

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

Warm-up

If the class is new, start the lesson with a “Getting to know you” activity. Write some facts about yourself on the board (e.g., *name, nationality, number of years as a teacher, favorite food*). Ask students to guess the questions the facts are answers to (e.g., *What’s your name? What’s your favorite food?*). Tell students to ask you their questions to check. Students then do the same, on paper, with a partner.

Once the class is warmed up, present the aims of the course (to improve listening and speaking skills in an academic context), and look through the course book contents page together, highlighting the structure of units, along with the topics the students will be studying.

DISCUSSION POINT

Ask students to look at infographic. Elicit different ways people give money to charity (**Possible answers:** *giving money on the street, regular payments from salary, through TV donations, donating clothes / food / toys*).

Ask students to study the infographic, checking vocabulary as necessary, e.g., *donating*. Then have students work with a partner to discuss the three questions. Encourage the students to ask follow-up questions (e.g., *Why do you think that? How can charities support education?*) (**Possible answers:** *individual scholarships, building schools in areas of need*). Elicit the main points of the discussion.

VIDEO

BEFORE YOU WATCH

Warm-up

Before starting this section, ask students to brainstorm things they listen to, and / or watch every day in English. On the board, make a list of the things they listen to in English. Ask students to discuss which of these they find easy, or difficult, and if they have any advice or tips on listening that they would like to share with the class.

Elicit what a role model is (*someone whose behavior is a good example for others to copy*). Say who your role model is, and ask a few of the students, *Who is your role model?* Then ask students to discuss and decide if the statements are T (True) or F (False).

ANSWERS

- 1 F 2 T 3 F (Role models can come from any area of life) 4 F (Role models can support anyone wanting to learn how to do something.)

WHILE YOU WATCH

Give students time to read through the questions, before watching the video the whole way through. You can turn on the subtitles if you think your students will benefit from them. Have students work with a partner, and then check with the class.

ANSWERS

- 1 Brazil
2 music
3 to offer a safe space for children to live, play, and talk
4 positivity, guidance, good role models

See the video script at the back of this book.

AFTER YOU WATCH

Have students work with a partner or in small groups, and ask them to discuss the questions. Before starting, highlight that the questions move from experience and knowledge (question 1), to personal opinion (questions 2 and 3). When students discuss their answers, encourage them to explain their answers, and use follow-up questions.

Exam tip

The IELTS Speaking Test includes different stages and questions to ensure candidates get the opportunity to describe personal experience, and also give opinions about more abstract topics. Students can benefit from learning to recognize which type of question they are answering, and to build confidence in answering both types.

LISTENING 1

COMMUNITY SERVICE

A VOCABULARY PREVIEW

- Students work alone to complete the sentences, using dictionaries if they have them. Have students work with a partner and report back to the class. Elicit from each pair which words they are unable to match (if any), and write these on the board. Ask for feedback from the class to check the answers for these words together, as it is likely that when working together to share whole-class knowledge, most, if not all, of the words will be successfully matched. Students can also complete the *Vocabulary preview* as homework before class.

ANSWERS

1 c 2 c 3 a 4 a 5 c 6 a 7 b 8 b

- Ask students to complete the sentences using the words from Exercise 1. They should then compare their answers with a partner, and then check as a class.

ANSWERS

1 fortunate 2 institution 3 donate 4 community service 5 duty 6 consider 7 concept 8 recommendations

B BEFORE YOU LISTEN

Preparing to listen

As this is the first listening (not including the video) of the book, it is a good idea to raise awareness of the types of texts students will listen to during the course. Elicit the types of situations / listening texts students might listen to in an academic context. (**Possible answers:** *lectures, podcasts, tutorials, conversations between students*).

- Review item 7 from Exercise 1, and item 4 from Exercise 2 in the *Vocabulary preview* section, and highlight that the *Before you listen* section focuses on *community service*. Highlight the *Glossary*, and then give students time to consider the list individually before comparing their ideas with a partner.

- If possible, ask students to work with a different partner, or to form small groups to share their experiences of community service. Elicit whole-class feedback, asking students to focus on their most valuable experiences.

C GLOBAL LISTENING

Listening for main ideas

Give students time to read through the possible main ideas, and check any vocabulary as needed. Play the audio. Ask students to compare their answers with a partner, and then check as a class.

AUDIO SCRIPT

Track 1.1

PROFESSOR: Hi, Li. What can I do for you?

LI: I need some advice. I'm taking a few classes, but only part-time. I want to use the rest of my time well. Do you have any recommendations?

PROFESSOR: That's a great idea. If it were me, I'd consider doing some community service. It looks very good on your applications for college, graduate school, or employment, so take advantage of it.

LI: What is community service exactly?

PROFESSOR: Basically, it's giving time to help other people who are less fortunate. Usually these people don't have enough money or are in poor health. Service may be for individuals or for institutions.

LI: Institutions? Such as ...?

PROFESSOR: Such as schools or hospitals. For example, some volunteers tutor children who need help in their studies in summer school programs. A lot of volunteers work in hospitals. For instance, they donate time to visiting patients who have no relatives or help busy doctors and nurses. I've heard of some volunteers reading to the blind, or working with children with disabilities. There are many other types of volunteering opportunities, too. Sometimes volunteers do manual work like helping build a house or planting trees in a local park. It could also be something very simple, such as giving a ride to people who can't drive. Everyone has a different cause, and it is a good way to make friends.

