# 2 FOOD

| | |
|---|---|
| **LISTENING 1** | Listening for emphasis of main ideas |
| **LISTENING 2** | Predicting |
| **STUDY SKILL** | Optimal learning |
| **VOCABULARY** | Phrasal verbs |
| **GRAMMAR** | Relative clauses |
| **SPEAKING** | Offering advice and suggestions |

### Warm-up

Write *Food* in the center of the board, and then build a mind map with *Fruit and vegetables*, *Meat*, *Cereals*, *Dairy,* and *Fish* at the end of branches coming off the central word. Elicit an example of each category (**Possible answers:** *apple, chicken, bread, milk, tuna*), and then ask students to work in pairs to brainstorm more items in each category. Students come to the board to write up their words.

## Discussion point

Ask students to look at the unit opener image. Ask what global problem the image shows (**Answer:** *food waste*), and elicit how much students know about the topic. Ask if they consider food waste a problem globally, and also in their own country.

Ask students to study the infographic and discuss the questions with a partner. Ask for feedback on the reasons individuals, restaurants, and supermarkets waste food. Draw three columns on the board, one for each category, and add students' ideas to each one. Highlight any reasons which are in more than one category. Add a fourth column with the heading *Solutions,* and add the students' ideas.

## VIDEO

### Before you watch

**1** Read through the information about the video the students are going to watch. Then ask the students to discuss the bold words, checking the meaning of the words in a dictionary as necessary. Highlight that the verbs in questions 4 and 5 are phrases, and that students need to check the meaning of these carefully in the dictionary.

ANSWERS

**1** 1 Food is wasted when it is not eaten; too much food is produced; it goes off / out of date.
2 **Possible answers:** Some food which is out of date is still OK to eat, stores put a date that is "best eaten before," but doesn't mean it's bad to eat it; it might make you sick if you eat food that has gone bad / gone off.
3 Moldy: fruit, bread (if stored in plastic), cheese; Stale (if left in the open air): cookies, bread, cake
4 If it's out of date; if food is left out of a fridge / stored badly; oxygen reaches the food and makes it moldy / stale.
5 Students' own answers

**2** Put students into pairs, and ask students to take turns asking and answering the questions. Monitor the activity to help with vocabulary where necessary.

**3** Read through the list of items in *Before you watch*, Exercise 3, checking the meaning as necessary. Then give students time to discuss the items, and the possible science experiment with their partner. Remind them that the experiment is to do with keeping food fresh, and encourage the students to speculate as to what this experiment might involve.

### While you watch

Go through the answers as a class.

ANSWERS

plastic, bread, crab shells, bottles, mold

POSSIBLE ANSWER

These things are all part of an experiment in the video which researches environmentally friendly plastic.

See page 108 for the video script.

### After you watch

Put students into pairs and set a time limit for students to discuss the questions. After they have talked about each question, put pairs together to form small groups, and ask the students to explain their ideas to each other. Ask for feedback on question 3 (*Should governments spend money researching new types of food packaging?*) as a whole class, and write the *Why / why not?* (for and against) ideas on the board. Ask for an overall vote on the issue when all the ideas have been written up.

ANSWERS

1 Normal *polyethylene* plastic makes bread go moldy after a few days; an environmental impact is also plastic pollution. (According to Harvard University's Wyss Institute, humans produce 300 million tons of plastic per year … the remaining 97% is dumped in landfills and oceans, harming the food chain, and the environment.)
2 It doesn't contain bad chemicals for your body (**Alternative possible answer:** it is biodegradable, and better for the environment).

## LISTENING 1

# Food waste

## A Vocabulary preview

1 Write the bold words on the board, and ask students which ones they know. Elicit the meaning of each known word from around the class. Indicate if the meaning given by students is incorrect, but avoid clarifying the correct answers, or writing up any of the suggestions. Ask students to guess at the words they don't know. Students then open their books and match the words to the definitions. Go through the answers with the class. Check the pronunciation of each word, particularly the multi-syllable words (*solution*, *agriculture*), and the two-syllable words (*profit*, *hunger*, *billion*, *challenge*).

