe it is better to donate time because ...
I think donating money is better because ...

2 What other things can you or other people donate? With your group, think about organizing a donation drive. What item(s) will you collect? Where will you donate the items? How will they help people?

FREE SAMPLE

PRONUNCIATION FOR LISTENING

Elision of vowel sounds

In words that have three or more syllables, speakers often omit, or drop, a vowel sound in order to say the word more easily and more quickly.

chocolate = choclate
camera = camra
family = famly
vegetable = vegtable
interesting = intresting
beverage = bevrage
evening = evning
history = histry

1 1.6 **Listen to the words. Identify the letters you don't hear.**

1 every
2 comparable
3 generally
4 different
5 favorite
6 reasonable
7 suppose
8 miserable

2 **Read these sentences to a partner. Practice leaving out the vowel sounds.**

1 I go to school every week.
2 The prices at the two stores are comparable.
3 My mother generally cooks a family dinner on Sunday.
4 My friends all have different majors.
5 My favorite subject is _____.
6 Be reasonable when planning time to work and study.
7 I suppose it is a good idea to do community service.
8 _____ is one thing that makes me miserable!



FREE SAMPLE

VOCABULARY DEVELOPMENT

Verb and noun collocations

Collocations are words that are often used together. Collocations can be formed from different parts of speech. The most common type of collocation is verb and noun collocations. For example:

verb	+	noun
care for	+	*others*
do	+	*community service*
donate	+	*money or clothing or time*
give	+	*time or money*
make	+	*a difference*
take	+	*a break or a call*

1 Match the verbs in the box with the correct nouns to make common collocations.

answer do give make manage order pay take

1 _____ homework
2 _____ a presentation
3 _____ the bed
4 _____ the phone
5 _____ your workload
6 _____ a drink
7 _____ a chance
8 _____ attention

2 Answer the questions with a partner.

1 When did you last take a break?
2 What is one thing you think will make a difference to someone's happiness?
3 When did you last donate time to something or someone?
4 What is one good way to care for others?
5 Do you know anyone who does community service? Who?
6 When was the last time someone gave you their time? What was it for?

FREE SAMPLE

ACADEMIC WORDS AND IDIOMS

1 Match the words in bold (1–10) with the correct definitions (a–j).

1 Being prosocial is an **abstract** idea.
2 Community service at the hospital **benefits** the patients, doctors, and volunteers.
3 Jacques is **cooperative**; he always helps new volunteers when they first start community service.
4 The company only had three employees when it started. All the ideas **fell into place** though. Now it has over ten thousand!
5 You can take an **intermediate** English test if you already know some of the language.
6 Pamela read the instructions on the **label** of her food to see how to cook it.
7 Even a small donation can have a positive **impact** on someone's life.
8 I'm happy to give you my opinion about what to study, but you have to **make up your own mind**. No one else can pick your major.
9 Lucinda didn't like anything to interrupt her **normal** work-study hours.
10 The **principal** aim of community service is to help those less fortunate.

a _____ (adj) exist as thoughts but are not physical things that you can touch
b _____ (adj) main or most important
c _____ (v) helps
d _____ (adj) willing to do what you ask
e _____ (n) piece of paper or material that gives information about something
f _____ (adj) expected; not unusual or surprising
g _____ (adj) a level between beginning and advanced
h _____ (id) began to make sense and come together
i _____ (id) decide for yourself
j _____ (n) have a strong effect or influence on someone or something

2 Work with a partner. Answer the questions and explain your answers.

1 What is one abstract idea you can think of?
2 Talk about what a normal Friday is like for you.
3 Why is it helpful to have labels on food or medicine?
4 What is something that you have to make up your own mind about?
5 Describe a situation in which all the pieces fell into place.
6 Do you think the amount of time you study makes an impact on your grades? Why / why not?

ACADEMIC IDIOMS

FALL INTO PLACE

The idiom *fall into place* is used to mean *to make sense and come together*. It sounds like it should have a more literal meaning of things falling or dropping. However, it has a more abstract meaning. Different things can fall into place, such as schedules or information.

FREE SAMPLE

SPEAKING MODEL

You will learn how to give examples, provide reasons, add information, and pronounce verbs that end in *–ed* or *–ing*. You are then going to present reasons to support a charity of your choice.

A ANALYZE

Work in a small group. Read the model and match the beginning of the statements with reasons or details.

1 It helps provide money and support

2 I think Doctors Without Borders deserves our money because

3 In addition to providing help to those affected by diseases or natural disasters,

a to enable children to do things they can't normally do.

b it also helps people in parts of the world suffering from conflict.

c it gives emergency medical help to people all over the world.

Yoohee: What kind of charity should we contribute our money to?

Carolina: There are a lot to choose from. We could choose a charity that is dedicated to health. I think that's really important. Make-A-Wish and Doctors Without Borders are big charities that do lots of good work.

Yoohee: Those sound interesting. What do they do?

Carolina: Make-A-Wish is a charity that aims to make sick children's wishes come true. It helps provide money and support to enable children to do things they can't normally do. Doctors Without Borders is a charity that helps people in countries affected by war.