LI: Hmm, I see. That sounds interesting. Do people do community service mostly to make their applications look good?

PROFESSOR: For some, I think it may start that way. But, in the end, and this is important, overall, I think it's down to not being selfish.

LI: What do you mean?

PROFESSOR: In general, I mean that you should be concerned for others, and take action to help them. In other words, it is the opposite of thinking of yourself.

Many cultures consider caring for the welfare of others as a good characteristic. It's different from feeling that you "need" to do something. You're not simply doing something because you have to. It's not a duty.

LI: I'm not sure I know what you mean.

PROFESSOR: You can show you care about someone by helping them, maybe even someone you don't know, just because you want to. To illustrate, giving up a day to help build a house for a less fortunate family that you may never even meet. It has nothing to do with you, but rather it's all about someone else. Other than feeling good, you, the volunteer, don't benefit; only others benefit. It's been an area of interest for psychologists for many years.

LI: That's interesting. I've been thinking about studying psychology. Maybe this is something to research.

ANSWERS

- ✓ Community service includes volunteering time and service to help others.
- ✓ Volunteers work in different types of public institutions.
- ✓ Caring about others has nothing to do with the person helping, it's about the people receiving the help.

D CLOSE LISTENING

Listening for examples

Highlight that students will be learning a number of listening strategies during the course. Point out that the box contains information about a strategy which the students will then practice. Students can then review these boxes later in the course to make sure they remember, and use the strategies whenever appropriate.

- 1 Give students time to read through the information, and answer any questions they may have. They should then review the table. Have students work with a partner, recalling any examples they remember from the first listening. Then play the audio again. Students listen and add examples to the table. Go through the answers as a class.

ANSWERS

Community service—volunteering
Community institutions—schools, hospitals
Work at hospitals—visit patients, help doctors and nurses, read to the blind, work with people with disabilities
Types of manual work—planting trees, building a house

- 2 Tell students they will listen to excerpts from the discussion, and they should focus on listening for the signal words, or phrases. Go through the answers with the class.

ANSWERS

- 1 For example 2 For instance 3 like 4 such as

AUDIO SCRIPT

🔊 Track 1.2

- 1 For example, some volunteers tutor children who need help in their studies in summer school programs.
- 2 A lot of volunteers work in hospitals. For instance, they donate time to visiting patients who have no relatives, or help busy doctors and nurses.
- 3 Sometimes volunteers do manual work like helping build a house or planting trees in a local park.
- 4 It could also be something very simple, such as giving a ride to people who can't drive.

E CRITICAL THINKING

Supporting critical thinking

Critical thinking is a way of using your experience, observations, research, etc., to justify your own views. It is an essential skill in academic English. Students should not simply accept an argument at face value, but be able to evaluate it, and decide if it is valid, i.e., based on a sound premise. Impress upon students that it is acceptable to have different views, and encourage them to listen to the reasons why others might think differently.

Ask students to read the two questions and consider their answers. Point out that for the second question, students first need to identify their future goals, and then to consider how community service may help achieve them. Also, for each question, students should think of examples to support their views. Have students work with a partner or in small groups to discuss their answers. Encourage debate and exploration of ideas through the use of follow-up questions (e.g., *Why do you say that?*). Ask students to share the main points of the discussions with the whole class.

ACADEMIC SKILLS

PRESENTING IN A GROUP

Highlight to students that the *Academic Skills* section is a regular part of each unit, and will help them build their academic skills as they learn different approaches and techniques.

- 1 Ask students, with a show of hands, to indicate whether they have ever presented in a group. Then read out the second paragraph (or ask a student to) and ask students which type of person they are: a fantastic researcher, a great designer, or someone with persuasive skills. Give time for students to read through the remainder of the box, and then ask them to order the stages in Exercise 1 with a partner.

ANSWERS

3, 5, 1, 2, 6, 7, 4

- 2 Students then match the tasks to the descriptions alone, then compare answers with a partner.

ANSWERS

1 c 2 a 3 b 4 d

- 3 Finally, students categorize the comments with a partner. Ask pairs to explain how they decided which category to place each comment in.

ANSWERS

I, T, R

LISTENING 2

DOCTORS WITHOUT BORDERS

A VOCABULARY PREVIEW

- 1 Students complete the sentences using the words from the box in the correct form. Go through the answers with the class.

ANSWERS

1 charity 2 original 3 opposite 4 cause
5 colleagues 6 experiments 7 expensive 8 provide

- 2 Students work with a partner to complete the sentences, and then check answers with another pair.

ANSWERS

1 experiment 2 cause 3 expensive 4 original
5 provide 6 colleague 7 opposite 8 charity

- 3 Have students work with a partner to discuss the questions. Go through the answers with the class.

B BEFORE YOU LISTEN

Predicting

Exam tip

Highlight to students that before listening, it is helpful to consider what you already know, think, or have experienced about a topic. This will activate key ideas and language, which you may then hear in the listening.

- 1 Students discuss the questions in Exercise 1 with a partner. Elicit feedback from the pairs, and write their answers to question 1 on the board (the names of international charities). Leave these on the board for now.
- 2 Ask students, *Do any of the charities on the board provide healthcare?* Then ask them, *Do you know of any others?* Ask students to complete Exercise 2 with a partner.