ANSWERS

**1** g **2** d **3** a **4** e **5** c **6** h **7** f **8** b

2 Students work alone to complete the sentences with the words in bold from Exercise 1. Ask students to check in pairs, and then check as a class.

ANSWERS

**1** challenge **2** hunger **3** feed **4** waste
**5** agriculture **6** billion **7** profit **8** solution

## B Before you listen

### Activating prior knowledge

**Exam tip**

Ask students to identify which of the questions is asking about personal experience (**Answer:** *question 1*), and which ask about more general, abstract ideas (**Answer:** *questions 2 and 3*). Highlight that in many exams, candidates are expected to be able to discuss both question types, usually starting on the personal level (e.g., IELTS Speaking Parts 1 and 2), and then moving to the more abstract (IELTS Speaking Test Part 3). Elicit the type of verb tenses likely to be found in the different types of questions (**Possible answer:** *personal—concrete tenses, e.g., simple present / past / progressive, present / past perfect; abstract—conditional, e.g.,* would, could, *etc.*).

Students work in pairs or small groups to discuss the questions. During whole-class feedback, ask students to report back only the biggest problem (question 2), and the simplest solution (question 3). Discuss any disagreements that arise.

## C Global listening

### Listening for emphasis of main ideas

Warm-up

With books closed, write the following sentence on the board: *Emphasis helps you understand and remember important information.* Underline *important* and elicit what the underlining does (**Possible answer:** *emphasizes the word*). Elicit and suggest other ways of emphasizing in writing (**Possible answers:** *use an exclamation point, write in capitals, circle words, write words in bold, use particular words and phrases*), and apply some of these to the key words in the sentence. Then elicit ways we emphasize ideas when we speak (**Possible answers:** *speaking loudly, pausing, using particular words and phrases, repetition*).

Give students time to read through the *Listening for emphasis of main ideas* box. Highlight the use of the word *signal,* and explain how listeners use signals to predict and understand the organization of the coming speech.

Students read through the four sentences to be completed before listening, and writing the missing words. Ask students to check the spelling of the phrases with the phrases in the skills box.

## AUDIO SCRIPT

**Track 2.1**

**JULIA:** Why didn't you get an apple with your lunch today, Sofia? You always get an apple.

**SOFIA:** Well, after hearing Dr. Cray's lecture today, I was thinking about the apples I buy every day. I usually eat half and then throw the rest out. Now that I know more about it, I am going to eat fewer apples.

**JULIA:** I know what you mean. I waste stuff all the time. What about you, Amira?

**AMIRA:** Me, too. I'm going to be a lot more careful when I choose things from the buffet in the future. I feel like we need to do something. But, it's not going to really solve the problem on a global scale. What do you think, Julia?

**JULIA:** I'm worried about the amount of food that some supermarkets waste. I can't believe they throw out fruit and vegetables that are imperfect … you know … that have some bad qualities. In other words, just because it looks bad, they throw it out rather than use it.

**SOFIA:** It's important to note that not all supermarkets are bad. I liked the part of the lecture when Dr. Cray talked about some supermarkets having an "ugly" food section—like where they put all the bad-looking fruit. I would buy from that section.

**AMIRA:** Well, what really annoyed me was the fact that some supermarkets focus too much on money. I understand that fresh fruit and vegetables result in 15% of their profits, but what is more important? Profit or the environment?

**JULIA:** In general, I think we need to focus on a bigger problem: the environment. Dr. Cray said that the amount of food waste from stores and consumers, the people who shop at those stores, equaled a loss of 133 billion dollars!

**SOFIA:** It just shocked me that food waste is the largest part of the trash in landfill sites—larger even than paper or other household trash. We just throw it all in an enormous hole in the ground—such a waste. And the real problem with that? The wasted food turns into methane, which is bad for the environment.