Yoohee: Wow. They both sound impressive. Which would you like to donate to?

Carolina: I think Doctors Without Borders deserves our money because it gives emergency medical help to people all over the world. In addition to providing help to those affected by diseases or natural disasters, it also helps people in parts of the world suffering from conflict.

Yoohee: How does Doctors Without Borders spend its donation money?

Carolina: Well, over 88% of their donation money is spent on the people it supports. Only 1% is spent on management, resulting in most of the money going to helping people!

Yoohee: Most of the money actually goes to the people. That makes the decision easy, I think. Everyone will make up their own mind, but I agree that this is the best charity to donate to.

B DISCUSS

Discuss the questions with a partner.

1 What reason finally convinces Yoohee to agree to Carolina's choice of charity?

2 How does Carolina explain her reasons for her choice?

FREE SAMPLE

GRAMMAR

Discourse markers for adding reasons or details

Discourse markers are words or phrases that let the listener know what the speaker is trying to say. They help the speaker connect ideas to make the purpose of statements clear.

Below are some of the most common discourse markers we use for adding reasons or details:

Also, ...
In addition, / Additionally, ...
Another (reason is) ...
Plus, ...
Furthermore, ...
What's more, ...
Besides, ...

In writing, these discourse markers are often followed by a comma (,), which allows the speaker time to consider what they are going to say.

1 Connect the two sentences using a discourse marker.

1 You can volunteer at the hospital because they need people to visit patients. They need people to help the nurses.
2 Jana worked for 16 hours without a break and she needs to sleep. She doesn't want to get sick.
3 Peter might do work experience at the hospital because he wants to go to medical school. He wants to help sick people.
4 Lily should become president of the volunteer group because she volunteers the most hours. She knows a lot of charities.
5 Kenichi donated all his clothes to the less fortunate. He donated some money to the food bank in his local community.

2 Read the situations. Write a new sentence adding another reason.

1 Cassie applied for a job as a teacher because she likes working with children.
_____.
2 Eduardo wants to volunteer his time. He could read to the blind.
_____.
3 Mei-li wants to donate some money to charity. She could give some of it to charities supporting international aid.
_____.
4 Tay hopes to study in the United States next summer. He would like to use the opportunity to improve his English.
_____.

3 Compare your answers from Exercise 2 with a partner.

FREE SAMPLE FREE SAMPLE

SPEAKING SKILL

Giving reasons and explanations

There are several discourse markers we use to let listeners know we are giving a reason or explanation for something. These usually either focus on the cause or the effect of something.

Cause	Effect
... may be due to ...	*resulting in ...*
... may be because ...hence, ...	
one consequence of ...	*one effect of ... is ...*

*The reason I know a lot about this charity **may be due to** my brother working with them for a year when he finished medical school.*

*Only 1% is spent on management, **resulting in** most of the money going to helping people!*

1 Choose one of the phrases from the *Giving reasons and explanations* box to complete the sentences.

1 The charity is able to help a lot of people, which _____ many people care about helping others.

2 The charity is very successful _____ lots of people donating money on a regular basis, _____ it being able to help a lot of people.

3 _____ charity work is that more people are supported all over the world.

4 The charity's success _____ excellent teamwork.

2 Work with a partner. Explain why the following statement might or might not be true.

Small charities often give more money to the people they help than large charities.

FREE SAMPLE

PRONUNCIATION FOR SPEAKING

Weak forms

Function words, the words that don't tell us what the sentence is about, such as *and, a, can, the, on, by*, and *to*, are usually pronounced in their weak form. These words do not carry the main content, so they are not stressed. Weak forms like these usually have the schwa /ə/ sound as its vowel sound.

Content words, such as nouns, verbs, adjectives, and adverbs, carry the meaning of the sentence. They are usually pronounced in their strong form.

1 1.7 **Listen and choose the number of words in each sentence.**

1	5	6	7
2	6	7	8
3	9	10	11
4	7	8	9
5	6	7	8
6	6	7	8

2 **Identify the weak forms in these sentences.**

1. I went to the market today to buy apples.
2. Daniel wrote an essay about volunteering in his home country.
3. Julie and Nadia are in the same class.
4. My teacher said that I have to study for my test.

3 **Practice saying the sentences from Exercise 2 with a partner. Did you notice the difference between the strong and weak forms?**



FREE SAMPLE

SPEAKING TASK

Analyze and evaluate which charity to donate to.

Brainstorm

Your group will prepare a charity profile for one of two charities. Turn to page 162. Group A reads about *Helping the world to read.* Group B reads about *Rebuilding helper.*

Make a list of reasons why your charity should receive funding. You can use some of these ideas, but also try to add two more of your own.

Reasons why charities should receive funding:

- benefits people, animals, or things who need it
- improves well-being for those who donate
- makes the world a fairer place
- offers tax incentive
- makes a difference
- sets a good example
- improves the cause [education, health ...]

Plan

Rank your list of reasons. Put the reason your group feels most strongly about first.

Speak

Present the ideas on your list to one of the other groups. Remember to add reasons and explanations. At the end, ask whether they would donate to the charity you chose based on your argument.