ANSWERS

1 name of organization
2 history of organization
3 example of what organization does
4 ways to help

C GLOBAL LISTENING

Listening for the main ideas

- 1 Give students time to read the sentences. Then play the audio. Students compare answers after listening.
- 2 Review the predictions made in Exercise 2 to see if students predicted correctly.

AUDIO SCRIPT

Track 1.3

Hi. My name is Dr. Kavi Chatterjee. Today I am going to talk about Doctors Without Borders. I work as a doctor for the organization and am the author of a book about charity work. Doctors Without Borders is an international charity. Its principal aim is to help people who live in areas that are not as advanced as other parts of the world. Specifically, we work in areas with wars, diseases, and disasters like earthquakes and floods. Unfortunately, some of these things are just a normal part of life. The organization benefits people who might not have access to health care or medical help. Teams of doctors, nurses, and other healthcare professionals help in over 70 countries...and they make an impact for people who need it most!

The original Doctors Without Borders started in 1971. A small group of French doctors and journalists wanted to give health care to all people—no matter who they were or where they lived. Some organizations work in only one part of the world. But Doctors Without Borders does the opposite. It helps people around the world. The organization is a non-governmental organization. Let me give a definition for that term. Non-governmental means that it does not work for any government. It is independent and fair to all. I know the idea of not working for any one particular government is abstract, but it's really important. In the early days, the Doctors Without Borders organization first had three hundred people who volunteered to support their cause. In some ways, it seemed like an experiment. Things fell into place, though. Now, over fifty years later, the group has grown to more than sixty thousand team members. Even after growing that much, the original values remain the same.

Let's take epidemics and pandemics as an example. Diseases affect millions of people around the world. Doctors Without Borders may never get to take a break! Many of those diseases are treatable. But prevention and medicines can be very expensive. Some people do not have the money or access to health care and vaccinations. Doctors Without Borders teams care for others and send a team of colleagues into the areas that need help to give people the vaccinations or treatment they need. What's more, it does not matter if those people have the money to pay. Now, vaccinations are a large part of the medical care provided during their trips.

You may ask how you can help if you're not a doctor. It's true. Not everyone can help patients on a Doctors Without Borders trip. Even if you're not a doctor, you can help. We need all the help we can get to keep doing the work we are doing to aid people around the world. Donate money! Private donors account for a large part of the charity's funding. Donated money allows the doctor teams to quickly get to the parts of the world and to the people who need the most help. We couldn't do what we do without people donating. No donation is too small.

You may ask what you can do if you don't have extra money right now. There are certainly other ways you can do community service and work in healthcare. If you can't give money, you can give time. Hospitals are often happy to have cooperative volunteers. Volunteers may work in the gift shop, help with filing and mail, help clean, help doctor and nurse teams, greet visitors, or read to patients. Nothing is too advanced. Many of the jobs are beginning or intermediate-level, so anyone can do them. You have to make up your own mind about what you want to do. It doesn't matter what you choose, all volunteer jobs make a difference. I enjoyed talking with you all today. I hope you will all consider supporting Doctors Without Borders or another cause that you care about.

ANSWERS

- 1** Doctors Without Borders **2** wars, diseases, disasters [in any order] **3** epidemics, pandemics [in any order] **4** time, money [in any order] **5** difference

D CLOSE LISTENING

Listening for details

Ask students to study the *Listening for details* box.

- 1** Play Track 1.4, which is the first part of the audio. Students should read the notes another student wrote for the first part of the lecture and then correct the mistakes. Ask students to compare answers with a partner.

AUDIO SCRIPT

Track 1.4

Hi. My name is Dr. Kavi Chatterjee. Today I am going to talk about Doctors Without Borders. I work as a doctor for the organization and am the author of a book about charity work. Doctors Without Borders is an international charity. Its principal aim is to help people who live in areas that are not as advanced as other parts of the world. Specifically, we work in areas with wars, diseases, and disasters like earthquakes and floods. Unfortunately, some of these things are just a normal part of life. The organization benefits people who might not have access to health care or medical help. Teams of doctors, nurses, and other healthcare professionals help in over 70 countries...and they make an impact for people who need it most!

The original Doctors Without Borders started in 1971. A small group of French doctors and journalists wanted to give health care to all people—no matter who they were or where they lived. Some organizations work in only one part of the world. But Doctors Without Borders does the opposite. It helps people around the world. The organization is a non-governmental organization. Let me give a definition for that term. Non-governmental means

that it does not work for any government. It is independent and fair to all. I know the idea of not working for any one particular government is abstract, but it's really important. In the early days, the Doctors Without Borders organization first had three hundred people who volunteered to support their cause. In some ways, it seemed like an experiment. Things fell into place, though. Now, over fifty years later, the group has grown to more than sixty thousand team members. Even after growing that much, the original values remain the same.

ANSWERS

- 1 Doctors Without Borders
- 2 International charity
- 3 Help in over 70 countries
- 4 Started in 1971
- 5 French doctors and journalists wanted healthcare for all people
- 6 Is a non-governmental organization
- 7 Started with 300 people
- 8 Now, over 50 years later, has more than 60 thousand people
- 9 Original values not changed / remained the same

- 2 Now students listen to Track 1.5, the second part of the audio, and take notes on key details.