**AMIRA:** Yeah, didn't he actually say that landfills are the third largest source of methane in the United States?

**SOFIA:** Yeah, he did. But, what I didn't know was how damaging methane is. I knew it was a greenhouse gas. Overall, it stops the heat from escaping from the atmosphere and causes the greenhouse effect, which causes global warming, but I didn't know it was more damaging than carbon dioxide.

**JULIA:** I can't believe that we waste about 1.6 billion tons of food per year. That could cover the city of Madrid in Spain! Which makes me think that damaging the environment is not the only problem caused by wasted food. What about world hunger?

**AMIRA:** You're right. That's next week's lecture. It's on world hunger, so we should definitely attend it now because that's also linked to food waste and global warming.

ANSWERS

**1** In other words, **2** It's important to note that
**3** In general, **4** Overall,

## D Close listening

### Listening for additional information

**1** Give students time to read through the questions. Then play the first part of *Food waste* again, and ask students to match the names. Go through the answers with the class.

## AUDIO SCRIPT

**Track 2.2**

**JULIA:** Why didn't you get an apple with your lunch today, Sofia? You always get an apple.

**SOFIA:** Well, after hearing Dr. Cray's lecture today, I was thinking about the apples I buy every day. I usually eat half and then throw the rest out. Now that I know more about it, I am going to eat fewer apples.

**JULIA:** I know what you mean. I waste stuff all the time. What about you, Amira?

**AMIRA:** Me, too. I'm going to be a lot more careful when I choose things from the buffet in the future. I feel like we need to do something. But, it's not going to really solve the problem on a global scale. What do you think, Julia?

**JULIA:** I'm worried about the amount of food that some supermarkets waste. I can't believe they throw out fruit and vegetables that are imperfect … you know … that have some bad qualities. In other words, just because it looks bad, they throw it out rather than use it.

ANSWERS

**1** Sofia **2** Amira **3** Julia

**2** Students read through the items and options for answers before listening to the next part. Before listening, focus on the answers which are similar sounding (i.e., questions 1 and 2), and ask students to read the different options out loud to themselves, to raise awareness of what they will be listening for. After listening, give students time to check in pairs. Play the audio again if appropriate, stopping after each answer to check together as a whole class.

## AUDIO SCRIPT

**Track 2.3**

**SOFIA:** It's important to note that not all supermarkets are bad. I liked the part of the lecture when Dr. Cray talked about some supermarkets having an "ugly" food section—like where they put all the bad-looking fruit. I would buy from that section.

**AMIRA:** Well, what really annoyed me was the fact that some supermarkets focus too much on money. I understand that fresh fruit and vegetables result in 15% of their profits, but what is more important? Profit or the environment?

**JULIA:** In general, I think we need to focus on a bigger problem: the environment. Dr. Cray said that the amount of food waste from stores and consumers, the people who shop at those stores, equaled a loss of 133 billion dollars!

**SOFIA:** It just shocked me that food waste is the largest part of the trash in landfill sites—larger even than paper or other household trash. We just throw it all in an enormous hole in the ground—such a waste. And the real problem with that? The wasted food turns into methane, which is bad for the environment.

**AMIRA:** Yeah, didn't he actually say that landfills are the third largest source of methane in the United States?

**SOFIA:** Yeah, he did. But, what I didn't know was how damaging methane is. I knew it was a greenhouse gas. Overall, it stops the heat from escaping from the atmosphere and causes the greenhouse effect, which causes global warming, but I didn't know it was more damaging than carbon dioxide.

**JULIA:** I can't believe that we waste about 1.6 billion tons of food per year. That could cover the city of Madrid in Spain! Which makes me think that damaging the environment is not the only problem caused by wasted food. What about world hunger?

**AMIRA:** You're right. That's next week's lecture. It's on world hunger, so we should definitely attend it now because that's also linked to food waste and global warming.