I think we should donate here because ...

Another reason we should donate to this organization is ...

Review

With your own group, talk about your first discussion and the response you got. What could you have done to make your argument more persuasive?

Reflect

Look back at the ideas presented in the unit and answer the question, "What makes the best kind of charity?" with a partner.

FREE SAMPLE FREE SAMPLE

WORDLIST

*** very frequent ** frequent * not frequent

Vocabulary preview

cause (n) ***
charity (n) ***
colleague (n) ***
community service (n)
concept (n) ***
consider (v) ***
donate (v) *
duty (n) ***
expensive (adj) ***
experiment (n) ***
fortunate (adj) **
institution (n) ***
opposite (adj) ***
original (adj) ***
provide (v) ***
recommendation (n) **

Vocabulary development

care for others (phr)
do community service (phr)
donate money / clothing / time (phr)
give time / money (phr)
make a difference (phr)
take a break / call (phr)

Academic words and idioms

abstract (adj) **
benefit (v) ***
cooperative (adj) *
fell into place (id)
impact (n)
intermediate (adj) **
label (n) **
make up your own mind (id)
normal (adj) ***
principal (adj) ***

ACADEMIC WORDS AND IDIOMS REVIEW

Complete the sentences with the correct form of the words in the box.

benefit intermediate fell into place impact
make up your own mind normal principal

1 The _____ idea behind Tom's essay is to demonstrate that scientists can predict earthquakes.
2 I asked for a lot of advice, but I had to _____.
3 Around 30 degrees is the _____ temperature in summer.
4 You will _____ from learning and practicing good study skills.
5 Mariam speaks English well. She is an _____ student.
6 Moving to a different country had a huge _____ on my life.
7 The company headquarters were in a garage. But all the pieces started to _____. Now it is so successful it has a large building on Main Street.

UNIT REVIEW

Listening 1	☐ I can listen for examples.
Listening 2	☐ I can listen for details.
Academic skill	☐ I can present in a group.
Vocabulary	☐ I can use a range of collocations of verbs with nouns.
Grammar	☐ I can use discourse markers to add reasons or details.
Speaking	☐ I can use expressions to give reasons and explanations.

FREE SAMPLE

SCIENTIFIC AMERICAN

Honeybees

Social Distance to Prevent Disease, Too



Humans are not the only animals that practice social distancing to deal with a deadly pathogen: A new study shows honeybees change their behavior and use of space to avoid spreading Varroa destructor mites, which feed on bees' organs and can harbor nasty viruses. Researchers observed these changes in wild and caged bees infected with the mites, which are one of the biggest global threats to honeybees.

The team found that in the infected wild populations, older forager bees would perform foraging dances—which they use to show other bees where to find food—near the periphery of the hive. These actions seemed intended to avoid sickening the young nurse bees and larvae in the hive's center. The infected wild bees also groomed one another for parasites more intensely in the center of the hive, among the more valuable young bees. The findings were reported in *Science Advances*.

"We interpreted this change in the social organization as a possible strategy to limit the spread of the parasite within the hive," says lead study author Michelina Pusceddu, an agricultural scientist at the University of Sassari in Italy.

As predicted, the infected bees in cages received more grooming than uninfected bees. But contrary to expectations, the infected bees engaged in more socializing as well, such as touching antennae and sharing regurgitated food. This may reflect a trade-off between limiting disease spread and maintaining communication, the authors say. "Probably social distancing is too costly at a small scale or within the same cohort," notes senior study author Alberto Satta, also at the University of Sassari.

Black garden ants, lobsters, birds, and nonhuman primates also show social distancing behavior. But for any social animal, keeping one's distance comes with a cost.



PRESS SAMPLE LIBRARY SAMPLE

GLOSSARY

cohort (n) a group who are the same age and grow up or study at the same time and in the same place

forager (n) a person or animal that searches for food; a bee's foraging dance tells other bees where to find food

groom (v) when animals remove dirt and parasites from their bodies

infected (adj) a person or animal with a disease that can spread to another person or animal

mite (n) a tiny animal with eight legs related to spiders; many are parasites

parasite (n) a plant or animal that lives on or inside another organism and "steals" food, etc. from it



INTEGRATED SKILLS

You will read a text about honeybees and analyze a diagram. You will then hear a short audio related to the topic. There are some questions to help you with language and the main ideas. Finally, you will summarize the points in both texts.

A CLOSE READING

Read the *Scientific American* text about honeybees and look at the diagram. Choose *T* (True) or *F* (False).

1 Varroa destructor mites are extremely harmful and dangerous to honeybees. T / F

2 Young nurse bees and larvae are normally near the periphery of the hive. T / F

3 Older forager bees go to the center of the hive to show other bees where to find food. T / F

4 Infected bees socialize more than uninfected bees. T / F

5 Only honeybees and humans use social distancing. T / F

B READING ANALYSIS

Discuss the questions with a partner.