AUDIO SCRIPT

Track 1.5

Let's take epidemics and pandemics as an example. Diseases affect millions of people around the world. Doctors Without Borders may never get to take a break! Many of those diseases are treatable. But prevention and medicines can be very expensive. Some people do not have the money or access to health care and vaccinations. Doctors Without Borders teams care for others and send a team of colleagues into the areas that need help to give people the vaccinations or treatment they need. What's more, it does not matter if those people have the money to pay. Now, vaccinations are a large part of the medical care provided during their trips.

You may ask how you can help if you're not a doctor. It's true. Not everyone can help patients on a Doctors Without Borders trip. Even if you're not a doctor, you can help. We need all the help we can get to keep doing the work we are doing to aid people around the world. Donate money! Private donors account for a large part of the charity's funding. Donated money allows the doctor teams to quickly get to the parts of the world and to the people who need the most help. We couldn't do what we do without people donating. No donation is too small.

You may ask what you can do if you don't have extra money right now. There are certainly other ways you can do community service and work in healthcare. If you can't give money, you can give time. Hospitals are often happy to have cooperative volunteers. Volunteers may work in the gift shop, help with filing and mail, help clean, help doctor and nurse teams, greet visitors, or read to patients. Nothing is too advanced. Many of the jobs are beginning or intermediate-level, so anyone can do them. You have to make up your own mind about what you want to do. It doesn't matter what you choose, all volunteer jobs make a difference. I enjoyed talking with you all today. I hope you will all consider supporting Doctors Without Borders or another cause that you care about.

Exam skills

Highlight that students should note only the key information when making notes on details, i.e., names, numbers, places, key ideas. This will help them to be able to keep up with the listening. In many exams, the audio is only heard once, so students should try to follow the speaker and not worry if they miss a piece of information.

- 3 Have students work with a partner to compare their answers. Ask the class how they found the exercise of taking notes. Was it difficult? What could they do to improve their note-taking?

E CRITICAL THINKING

Put students into small groups and ask them to discuss the questions. Highlight the follow-up question *Why?*, and encourage students to use this whenever possible to help each other give extended, justified answers. Again, encourage students to give supporting examples and details when they answer. Elicit feedback from each group. Ask for groups to share some of their ideas from question 2.

PRONUNCIATION FOR LISTENING

ELISION OF VOWEL SOUNDS

As this is the first focus on pronunciation, it may be useful to highlight some of the main areas of pronunciation (stress, intonation, sounds) the students will study, and point out that each unit has a focus on pronunciation for listening, and pronunciation for speaking. Emphasize that the focus of pronunciation for listening is more about understanding rather than producing the target sounds.

Begin this section by clarifying word stress. With books closed, write some words from the previous *Vocabulary preview* on the board (e.g., *experiment*, *charity*, *provide*, and *cause*). Elicit the number of syllables in each (**Answers:** 4, 3, 2, 1), and ask which syllable is stressed. Ask students to open their books and read through the information in the box. Say the example words for students. It often helps to give a mispronunciation (e.g., *cho-co-late*) of the word alongside the correct pronunciation, to clarify the sound in focus.

- 1 Give students time to read the words. Depending how familiar they are with the idea of word stress, students could predict the part of the word they won't hear. Play the audio and have students identify the letters they don't hear. Allow students to compare their answers with a partner before playing the audio again.

AUDIO SCRIPT

Track 1.6

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

ANSWERS

- 1 every /'evri/
- 2 comparable /'kæmp(ə)rəb(ə)l/
- 3 generally /'dʒenrəli/
- 4 different /'dɪfrənt/
- 5 favorite /'feɪvərɪt/
- 6 reasonable /'rɪznəbl/
- 7 suppose /spəʊz/
- 8 miserable /'mɪzrəbəl/

- 2 Ask students to say the sentences to their partner, leaving out the correct letter (a vowel) in the target word. The listening partner should check that the vowel is left out, and that they understand the word.

Extension activity

Students could dictate the individual words to each other with the correct pronunciation. The listening partner should write down the word, spelling it correctly. When they are finished, give pairs a minute to go through the answers and check they agree. Elicit answers by asking individual listening partners to spell each word out in class.

VOCABULARY DEVELOPMENT

VERB AND NOUN COLLOCATIONS

With books closed, write the verbs *do*, *make*, *give*, and *take* on the board. After *do*, write *homework*. Elicit other nouns from students which go with *do* (e.g., *an exam*, *sport*). Repeat with the other verbs. Ask students to open their books, and give them a minute to read through the box.

- 1 Students complete the exercise with a partner. Go through the answers with the class.

ANSWERS

- 1 do
- 2 give
- 3 make
- 4 answer
- 5 manage
- 6 order
- 7 take
- 8 pay

- 2 Ask students to underline the verb and noun collocations in each question, and then ask and answer the questions with a partner. To finish, ask one or two students each question as a whole class.

ACADEMIC WORDS AND IDIOMS

Highlight to students that they will study words and idioms in each unit which are especially important in academic English. Mention that studies have produced lists of the most common words and idioms in academic English. The words in this section of each unit are taken from those lists.

- 1 Students read the sentences and match the words and idioms in bold with the correct definitions. Encourage students to engage with the sentences containing the words and phrases to determine the meaning from context. Tell them to look at the part of speech, and to look for clues about meaning. Have students work with a partner to check, and then check as a class.