ANSWERS

**1** B **2** C **3** B **4** A **5** A

## E Critical thinking

Ask students to read through the questions on their own and a make a note of their answers. They then work in small groups to discuss the questions. Highlight that critical thinking goes beyond identifying (e.g., *What types of food do you usually throw away?*) to focus more on analyzing (e.g., *Why?*). Encourage students to answer the question *Why?* in relation to question 2, too. Highlight that the critical thinking skill in question 3 involves finding creative solutions. Ask each group to report back on the main points of discussion.

# STUDY SKILLS

## Optimal learning to suit you

With books closed, ask students for ideas about how to do the best they can in their own particular learning context. Elicit key factors (**Possible answers:** *technology, time, course, materials, classes*). Elicit ideas on how they can use these factors to make sure they are learning in the best way they possibly can. Students then open books and read through the box. Ask them to identify words they are not sure of, and check the meaning in dictionaries if they have them (e.g., *relevant*, *combination / combine*, *pace*). Point out the *Glossary*, and check students' understanding of these words.

**1** Ask students to read through the questions alone and make a note of their answers. They then compare their answers with a partner's. Elicit feedback from student pairs, asking them to report on any major differences between the answers. Highlight that there is no right or wrong answer. The issue is one of personal preference, as long as students are confident their choices are working for them, and can find evidence for this (e.g., good results).

**2** Students complete the sentences alone, and then compare their ideas with a partner's.

## LISTENING 2

# Brain food

## A Vocabulary preview

**1** Ask students to work alone to read the sentences and choose the best definition. They then compare their answers with a partner's, and use a dictionary for a final check if necessary.

ANSWERS
**1** a **2** a **3** a **4** a **5** b **6** b **7** a **8** b

**2** Students work in pairs to discuss which statements they agree with. Encourage them to support their opinions with evidence, whether personal, or from research they have read. Ask students to share the main points of disagreement with the class. Open these points up to a whole-class discussion.

## B Before you listen

### Activating prior knowledge

#### Warm-up

Write different parts of the body on the board, e.g., *bones*, *skin*, *hair*, *blood*, *heart*, *muscles* (but not brain). Then write *milk,* and draw a line to bones. Elicit the connection (**Answer:** *Milk is good for bones because it contains calcium which makes bones stronger.*). Ask students to discuss other connections between food and the health of different parts of the body. Work as a whole class to share ideas, and build up the information on the board. (**Possible answers:** *bones—yoghurt, cheese; skin—fruit and vegetables, not sugar; hair—olive oil; blood—red meat, green vegetables; muscles—protein*).

Ask students to discuss the questions in pairs, and then check as a class. Identify any parallels between taking care of the body and the mind (e.g., *how do students rest their bodies?—by lying / sitting down, and how do they rest their minds?—by relaxing in a quiet place, sleeping, doing something they enjoy*).

## C Global listening

### Predicting

Give the students time to read through the *Predicting* box. Check the meaning of key words (e.g., *anticipate*, *develop*, *strategies*, *notice*).

#### Extension activity

Ask students to study the *Predicting* box for a minute. They then close their books, and recall the approach to take to predicting before listening. Build up the information from the box on the board. When finished, ask students to open their books and compare the information in the box with the information they recalled as a class. (This is a useful strategy for encouraging students to engage with the skills boxes, which can be used at any point during the course.)

**1** Students discuss the questions with a partner. Emphasize that at this point, there is no right or wrong answer. Students are predicting or making "an educated guess," drawing on their world knowledge, and prior knowledge of the topic.

**2** Explain to students they are going to listen to the radio interview to check which of their predictions were correct. Ask students to discuss their answers in pairs, and then check as a class.

#### AUDIO SCRIPT

**Track 2.4**

**HOST:** Good morning everyone. Today we're talking to Dr. Nathan Williams. Dr. Williams is a food expert who is going to talk about a different way to stay healthy: mentally healthy. Welcome Dr. Williams.