1 According to Michelina Pusceddu, how did social organization change in the different areas of the hive?

2 What did the researchers find surprising? Why was it surprising?



C CLOSE LISTENING

1 Listen to a podcast about vampire bats. In what order does the speaker discuss the following (a–e). What does he say about each topic?

a An experiment that made vampire bats feel ill (but not actually ill) ____

b Similarities between bats and humans in their social relationships ____

c Differences in grooming between unrelated bats and mothers and their offspring (children) ____

d Why people usually stay away from each other when they're sick ____

e Food-sharing between sick and healthy bats ____

D LISTENING ANALYSIS

Discuss the questions with a partner.

1 How are vampire bats similar to humans, according to this study?

2 What, according to Sebastian Stockmaier, can humans learn from vampire bats?

E INTEGRATED SPEAKING

Work with a partner. Summarize the points made in the podcast and explain similarities and differences between the ways vampire bats and bees use social distancing. Write notes to support you as you summarize the points made. Include the following topics:

- grooming
- feeding each other
- socializing and communicating

FREE SAMPLE

2 Food

DISCUSSION POINT

Discuss with a partner.

1 Which food group in the infographic do you eat the most of? Which do you eat the least of?
2 Which do you waste the most? Why?
3 Why do you think people, restaurants, and supermarkets waste food?
4 What do you think governments and individuals can do to reduce food waste?





THE FIGHT AGAINST FOOD WASTE

BEFORE YOU WATCH

1 Work with a partner and discuss the meaning of the words and phrases in bold.

1 What food do you normally see on the **shelves** of a supermarket?
2 When is that food **thrown away** by the supermarket?
3 Do you always look at the **best before date** on your food packages?
4 What kind of food goes **moldy**? What kind of food goes **stale**?
5 How do you think we could stop the problem of **food waste**?

2 Take turns asking and answering the questions with a partner.

FREE SAMPLE

UNIT AIMS

LISTENING 1 Listening for emphasis of main ideas
LISTENING 2 Predicting
ACADEMIC SKILL Concluding a discussion or presentation
VOCABULARY Phrasal verbs
GRAMMAR Relative clauses
SPEAKING Offering advice and suggestions



Watermelon waste

WHILE YOU WATCH

Read the statements. Watch the video and mark the statements *T* (True) or *F* (False).

1 More than forty million people do not have access to food in Nigeria T / F
2 About one-third of the food produced around the world is wasted. T / F
3 Oscar Ekponimo is a software engineer. T / F
4 Oscar Ekponimo's own experience inspired him to help others get food. T / F

AFTER YOU WATCH

Answer the questions with a partner.

1 Oscar Ekponimo's personal experience affected what he chose to study. What influenced you?
2 Oscar invented an app to help reduce food waste. What apps do you have? Which are your favorites?
My favorite app is ... because ...
I have an app people can use to ...
3 If you invented an app, what would it be? How would it help others?

FREE SAMPLE

WASTE NOT, WANT NOT

A VOCABULARY PREVIEW

1 Match the words in bold with the correct definitions.

1 **Agriculture** is a popular major for students from rural communities.
2 That company sold so much that it doubled its **profit** from the year before.
3 I see a lot of **waste** on plates after students finish eating lunch.
4 More than a **billion** tonnes of food is wasted every year.
5 I wish we could think of a **solution** for the global hunger problem.
6 It is a big **challenge** for charities to get enough money to help everyone.
7 My community service club collected enough food to **feed** 50 families next month.
8 If everyone donated one can of food, it could help solve the **hunger** problem.

a something that requires a lot of skill or effort to achieve
b the material left after use
c the lack of food that can cause illness or death
d the number 1,000,000,000
e to give food to someone or something
f how to solve a problem or deal with a bad situation
g the study of farming
h the money made by selling something

2 Choose the correct word to complete the sentences.

1 The United States still faces a big **challenge** / **hunger** / **waste** because many do not have enough food.
2 Some charities want to **waste** / **feed** / **hunger** the people who visit food banks.
3 His father encouraged him to study **profits** / **waste** / **agriculture** so he can manage the family's farm.
4 The professor explained that food **waste** / **agriculture** / **profit** can be used to feed animals.
5 There are a lot of charities that donate food and money to help fight **waste** / **profit** / **hunger**.

B BEFORE YOU LISTEN

Answer these questions with a partner.

1 Have you ever thrown food out? Why did you throw the food out?
2 What problems do you think wasting food can cause?
3 How could people try to solve these problems?

FREE SAMPLE

C GLOBAL LISTENING

Listening for emphasis of main ideas

It's good to be able to recognize which ideas are being emphasized when you are listening because it helps you understand and remember important information.

There are several techniques we use to introduce emphasis:

- Focus on the way a speaker highlights or signals that important information is coming next.
  We are going to discuss ... It is important to note ...
- Listen for phrases that indicate when the speaker is going to summarize a point.
  In other words, ... Basically, ...
- Listen for words or phrases that signal general information.
  In general, ... Overall, ... On the whole, ...

2.1 Listen to *Waste not, want not*. Complete the sentences with the signal the speaker uses before each main idea.

1 _____ food waste.

2 _____, they try to fight food waste ... a big challenge.