ANSWERS

- 1 a
- 2 c
- 3 d
- 4 h
- 5 g
- 6 e
- 7 j
- 8 i
- 9 f
- 10 b

- 2 Ask students to discuss their answers with a partner. For whole-class feedback, ask them to report back the two most interesting question discussions they had.

SPEAKING MODEL

Give students a minute to read through the information at the start of this section. Highlight that learning is often more effective when we know what we are learning (i.e., *how to give examples, provide reasons, etc.*), and why (i.e., *to present reasons to support a charity of your choice*).

A ANALYZE

Warm-up

Show the homepage of the website for *Make-a-Wish*. Ask questions about the page (e.g., *What do you know about this charity? What do you think this charity does?*). Ask students to write four questions they would like answered about the charity. Students can then work in small groups, pooling their questions, and working together to research the answers on the website. Each group can then report their findings to the class.

Ask students to skim-read the *Speaking model* and say how many people are speaking, what the topic is, and whether the speakers agree, or disagree at the end. Then ask the students to read and analyze the model, matching the beginning of the statements with the reasons, or details.

ANSWERS

1 a 2 c 3 b

B DISCUSS

Have students work with a partner to discuss the two questions, referring closely to the text to find the answers. Go through the answers with the class.

ANSWERS

- 1 Most of the money actually goes to people.
- 2 I think, In addition, it also

GRAMMAR

DISCOURSE MARKERS FOR ADDING REASONS OR DETAILS

As this is the first grammar focus in the book, you could take the opportunity to elicit some of the students' strategies for learning and reviewing grammar (e.g., *using websites, keeping an error log, etc.*). Give students the opportunity to explain what they do, and how it helps.

- 1 Give students a few minutes to study the *Discourse markers for adding reasons or details* box. Then they should work alone to connect the sentences. Monitor and check punctuation. Encourage the students to say the sentences out loud to a partner, pausing appropriately at the comma.

POSSIBLE ANSWERS

- 1 You can volunteer at the hospital because they need people to visit patients. Also, they need people to help the nurses.
 - 2 Jana worked for 16 hours without a break and she needs to sleep. Plus, she doesn't want to get sick.
 - 3 Peter might do work experience at the hospital because he wants to go to medical school. Furthermore, he wants to help sick people.
 - 4 Lily should become president of the volunteer group because she volunteers the most hours. What's more, she knows a lot of charities.
 - 5 Kenichi donated all his clothes to the less fortunate. In addition, he donated some money to the food bank in his local community.
- 2 Students read the situations and add a sentence with another reason. Ask students to work with a partner and ask each student to say the sentences again, including the correct pausing for punctuation.
 - 3 Have students compare their answers from Exercise 2 with a partner.

SPEAKING SKILL

Giving reasons and explanations

Ask the students to read the information in the *Giving reasons and explanations* box. Focus on the two example sentences and highlight the grammar structure following the phrases (-ing form of verb). Then review the sentences, looking at the grammatical context of the sentences. Highlight that although (as is also the case with other sets of linking words and phrases) the linkers share a similar meaning, it is important that they also “fit” grammatically in the sentence.

- 1 Students work together to complete the sentences with the correct phrase.

ANSWERS

- 1 may be because
- 2 due to, resulting in
- 3 One consequence of
- 4 may be due to

- 2 Have students work with a partner or in small groups. Give them five minutes to discuss the statement. Monitor and encourage students to provide reasons and explanations.

POSSIBLE ANSWERS

Small charities might give more money to people they help because:

they have less overhead costs.

they don't need to pay as many employees.

they have less to pay on building rent, bills, and administration because there are fewer employees.

They might not give as much money to people they help because:

they rely on the money more to pay staff wages.

they get less financial support than large charities, so more donation money is needed to help run and support the charity.

Extension activity

You could introduce a game element to the discussion by nominating one student as the observer and score-keeper, with one point being awarded for each reason or explanation given. The student with the most points at the end of the discussion is the winner.

PRONUNCIATION FOR SPEAKING

WEAK FORMS

Review the work done in the *Pronunciation for listening* section (*Forgotten vowel sounds*), and highlight that in English it is very common for vowel sounds to be reduced, or (as in the previous section) even left out. With books closed, write a sentence on the board (e.g., *Now we're going to study pronunciation and weak forms*), and elicit which words, or syllables are stressed (*now / go / stu / nun / and / weak / forms*). Then highlight the unstressed words, and elicit what they sound like in the context of the sentence (*we're / to / and*). Point out that these words usually have the *schwa* (ə) sound as the vowel sound. Open books, and give students time to read through the Weak forms box.

- 1 Play the audio, and ask students to choose the number of words in each sentence. After listening to all the sentences, ask students to compare answers, and then listen again to check.

AUDIO SCRIPT

Track 1.7

- 1 I give money to charity quite often.
- 2 Some people greet each other by shaking hands.
- 3 It is customary to bring a present when visiting someone.
- 4 Our project is based on a children's charity.
- 5 He regularly volunteers at the elderly home.
- 6 Everyone should get involved in local community projects.