**DR. WILLIAMS:** Thanks for having me.

**HOST:** So, what is brain food?

**DR. WILLIAMS:** It is food that is believed to be good for the brain. I know a lot of your listeners are students who might like coffee in the morning or look forward to snacking on chocolate candy in the afternoon. Well, coffee contains caffeine, which is a substance that makes us more active. Caffeine can be considered a brain food because it helps you wake up. Researchers have also found out that caffeine can help to improve your concentration. Chocolate contains sugar and can help you to focus. Although we hear a lot about the bad effects of sugar, something sugary might improve your memory. Like all foods, however, it's temporary and the effects of caffeine and sugar decrease over time.

**HOST:** If our brains react to sugar and chocolate, and it helps us pay attention, do you suggest we all eat more?

**DR. WILLIAMS:** Well, the kind of sugar that the brain really wants isn't regular sugar. It's really the type of sugar that comes after we eat foods like bread. It's a sugar that the body makes from certain foods. A good source is fruit, and sadly not chocolate. If it were me, I'd avoid too much chocolate because the temporary good effects aren't worth the permanent bad effects on the body.

**HOST:** Well, I'm sad. I have to give up chocolate.

**DR. WILLIAMS:** Well, it's fine to eat chocolate occasionally. I would recommend dark chocolate—it's known to be healthier than milk chocolate. If I were you, I'd choose a dark chocolate with nuts, like peanuts, or almonds. Just a small amount of chocolate and nuts gives your brain food to keep it going.

**HOST:** Great. Now, moving on from chocolate, I've always heard that fish is a brain food. Is it?

**DR. WILLIAMS:** It is. And this is a food that has a more positive impact because it has effects that last longer. Fish provides protein and other good things that feed the brain. It is also good for your heart, so your body and your mind feel great.

**HOST:** That's interesting. I often eat fish for dinner. I'm wondering when is the best time to eat brain food? Is dinner a good time?

**DR. WILLIAMS:** Actually, I recommend mornings. I think the key is having a good breakfast when you wake up. It's important to eat well after a long sleep. I would suggest including cereal, milk, and fruits, which are good brain foods. You can remember more and remember it for a longer time after a healthy breakfast. A popular breakfast fruit like blueberries can improve how much you learn. And on the subject of breakfast, I'd like to point out that cereals aren't just good for your mental health. According to statistics, they're also good for your physical health.

**HOST:** The idea of brain foods is certainly becoming more popular, but Dr. Williams, is there any evidence that brain foods can make you smarter?

**DR. WILLIAMS:** There is always some debate about whether or not these foods really do make you smarter, but if you ask me, no food, or drink can really raise your IQ. Intelligence depends on many factors, and eating good food is just one way of helping your brain work to its potential. So, brain foods on their own won't make you a more intelligent person, but feeding your brain can help in other ways.

**HOST:** So what would your advice be to our listeners who want to improve their brain nourishment?

**DR. WILLIAMS:** I'd recommend eating fewer of the negative foods and adding more positive brain foods into your diet.

**HOST:** Thank you for the food for thought, Dr. Williams. You've given us a lot to think about.

ANSWERS
**1** Because they are "good" for the brain.
**2** dark chocolate, fish, coffee, cereal, milk, blueberries
**3** They can improve how much you learn, your mental health, and your physical health.

## D Close listening

### Listening for details

**1** Read through the list of food and drink with students, and check meaning and pronunciation, particularly of the word stress in *chocolate*, *strawberries,* and *vegetables*. Students read the three benefits and predict which food they pair with. They then listen to sections of the interview, and check.

AUDIO SCRIPT

**Track 2.5**

**1 DR. WILLIAMS:** Chocolate contains sugar and can help you to focus. Although we hear a lot about the bad effects of sugar, something sugary might improve your memory. Like all foods, however, it's temporary, and the effects of caffeine and sugar decrease over time.

**2 DR. WILLIAMS:** A popular breakfast fruit like blueberries can improve how much you learn. And on the subject of breakfast, I'd like to point out that cereals aren't just good for your mental health. According to statistics, they're also good for your physical health.