3 _____ that these food companies are not only avoiding food waste, they're also saving the Earth.

4 _____, they say they reduce food waste.



FREE SAMPLE

D CLOSE LISTENING

Listening for additional information

1 2.1 **Listen to *Waste not, want not* again. Write *D* (Daughter) or *F* (Father) next to the idea (1–8) they suggest.**

1 Topic for presentation ____
2 Products still good ____
3 Companies ____
4 Food delivery ____
5 Landfills ____
6 Statistics ____
7 Agriculture ____
8 Donation ____

2 2.1 **Listen again. Take notes and then answer these questions. Compare your answers with a partner.**

1 What did this student's brother do that inspired the idea for the project?

2 What do some people debate about?

3 How can people buy imperfect food?

4 What kind of gases do landfills cause?

5 How much food is wasted every year?

6 What is this student going to ask everyone to do?

E CRITICAL THINKING

Discuss these questions in a group.

1 What types of food do you usually throw out? Why?
I (usually) throw out ... because ...

2 Imagine you had to keep all the food you bought for a month. How could you use up all the food so that there is nothing wasted at the end of the month?
I could create ...

3 Would you buy food from a website that sells imperfect food? Why / why not?
I would buy ... because ...

FREE SAMPLE FREE SAMPLE

ACADEMIC SKILLS

CONCLUDING A DISCUSSION OR PRESENTATION

There are several ways you can end a discussion or presentation. Some people end their presentations simply by summarizing the main points. However, good speakers don't want to simply repeat what they already said.

Some common strategies for concluding a discussion or presentation include:

A Offer an expert's opinion
B Give a warning of something bad that may happen if people don't listen
C Suggest a call to action by recommending the audience do something
D Give a surprising fact or statistic
E End with a story
F Acknowledge or thank people who helped
G Show / Present a powerful picture (visually or with words)

1 With a partner, look at the ending lines from some discussions. Which concluding strategies (A–G) are the speakers using?

1 If we don't stop wasting food now, we risk even more damage to the Earth's environment. ____
2 After all, a billion tonnes of waste is a really large number. We shouldn't let it increase. ____
3 We urge you to donate one can of food to the university's food drive to help combat hunger and avoid wasting food. ____
4 You can see in this visual the damage that can happen when greenhouse gases are released into the air. ____
5 We'd like to thank the men and women working at the food bank who shared their information with us. ____
6 According to researchers at the Environmental Protection Agency, we still have time to save the environment. ____
7 Donations can help kids just like Josef and Miguel. Their father lost his job and was unable to pay for groceries for the family. They found the food bank on Main Street. It saved their lives. ____

2 Work with a partner. Discuss which might be the best way to conclude the following presentations.

1 Two people presenting a project created by a large group of people
2 A prediction of the impact of food waste on the environment
3 A presentation with a lot of information and statistics
4 A presentation on a topic that many people think they already know

FREE SAMPLE FREE SAMPLE

BRAIN FOOD

A VOCABULARY PREVIEW

1 Read the sentences and choose the best definition for the words in bold.

1 Some foods can help improve your **concentration**, which could be helpful when you listen to long lectures.
   a ability to focus your attention **b** ability to stay awake

2 One way to do better in school is to regularly eat **brain food**.
   a food that helps you think **b** food that helps you move

3 There are some foods you should **avoid** because they have few or no health benefits.
   a never use **b** use often

4 If you want to stay healthy, there are several factors to **consider** when choosing what to eat.
   a think about **b** do quickly

5 Drinking caffeine has an **impact** on how long you can stay focused.
   a benefit **b** effect

6 Eating breakfast before school is **recommended**.
   a not allowed **b** a good idea

7 The effects from caffeine are only **temporary**.
   a last for a short period of time **b** last forever

8 Eating foods cooked in a lot of oil has the **potential** to cause serious health problems.
   a danger **b** possibility

2 Work with a partner. Which of the statements from Exercise 1 do you agree with?

B BEFORE YOU LISTEN

Activating prior knowledge

Answer these questions with a partner.

1 Look at the picture on page 35. How does the brain in the image look different from a normal brain?

2 Look at the image again. What do you think the lecturer is going to talk about?

FREE SAMPLE

C GLOBAL LISTENING

Predicting

Making predictions about what you will hear will help you understand what the speaker is trying to say. Making predictions also helps you anticipate vocabulary and develop ideas about the topic. There are several strategies you can use to make predictions.

- Notice the title or key words and turn them into a question
  Title: *Brain food* Question: *What is brain food?*
- Think about the topic and ask yourself questions that you can answer about it. What do you already know about the topic? Or what do you want to know about the topic?

Try to answer the *Wh-* questions the discussion or lecture might address.

1 You are going to hear a radio interview about brain food. Work with a partner and make predictions before you listen.

1 Why do you think some foods are known as "brain food"?
2 What are some examples of brain food?
3 What are the benefits of eating brain food?

2 2.2 Listen to *Brain food* and choose which of your predictions were correct.