ANSWERS

- 1 7
- 2 8
- 3 10
- 4 8
- 5 7
- 6 8

- 2 Have students work with a partner to identify the weak forms in Exercise 2. Check answers in open class.
- 3 Encourage students to say the sentences out loud to decide, rather than read the sentences in their heads. They should aim at natural pronunciation with rhythm and stress. Students work with a partner, then elicit answers from individual students in class.

ANSWERS

- 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.

SPEAKING TASK

BRAINSTORM AND PLAN

Before students prepare to present their ideas, ask them to review the content of the unit (vocabulary, grammar, pronunciation), and to identify useful language for the presentation of their ideas. This will help them to achieve the final task more successfully, and also build good study habits of reviewing and applying recent learning.

Explain to the students that they are going to complete a group speaking task. Highlight that they will begin by considering their own views, before sharing these with the group. Point out that this is an effective way to generate the maximum number of ideas, as each group member has the initial time to develop their ideas at their own pace.

Read the task and review the information about the two charities on page 162 as a class. Check any vocabulary as required.

Put the students into several smaller groups, either Group A or Group B and assign a charity to each group. Then, working alone, students write a list of reasons to support their charity. Ask the group members to work together and pool their ideas. Set a time limit for the group to choose the three best reasons. Monitor and encourage discussion with reasons and examples.

Then ask groups to rank the reasons they have chosen, and then add supporting ideas for each one. Encourage discussion, with the use of the model language provided. Once all decisions have been made, ask the groups to prepare to present their ideas to another group.

SPEAK AND REVIEW

Pair the groups and ask them to present their ideas to each other. Encourage the group acting as the audience to ask questions to explore the reasons further. As the groups present their ideas, take notes on successful and less successful language use, focusing on the language studied in the unit.

Ask each group to work with a new group. They should outline their experience, and the outcome of the presentation of their ideas. Ask the groups to identify ways their presentations could improve to be more persuasive and powerful.

As a whole-class round up, discuss the ways to improve, as identified by the students. Also, provide feedback on the successful and less successful language use you noted, eliciting ways to improve it.

REFLECT

Have students work with a partner to discuss the question. Give them three–five minutes. Monitor the discussion, helping with vocabulary where needed.

REVIEW

WORDLIST

Ask students to work with a partner or in 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 AND IDIOMS REVIEW

Students work through the sentences, check their answers with a partner, and give feedback to the class.

ANSWERS

- 1 principal 2 make up my own mind 3 normal
4 benefit 5 intermediate 6 impact
7 fall into place

UNIT REVIEW

Students work through the list alone to decide what they can and can't do. They discuss their answers with a partner, 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.

Extra research task

As a take-home activity, ask students to research a charity which supports a cause they care about. Students can share the information they find with the class in the following lesson.

INTEGRATED SKILLS 1

HONEYBEES SOCIAL DISTANCE TO PREVENT DISEASE, TOO

WARM-UP

Write the title of the text on the board. Discuss these questions with the class:

- Where do they live? (**Answer:** Wild bees live in hives; people keep bees in special cages/boxes.)
- What is social distancing? (**Answer:** staying away from others to prevent the spread of disease)
- How do you think honeybees social distance? (**Possible answer:** They stay away from each other when they're sick.)

A CLOSE READING

Point out that some key words are explained in the Glossary (e.g., *mite*) and the diagram (e.g., *periphery*). You may also need to check *larvae* (baby insects) and *infected* / *uninfected* (with / without a disease).

ANSWERS

- 1 T 2 F (in the hive's center) 3 F (they go near the periphery of the hive) 4 T 5 F (Black garden ants, lobsters, birds, and nonhuman primates also show social distancing behavior.)

B READING ANALYSIS

Discuss the answers with the class. Then ask the students about bee communication, and why socializing might be so important for them. (**Possible answer:** Bees use dances to tell each other where to find food.)

ANSWERS

- 1 Forager bees stayed on the periphery of the hive and kept away from the young nurse bees and larvae in the center of the hive. They also groomed more intensely.
- 2 Infected bees socialize more than uninfected bees. It's surprising because they didn't follow social distancing, but maybe it was necessary for communication.

C CLOSE LISTENING

Elicit what *vampire bats* are (i.e., bats that drink blood). Draw attention to the second part of the task (What does he say about each topic?).

See the audio script at the back of this book.

ANSWERS

- 1 d (It helps to slow down the spread of a pathogen.)
- 2 a (Researchers injected some bats with a substance that triggered their immune systems. The bats felt less well than usual without actually suffering from a disease.)
- 3 c (Unrelated bats stopped grooming each other. But mothers continued to care for their offspring, even if one of them seemed to be infected.)
- 4 e (Sick bats still received food from others.)
- 5 b (The social relationships among vampire bats work a lot like human friendships.)

D LISTENING ANALYSIS

Have students work with a partner to discuss the questions. Discuss the answer to question 2 in practical terms, i.e., when planning social distancing rules.

POSSIBLE ANSWERS

- 1 Vampire bat mothers continued to care for their offspring, even if one of them seemed to be infected.
- 2 When we want to understand the spread of infectious diseases through social networks, it is important to consider the type of relationship and the type of interaction.

E INTEGRATED SPEAKING

With a partner, students summarize the information from the podcast and the reading text. Encourage students to refer to notes but remind them that this is a spoken task.