**3 HOST:** Great. Now, moving on from chocolate, I've always heard that fish is a brain food. Is it?

**DR. WILLIAMS:** It is. And this is a food that has a more positive impact because it has effects that last longer. Fish provides protein and other good things that feed the brain. It is also good for your heart, so your body and your mind feel great.

ANSWERS
**1** c **2** a **3** b

**2** Give students time to read through the sentences and discuss them with a partner. Again, they could predict the answers at this point, before listening to the complete interview to check. When checking answers as a whole class, elicit student views. Ask: *Which information did you know already? Which information surprises you? Which do you have personal experience with?* Encourage the students to share their views with the other students.

ANSWERS
**1** similar **2** memory **3** short **4** chocolate
**5** dark **6** breakfast **7** cannot

## E Critical thinking

Students work in small groups to discuss these questions. Ask students to report the main views that arose from question 3 to the class. Encourage them to consider both the positive and negative impact of food.

**Extension activity**

On the board write *Compare*, *Assess,* and *Identify*. Ask students to review the questions in the *Critical thinking* section, and match the words to the question functions. (**Answer:** *question 1—identify; question 2—compare; question 3—assess*). Highlight to students that, as well as practicing critical thinking skills, it is also useful to identify which actual skills are being used.

# PRONUNCIATION

## Pronunciation for listening

### Stress in phrasal verbs

#### Warm-up

With books closed, write *go bad* and *throw away* on the board. Remind students these verbs were in the video about food waste. Ask them what the verbs mean, and if they remember what the name of this type of verb is (**Answer:** *phrasal verb*). Students then open their books, and read the information in the box. Ask students to listen to you saying the three verbs from the box, and the two on the board. Say them with both correct stress and incorrect stress (i.e., stressing the verb and not the particle and vice-versa), and ask students to identify which is correct.

1 Give students time to read through the sentences. They could predict which particle is missing at this stage. Students then listen, check, and note the missing word. Students check their answers in pairs. Play the audio again as necessary.

#### AUDIO SCRIPT

**Track 2.6**

1 I'd like to point out that cereals aren't just good for your mental health.
2 I know a lot of your listeners look forward to snacking on chocolate candy in the afternoon.
3 Researchers have also found out that caffeine can help to improve your concentration.
4 Now, moving on 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 up.
6 I can't believe they throw out fruit and vegetables that are imperfect.
7 I was thinking about the apples I buy every day.

ANSWERS
**1** out **2** to **3** out **4** on **5** up **6** out **7** about

2 On the board, write *make up* and *approve of*. Elicit the difference in the form of the two main verbs, i.e., that *make* has one syllable, and *approve* has two. Ask which syllable in *approve* is stressed (**Answer:** *the second*). Students then identify the phrasal verbs in the sentences in their books. They should then identify if the main verb has one, or more than one syllable. If it has more than one, they then need to identify which one is stressed. Students then listen and check. They can compare answers in pairs, and listen again to check if necessary.

#### AUDIO SCRIPT

**Track 2.7**

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.

ANSWERS
**1** moved on from /muvd ɑn frɑm/ **2** take over /teɪk 'oʊvər/ **3** runs away from /rʌnz ə'weɪ frɑm/ **4** get ahead of /gɛt ə'hɛd əv/

# VOCABULARY

## Vocabulary development

### Phrasal verbs

#### Warm-up

Mime some actions for the students, in order to elicit some common phrasal verbs, and write these on the board. (**Possible answers:** *get up* [e.g., from sitting], *turn off / on* [the light], *look up* [a word in the dictionary]). Knowing they are already familiar with some phrasal verbs should help to build students' confidence regarding this area of language, before studying them more in depth.

1 Give students time to read through the *Phrasal verbs* box. Highlight to students that when learning phrasal verbs, it is useful to learn them as "chunks" of language, using sample sentences to see how the particular phrasal verbs function (some students can find the technical rules off-putting.) Students then work alone to match the phrasal verbs with their synonyms. Allow time for students to check their answers in pairs.