FREE SAMPLE

D CLOSE LISTENING

Listening for details

1 2.3 **Listen to some excerpts from *Brain food* and match the food with its benefits.**

1	chocolate	**a**	can improve learning
2	blueberries	**b**	can help the heart
3	fish	**c**	can help you focus

2 2.2 **Listen again to the whole track and choose the best answer to complete the sentences.**

1. Coffee and chocolate have **similar** / **different** benefits.
2. The **memory** / **heart** benefits when someone consumes sugar.
3. The benefits from sugar and chocolate last for a **short** / **long** time.
4. People should avoid too much **chocolate** / **fish**.
5. The doctor recommends **milk** / **dark** chocolate.
6. Memory is better after a healthy **breakfast** / **lunch**.
7. Brain foods **can** / **cannot** raise your IQ.

E CRITICAL THINKING

Discuss these questions in a group.

1. Do you eat any of the brain foods mentioned in the listening text? Which ones? Why do you eat them?

   I eat some of the brain foods mentioned in listening text. I eat ...

   I eat these foods because I think they ...

2. What differences do you see in yourself when you consume brain food versus when you don't?

   When I eat brain food, I feel more / less ...

   It doesn't affect me because ...

3. What impact do you think food has on intelligence?

   I believe food makes you ...

   I'm not sure it has much impact because ...

FREE SAMPLE

PRONUNCIATION FOR LISTENING

Stress in phrasal verbs

Phrasal verbs are very common in spoken English. These are fixed phrases formed with a verb and a preposition or adverb, which when combined has a particular meaning.

The main stress in phrasal verbs is usually found within the verb.

make *up*

*ap**prove** of*

Three-part phrasal verbs stress the main verb and first particle.

walk out on

1 2.4 **Listen to these sentences from *Food waste* and *Brain food*. Write the missing preposition or adverb on the lines.**

1. I'd like to point _____ that cereals aren't just good for your mental health.
2. I know a lot of your listeners look forward _____ snacking on chocolate candy in the afternoon.
3. Researchers have also found _____ that caffeine can help to improve your concentration.
4. Now, moving _____ from chocolate, I've always heard that fish is a brain food.
5. Caffeine can be considered a brain food because it helps you wake _____.
6. I can't believe they throw _____ fruit and vegetables that are imperfect.
7. I was thinking _____ the apples I buy every day.

2 2.5 **Identify the phrasal verbs. Choose the syllable(s) that should be stressed. Then listen and check.**

1. The instructor moved on from the small talk and focused on the lecture about wasted food.
2. The substitute is going to take over while the instructor is away at a conference on food waste.
3. Juan Pablo never runs away from a challenge and he is going to find a solution for all the food waste in the cafeteria.
4. Angelina tried to get ahead of the food waste problem by looking for a solution before the university declared it an issue.

FREE SAMPLE

VOCABULARY DEVELOPMENT

Phrasal verbs

There are hundreds of phrasal verbs used in spoken English. When the individual parts of a phrasal verb are used together, the phrase has a very individual meaning. Compare:

catch = stop and hold onto sb / sth

catch up = to talk to someone you haven't seen in a while and find out what they have been doing

Base verbs can combine with more than one particle (a preposition or an adverb). The particle changes the meaning of the phrasal verb.

talk + about = discuss *talk + into* = convince

Many phrasal verbs cannot be separated, and must always appear in a sentence as verb + particle + object.

count + on + me

You can count on me to help if you need advice.

However, there are also phrasal verbs where the object falls between the verb and particle: verb + object + particle.

let + me + down

I know my father will not let me down when I call him for advice.

1 Match the phrasal verbs in bold with the correct definitions.

1 **point out**	**a** discover
2 **give up**	**b** get rid of something
3 **turn into**	**c** rise from bed after sleeping
4 **get up**	**d** become
5 **throw out**	**e** show
6 **find out**	**f** quit

2 Complete the questions with a phrasal verb from Exercise 1.

1 Do you _____ at the same time every day?
2 What is one thing you would find difficult to _____ from your life completely?
3 If you could _____ a famous person, who would it be? Why?
4 What would you _____ to a person visiting your city for the first time?
5 What could you _____ to make your room cleaner?
6 What do you wish you could _____ from your textbooks?

3 Ask and answer the questions from Exercise 2 with a partner.

FREE SAMPLE

ACADEMIC WORDS AND IDIOMS

1 Match the words in bold with the correct definitions.

1 That name **rings a bell**, but I'm not sure I remember where I heard it before.
2 Angelica's **strategy** was to finish college and then go to graduate school in order to get a management position with a big company.
3 Some charities don't have enough **resources** to help all the people that need it.
4 There is some **evidence** that people are living longer.
5 You can't **pick and choose** which rules you want to follow. You have to follow them all.
6 The researchers presented their **statistics** in a pie chart that made it easy to understand all the information.
7 Doctors questioned his **mental** health because he was having trouble remembering things.
8 People who run marathons are usually in good **physical** shape from all of their training.
9 School advisors encourage students to **participate** in extra activities in order to improve their chances of getting into a good university.
10 I know Pietro is going to **react** with surprise when he learns she actually won the academic debate.
11 The presidential candidates had a **debate** to allow voters to hear their opinions on certain issues.

a _____ (n) group of numbers that represent facts
b _____ (v) behave in a particular way because of something that is happening
c _____ (n) discussion in which people state different opinions
d _____ (n) plan or method for achieving something
e _____ (n) facts that help to prove something
f _____ (adj) relating to the body
g _____ (v) to take part in something
h _____ (adj) existing in the mind
i _____ (id) sound familiar, revive a memory
j _____ (id) select a few from a large number of alternatives
k _____ (n) materials or money that is necessary to be effective

2 Discuss these questions with a partner.

1 Do you think it's important to have better mental health or better physical health? Why?
2 Can you give any evidence or provide any statistics to support an idea you have about dieting?
3 What benefits are there to eating healthy food?