MODEL ANSWER

Honeybees and vampire bats are similar to each other in the ways they behave when one of them is sick, but there are some important differences. Honeybees try to avoid the center of the hive, in order not to infect young nurse bees and larvae, but when there, they groom each other more than usual, presumably to remove dangerous mites. Vampire bats, on the other hand, generally stop grooming each other when they feel sick, although they continue to groom their own offspring. In wild hives, sick honeybees stay away from each other where possible, so they don't feed each other as much as healthy bees. In cages, however, they continue to feed each other even when they're sick, presumably because this is important for social relationships in a small community. In vampire bats, feeding seems to continue as normal but they avoid socializing. When wild honeybees are sick, they continue to socialize and communicate, but away from the center of the hive. Infected honeybees in cages, however, actually socialize more because communication is so vital for them.

2 Food

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

Warm-up

Write *Food* in the center of the board, and then build a mind map with *Fruits 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 with a partner 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 that 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 verb in question 2 is a phrasal verb, and that students need to check the meaning of it carefully in the dictionary.

ANSWERS

- 1 **Possible answers:** canned food, pasta, bread, vegetables, fruit
 - 2 when it is out of date or about to go bad
 - 4 Moldy: fruit, bread (if stored in plastic), cheese; Stale (if left in the open air): cookies, bread, cake
- 2 Ask students to work with a partner to take turns asking and answering the questions. Monitor the activity to help with vocabulary where necessary.

WHILE YOU WATCH

Tell students to read the statements. They should then watch the video and decide whether each statement is true or false. Go through the answers as a class.

ANSWERS

1 F 2 T 3 T 4 T

See the video script at the back of this book.

AFTER YOU WATCH

Ask students to work with a partner 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 students' ideas for question 3 (*If you invented an app, what would it be? How would it help others?*) as a whole class, and write their ideas on the board. Hold a class vote to decide the app that would help people the most.

LISTENING 1

WASTE NOT, WANT NOT

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 h 3 b 4 d 5 f 6 a 7 e 8 c

- 2 Students work alone to choose the correct words to complete the sentences. Ask students to check with a partner and then check as a class.

ANSWERS

1 challenge 2 feed 3 agriculture 4 waste
5 hunger

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.*).

Have students work with a partner 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, then listen and write the missing words. Ask students to check the spelling of the phrases with the phrases in the skills box.

AUDIO SCRIPT

Track 2.1

DAUGHTER: Thanks for having me over for dinner, Dad.
Food at home is a lot better than the college cafeteria!

FATHER: Tell me what's going on at school.

DAUGHTER: I have to give a presentation, but I can't think of a good idea. It has to be about food.

FATHER: Well, food is a pretty broad topic.... Speaking of food, can you talk to your brother for me? He came home today with half his lunch uneaten. I had to throw it away. That's terrible. My dad always told me about that: Waste not, want not! We can't throw away food if hunger is a real problem in other places.

DAUGHTER: Waste not... Actually, Dad, you've given me an idea. I am going to discuss food waste. We just watched a video about it at school. I'm not sure there is a good solution right now, but maybe I can take some information from the video and persuade the other students how important it is to help.

FATHER: One thing I think is interesting is that people debate about the dates on products. There was a woman at the store who wouldn't buy cereal because the date on the box was only two days from now. There is some evidence that many of those products are still good if they are properly stored.

DAUGHTER: I like that idea! I'm not sure I'll be able to solve the problem, but maybe I can help others understand how lucky we are to have food. I threw out my banana just because it had a few dark spots on it. I could discuss this idea I just found out about: There are companies that sell less than perfect foods. I can talk about them in my presentation. Basically, they try to fight food waste... a big challenge!

FATHER: Oh, yes! That totally rings a bell. Now that you mention it, I think I know about this. The neighbors were talking about this van that drives through the neighborhood every week. You order online. The food that you buy through the website isn't perfect, but it's still good. You can also point out to the class that there are services that deliver that kind of food. This prevents food from going into landfills. Your mom was telling me that once it goes into the landfill, it produces greenhouse gases. You know her company is trying to find ways to help the environment. So, it's important to note that these food companies are not only avoiding food waste, they're also saving the Earth.

DAUGHTER: I just did a search on my phone. I see several companies doing this. In general, they say they reduce food waste. Considering over a billion tons of food is wasted every year, it's a great idea. Why throw out all that food when it can feed so many people? And I'm sure I can find more statistics on this topic. I'll just have to pick and choose since there will be so many.

FATHER: Your mom would be a good resource. I know both these food companies and your mom's company work with people in agriculture, like farmers and food producers. They save the produce that others would throw away and sell it on their websites.

DAUGHTER: Wait a minute! What if I use my presentation to get people to react? At the end of the presentation, I can suggest that everyone donates a dollar. Then we can give the money to a charity that reduces food waste. If everyone participates, we'll have a lot of money to donate. I'll try to get everyone to get up and take action!

FATHER: That's a great strategy! I know people have to make up their own minds about whether or not to donate, but you'd have a very persuasive presentation and help others even if only a few people donate.

DAUGHTER: Thanks, Dad. I'm glad I came home for a visit. I got a home-cooked meal and a great idea for my presentation.

ANSWERS

- 1 I am going to discuss 2 Basically
3 So, it's important to note 4 In general

D CLOSE LISTENING

Listening for additional information

- 1 Give students time to read through the ideas. Then play *Waste not, want not again*, and ask students to match each idea to the correct speaker. Go through the answers with the class.