ANSWERS
**1** e **2** f **3** d **4** c **5** b **6** a

2 Students then work alone to complete the questions with a phrasal verb from Exercise 1. Check answers as a class.

ANSWERS
**1** get up **2** give up **3** turn into **4** point out
**5** throw out **6** find out

3 Students discuss the questions in pairs. Ask them to report back on the question for which their answers were most similar answer, and the question for which their answers were most different.

## VOCABULARY

### Academic words

1 Ask students to complete the exercise alone, then check in pairs, and then check as a class. Review the pronunciation of the words, particularly the word stress of the multi-syllable words (*strategy*, *evidence*, *statistics*, *physical*, *participate*).

ANSWERS
**1** d **2** c **3** e **4** a **5** h **6** f **7** g **8** b

2 Students discuss the questions in pairs. After a few minutes, put pairs together to form small groups, and encourage students to share the main points of their discussions. Elicit whole-class feedback on questions 1, 4, and 5. Collect ideas on the board, and a class vote can be conducted for each question (i.e., *mental health* vs. *physical health*; *the most important benefit*; *the best strategy*).

## SPEAKING

### Speaking model

**Extra support:** Read through the overview of the *Speaking* section with the students. Ask them to identify the speaking skill, the grammar, and the pronunciation focus (**Answers:** *giving advice, defining relative clauses, consonant clusters*). Remind the students that this information shows how everything they do in the *Speaking* section builds towards the final task.

#### A Analyze

Give students time to read and complete the speaking model. After checking the answers, ask the students what is the overall problem talked about, and where (**Answers:** *litter; Kimperley*). Ask what evidence the speaker has about this problem (**Answer:** *statistics, and personal experience*).

ANSWERS
**1** there are over 100,000 inhabitants **2** the things they don't want **3** providing more waste bins **4** to clean up the streets

#### B Discuss

Students work in pairs or small groups to discuss the questions. Monitor and encourage students to expand on their answers to each question. For question 1, they should provide evidence and examples; for question 2, students should justify their answers; and for question 3, they should think creatively to come up with more solutions. Monitor the activity and help with vocabulary where needed.

## GRAMMAR

### Relative clauses

Give students some time to read through the *Relative clauses* box. Write two sentences from the box on the board: *There's someone in my class whose parents are famous* and *England is the country where I'd most like to visit.* Then ask students to tell you what they have learned about relative clauses, using these two sentences to prompt the students. Elicit the other relative pronouns used (**Answer:** *who, which, that, when*), and what the extra information does (**Answer:** *gives more detail, and defines the noun in the main part of the sentence*). Elicit the difference between the first and second sentence (**Answer:** *whose* cannot be deleted from the sentence, but *where* can.). Explain that the reason for this is because relative pronouns that refer to the object of a sentence can be removed. (**Answer:** *It refers to the object of the sentence.*). Ask students to recall what commas around the relative clause show (**Answer:** *That the information is not essential, and can be removed.*).

1 Students work alone to underline the relative clauses. They can check their answers in pairs.

2 Students decide if the relative pronouns can be removed. Go through the answers to both questions 1 and 2 as a class.

ANSWERS

**1** and **2**

**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 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. [Relative pronoun can be removed.]

3 Students work in pairs to combine the sentences using relative clauses. Go through the answers with the class.

ANSWERS

**1** The woman, whose job it is to order books, is a library assistant.
**2** Eduardo, whose exam is tomorrow, is studying.
**3** Last week, when we did the experiment, it failed.
**4** Spain, where it can get very hot in the summer, is a popular tourist destination.

## SPEAKING

## Speaking skill

### Offering advice and suggestions

#### Warm-up

With books closed, tell students that you have a problem and need some advice. Say you are having difficulty concentrating on work today. Ask for their suggestions. Write the key words from each suggestion on the board (e.g., *eat chocolate, take a short nap*). After students read through the information in the *Offering advice and suggestions* box, ask them to reformulate the ideas into suggestions with correct grammar.

1 After reading through the skills box, students work alone to correct the mistakes. Give them time to check in pairs and then check as a class.