ACADEMIC IDIOMS

RING A BELL

Some people think this idiom refers to a famous psychologist named Ivan Pavlov. He would serve food to dogs and ring a bell each time. The dogs started thinking about food when they heard the sound of the bell. They would be ready to eat when they heard the bell – even if there was no food. Something can *ring a bell* even if we can't remember exactly what it is.

FREE SAMPLE

SPEAKING MODEL

You are going to learn about defining relative clauses, giving advice and suggestions, and pronouncing consonant blends. You are then going to use this to give advice on how food waste can be reduced in your area.

A ANALYZE

Complete the talk with the phrases below.

to clean up the streets there are over 100,000 inhabitants
the things they don't want providing more waste bins

Hello, today I'm going to present my advice for the local government planning committee about how to reduce the amount of litter people leave on the streets in my town of Kimperley. Statistics show that Kimperley, where [1]_____, has a waste problem. In fact, there is evidence that it has the biggest waste problem in the state. People often leave their litter, that is, [2]_____, on the streets. Last weekend, when I was walking downtown, I saw five people throw things away on the streets. I think the committee should do more to get residents to participate in cleaning up the streets. One suggestion is that the committee sends everyone in the area information and advice in the mail, so that they can learn about the damage to the environment caused by waste. How about [3]_____ on the streets to encourage people to use them, too? Finally, I recommend the committee employs more people [4]_____ more regularly. These are my top three recommendations that you can pick and choose from. Any of them will help solve the waste problem!

B DISCUSS

1 Does your town have a litter problem like Kimperley?
2 Do you agree with the speaker's suggestions to reduce Kimperley's litter problem?
3 Can you think of any other ways the Kimperley local government planning committee could stop people from throwing litter on the streets?

FREE SAMPLE

GRAMMAR

Relative clauses

Defining relative clauses are parts of sentences that add extra, essential information about a noun. Relative pronouns are used to connect a relative clause to its noun. The most common are *who*, *when*, *which,* and *that*. However, we can also use *whose, when,* and *where.*

*There's someone in my class **whose** parents are famous.*

*Last month was **when** the latest smartphone came out.*

*The room **where** we met for the discussion was quiet.*

If the relative pronoun refers to the object of the sentence, we can remove it.

*England is the country ~~**where**~~ I'd most like to visit.*

If the relative clause is adding more information to the sentence that is not essential, we can separate the clause with commas. This is called a non-defining relative clause.

*The professor, ~~**whose** job it was to grade the tests~~, awarded most students a good grade.*

1 Find the relative clauses in the sentences.

1 The last time we saw each other was when we were in Mrs. Kingston's class.
2 The store where I usually buy my stationery is closed.
3 The man, whose job it is to fix the computers, hasn't finished.
4 The students, whose grades were very low, had to retake the test.
5 Two thousand sixteen was when I graduated school.
6 I remember the day when I got my exam grades. I was very nervous.

2 Look again at Exercise 1 and remove any of the relative pronouns if they refer to the object of the sentence.

3 Combine the sentences using a relative clause. Use commas where necessary.

1 The woman's job is to order books. She is a library assistant.

_____

2 Eduardo's exam is tomorrow. He is studying.

_____

3 Last week we did the experiment. It failed.

_____

4 Spain can get very hot in the summer. It's a popular tourist destination.

_____

FREE SAMPLE

SPEAKING SKILL

Offering advice and suggestions

You can use the following phrases to offer advice or suggestions to others.

Sometimes we use the *-ing* form of the verb:

*I suggest eat**ing** a good breakfast in the morning.*

*How about gett**ing** a pet bird to take care of?*

*I'd recommend read**ing** a good book to help you relax.*

Others are followed by the infinitive:

*One idea is **to volunteer** in your free time.*

*It might be a good idea **to eat** vegetables at every meal.*

Another common way to offer advice is using the modal verb *should*. *Should* is always followed by the base form of the verb.

*You **should** always **eat** three meals a day. Skipping meals is not good for you.*

GLOSSARY

compost (n) a mixture of decaying plants and vegetables that is added to soil to improve its quality

imperfect (adj) not perfect, with bad qualities

landfill (n) a large hole in the ground where waste from people's homes is buried

1 Correct the mistakes in these sentences.

1 One idea is to donating more food to charities.
2 I'd recommend avoid eating too much food in the evening.
3 How about to buy imperfect fruit at the market?
4 It might be a good idea save food from ending up in the landfills.
5 I suggest use leftover food for compost or to feed farm animals.
6 You should buying food from the "ugly" section of the market.