ANSWERS

- 1 D 2 F 3 D 4 F 5 F 6 D 7 F 8 D

- 2 Students read through the questions before listening again. Remind students that, when taking notes, they should not try to write down every word. Encourage them to develop their own shorthand, for example + for *and*, and *ppl* for *people*. After listening, give students time to compare answers with a partner. Play the audio again if appropriate, stopping after each answer to check together as a whole class.

ANSWERS

- 1 ate only half his lunch
2 dates on products
3 order online from companies
4 greenhouse
5 over a billion tonnes
6 donate (one dollar)

E CRITICAL THINKING

Ask students to read through the questions on their own and 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 out?*) to focus more on analyzing (e.g., *Why?*). Highlight that the critical thinking skill in question 2 involves finding creative solutions. Encourage students to answer the question *Why?* in relation to question 3, too. Ask each group to report back on the main points of discussion.

ACADEMIC SKILLS

CONCLUDING A DISCUSSION OR PRESENTATION

With books closed, ask students, *What are some ways you can conclude a discussion or presentation? Simply repeating the main points is repetitive, so what else can you do?* Students then open their books and read through the box. Are any of their ideas mentioned? Ask them to identify words and phrases they are not sure of, and check the meaning in dictionaries if they have them (e.g., *strategy*, *call to action*).

- 1 Ask students to read through the ending lines alone and make a note of their answers. They then compare answers with a partner. Elicit feedback from student pairs. Ask students, *Were any of the concluding strategies difficult to identify?*

ANSWERS

1 B 2 D 3 C 4 G 5 F 6 A 7 E

- 2 Students work with a partner to decide the best way to conclude the presentations, using a strategy from the previous activity. Get feedback from the class. Their answers may differ from the possible answers below.

POSSIBLE ANSWERS

- 1 F Acknowledge or thank people who helped.
- 2 B Give a warning of something bad that may happen if people don't listen, OR C Suggest a call to action by recommending the audience do something.
- 3 E End with a story, OR G Show a powerful picture.
- 4 D Give a surprising fact or statistic.

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 Have students work with a partner to discuss which statements from Exercise 1 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—yogurt, cheese; skin—fruits and vegetables, not sugar; hair—olive oil; blood—red meat, green vegetables; muscles—protein*).

Ask students to discuss the questions with a partner 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*, *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 with a partner and then check as a class.

AUDIO SCRIPT

Track 2.2

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 with students, and check meaning and pronunciation, particularly of the word stress in *chocolate*. Students read the three benefits and predict which food they pair with. They then listen to sections of the interview and check their answers.

AUDIO SCRIPT

Track 2.3

- 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 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 with a partner. Play the audio again as necessary.

AUDIO SCRIPT

Track 2.4

- 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 with a partner and listen again to check if necessary.

AUDIO SCRIPT

Track 2.5

- 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 an fram**/ 2 take over /**teik 'oʊvər**/ 3 runs away from /**rʌnz ə'wei fram**/ 4 get ahead of /**get ə'hed əv**/

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 with a partner.

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 with a partner. Ask them to report back on the question for which their answers were most similar, and the question for which their answers were most different.

ACADEMIC WORDS AND IDIOMS

- 1 Ask students to complete the exercise alone, then check answers with a partner, and then check as a class. Review the pronunciation of the words and phrases, particularly the word stress of the multi-syllable words (*strategy*, *evidence*, *statistics*, *physical*, *participate*). Draw students' attention to the information box about the idiom *ring a bell*. Ask them, *Did you know about Pavlov? Do you have a similar phrase in your language?*

ANSWERS

1 i 2 d 3 k 4 e 5 j 6 a 7 h 8 f 9 g
10 b 11 c

- 2 Have students work with a partner to discuss the questions. Monitor and encourage students to expand on their answers to each question.

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:** *defining relative clauses, giving advice, pronouncing consonant clusters*). Remind the students that this information shows how everything they do in the *Speaking* section builds toward the final task.

A ANALYZE

Give students time to read and complete the speaking model. After checking the answers, ask the students what the overall problem talked about is, and where (**Answers:** *litter; Kimberley*). 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

Have students work with a partner or in 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 find the relative clauses. They can check their answers with a partner.
- 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 Have students work with a partner 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 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 complete sentences with correct grammar.

- 1 After reading through the skills box, students work alone to correct the mistakes. Give them time to check with a partner 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 Have students work with a partner to complete the dialogues. Encourage them to focus on ideas first, and then the accuracy of the grammar when they write the sentences. Note statements 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 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 choose those they hear. Then they listen again and repeat.

AUDIO SCRIPT

Track 2.6

- 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 Have students work with a partner, 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 with a partner. Monitor and refocus students on the correct pronunciation of the consonant clusters as necessary.

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, ask students to work with a partner 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 write 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 REVIEW

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

Have students work with a partner or in 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 AND IDIOMS REVIEW

Students work through the sentences, then check their answers with a partner, and then review as a class.

ANSWERS

1 debate 2 labels 3 physical 4 statistics
5 normal 6 rings a bell 7 pick and choose

UNIT REVIEW

Students work through the list alone to decide what they can and can't do. They discuss their answers with a partner, 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.