ANSWERS

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

2 Students work in pairs to complete the dialogues. Encourage them to focus on ideas first, and then the accuracy of the grammar when they write the sentences. Note questions 1, 2, and 4 need the *-ing* form. Monitor and check answers as the students work. Then ask them to practice the dialogues, building up to doing them from memory, rather than reading them off the page.

3 Students work in small groups and take turns asking for advice, based on the three situations given. Monitor and make a note of language used, both effective examples, and language which can be improved.

**Extension activity**

Write up examples of effective language use, and sentences to be corrected from the group discussions in Exercise 3. Work together as a whole class to identify correct examples, and to improve the incorrect examples.

4 Elicit examples of advice for each situation from the different groups, and for each one, encourage the class to evaluate how useful the advice is.

## PRONUNCIATION

## Pronunciation for speaking

### Consonant clusters

Read through the *Consonant clusters* box with the students. You could point out to students that many languages have far fewer consonant clusters than English, and this can cause problems for learners of English. A common strategy that learners (wrongly) employ is to insert vowel sounds between the consonants to break up the clusters. When modeling the words in the box for the students, use exaggerated facial movements to highlight where in the mouth each sound is made, and then gradually say the word with more speed, bringing the two sounds together; for example, *blue*: *b* (lips), *l* (tongue and top of mouth).

1 Students listen to the words, and underline those they hear. Then they listen again and repeat.

AUDIO SCRIPT

**Track 2.8**

1 clue
2 braise
3 flame
4 fly
5 free from
6 green glasses
7 clean room
8 brew tea

ANSWERS

**1** clue **2** braise **3** flame **4** fly **5** free from **6** green glasses **7** clean room **8** brew tea

2 Students work in pairs, identifying the words in Exercise 1 their partner says.

3 Read through the example sentence with students, and ask them to practice saying it. Then monitor while students write and practice their own sentences. Encourage the students to use as many consonant blends as they can. (The language should be accurate, but students don't need to worry about how sensible the sentence is.)

4 Students discuss the questions. Monitor and refocus students on the correct pronunciation of the consonant clusters as necessary.

## SPEAKING

# Speaking task

### Brainstorm and plan

Open books and read the task together. Check any vocabulary as required. Students work alone to rank the strategies for reducing wasted food. When they have completed the ranking, put students into pairs, and ask them to compare their views and explain them. Then together they should think of two more possible strategies.

Students work alone again to select three ideas in total; two from the list, and one from the ideas the pairs produced together. Students then make notes on their own advice and suggestions, based on these ideas, for the local government planning committee. Students should make a note of examples and evidence to support their advice and suggestions.

### Speak and share

Students work with a new partner to present their advice and suggestions. Monitor and take note of language use related to the unit for whole-class feedback later.

Students then change partners, and report on the advice and suggestions they just heard. Ask students to identify the best advice their partner gave, the best advice they feel they gave, and say if they would change anything the next time they talked on the same topic.

### Reflect

Students reflect on the question, and discuss how they can have an impact on food waste where they live. Encourage students to consider the individual level, e.g., *in the home*, and also on a *community level*.

**Extension activity**

Ask students to keep a journal for a week focusing on food waste they see happening. *What examples of food waste do they notice? What actions do they take to prevent it? What actions do they see other people taking?* They can report back on their observations the following week.

## REVIEW

### Wordlist

Students work in pairs or small groups to work through the *Wordlist*, checking that they all remember what each word or phrase means, how to pronounce it, and how it was used in the unit. Go through the list carefully with the class.

### Academic words review

Students work through the sentences, then check their answers in pairs, and give feedback to the class.

ANSWERS

**1** debate **2** labels **3** physical **4** statistics **5** normal

### Unit review

Students work through the list alone to decide what they can and can't do. They discuss their answers in pairs, including what they remember from the unit about each point. Finally, open up the discussion to include the whole class. Pay particular attention to any boxes that the students didn't check. Explore with them ways of overcoming any remaining problems.