2 Complete the dialogues with advice and suggestions.

1 **A:** I really need to find a job.
B: I suggest _____.
2 **A:** I don't know what subject to major in.
B: How about _____?
3 **A:** I'm finding it difficult to sleep.
B: It might be a good idea to _____.
4 **A:** I want to improve my diet.
B: I'd recommend _____.

3 Work in a small group. Take turns asking for advice for the situations. The rest of the group should give advice.

1 You are worried about your diet.
2 You are feeling sad after taking a test.
3 Your study group needs to choose a topic for a project in health class.

4 Listen to the group and choose the best advice for each problem.

FREE SAMPLE

PRONUNCIATION FOR SPEAKING

Consonant clusters

Consonant clusters are groups of consonants in words that are pronounced very quickly together, e.g., *br* in *break*. Many of these consonant clusters fall at the beginning of a word.

Common clusters in English are *bl-*, *br-*, *cl-*, *cr-*, *fl-*, *fr-*, *gl-*, and *gr-*.

blue *brew*
clue *crew*
flee *free*
glass *grass*

1 2.6 **Listen to the following words. Choose the word you hear. Then listen again and repeat.**

1	clue	crew
2	blaze	braise
3	flame	frame
4	fly	fry
5	flee from	free from
6	green glasses	green grasses
7	clean room	green room
8	blue tea	brew tea

2 **Say the words from Exercise 1 to a partner. Can your partner identify which words you are saying?**

3 **Create two sentences using one or more of the consonant clusters below.**

bl- br- cl- cr- fl- fr- gl- gr-

*The body sometimes wants **fried** foods, but the **brain** wants healthy **fresh fruit**.*

1 _____

2 _____

4 **Answer these questions with a partner.**

1 Do you prefer French fries or fresh fruit? Why?
2 Have you ever been blamed for something you didn't do? What was it?
3 What are your favorite clothing items?
4 What does your country's flag look like?

FREE SAMPLE

SPEAKING TASK

Present advice on ways to reduce food waste in your local town.

Brainstorm

1 Look at this list of ideas. Which do you think would be easy to do in your town? Mark the ideas from 1 = very easy to 8 = very difficult.

____ buy imperfect fruit and vegetables
____ offer free food-waste seminars
____ donate leftover food to local food banks
____ offer rewards for people who don't throw away any food at local restaurants
____ provide wasted food to be used as compost
____ buy less food to reduce the amount you throw away
____ offer a training plan for residents to learn more about how to use leftover food
____ set up separate trash cans for landfill trash and composting

2 Work with a partner to add two more ideas.

1 _____
2 _____

Plan

Decide on the two best ideas from the list, plus one of your own suggestions. Write some notes giving advice to the local government planning committee based on these ideas. Support your ideas with examples.

Speak

Present your advice to a partner. Remember to use language for offering advice and suggestions and relative clauses.

Review

Work with a new partner. Talk about the presentation you listened to. Decide whether you would change anything you talked about. Say why.

Reflect

Think about your own behavior. What can you can do to reduce food waste in your town?

FREE SAMPLE FREE SAMPLE

WORDLIST

*** very frequent ** frequent * not frequent

Vocabulary preview

agriculture (n) **
avoid (v) ***
billion (n) **
brain food (phr)
challenge (n) ***
concentration (n) ***
consider (v) ***
feed (v) ***
hunger (n) *
impact (n) ***
potential (adj) ***
profit (n) ***
recommended (v) ***
solution (n) ***
temporary (adj) ***
waste (n) ***

Vocabulary development

find out (phr v)
get up (phr v)
give up (phr v)
point out (phr v)
throw out (phr v)
turn into (phr v)

Academic words and idioms

debate (n) ***
evidence (n) ***
mental (adj) ***
participate (v) **
physical (adj) ***
pick and choose (id)
react (v) **
ring a bell (id)
statistics (n)
strategy (n) ***

ACADEMIC WORDS AND IDIOMS REVIEW

Complete the sentences using the words below.

debate labels normal physical pick and choose rings a bell statistics

1 A serious discussion is often called a _____.
2 If you want to know what chemicals are in your food, read the _____ !
3 To make sure the competitors were fit enough for the race, they all had to have a _____ examination.
4 It is important to present _____ in a way that is easy for people to understand and interpret.
5 In many countries the _____ working day is from 9 a.m. to 5 p.m.
6 That story _____. I think I might have heard it before.
7 Customers can no longer _____ the things they want to buy. Now they'll have to buy one of three packages with pre-determined prices.

UNIT REVIEW

Listening 1	☐ I can listen for important information.
Listening 2	☐ I can make predictions about what I am going to hear.
Academic skill	☐ I can conclude a discussion or presentation.
Vocabulary	☐ I can use a range of phrasal verbs.
Grammar	☐ I can use relative clauses.
Speaking	☐ I can offer advice and make suggestions.

FREE SAMPLE