

<b>READING 1</b>	Using topic sentences to understand main ideas
<b>READING 2</b>	Identifying arguments and opinions
<b>ACADEMIC SKILL</b>	The KWL learning strategy
<b>VOCABULARY</b>	Giving your opinion
<b>GRAMMAR</b>	Discourse markers of contrast and comparison
<b>WRITING</b>	Writing a balanced opinion

### Warm-up

If the class is newly formed, you could start the lesson with a “getting-to-know-you” activity: Students mingle and greet each other while finding out names and nationality (if relevant). Model this for the students before they start by greeting the class, giving your name and nationality, and saying basic information about yourself.

### DISCUSSION POINT

Check that everyone understands the words *attitude* (someone’s opinions or feelings about something), *polite* (behaving in a pleasant way, following the usual rules), and *greet* (to behave in a friendly way when you meet someone). Students then discuss the three questions with a partner. After a few minutes, ask pairs to join to form small groups and compare their ideas. Elicit whole-class feedback, including comments on how the students greeted each other in the warm-up mingling exercise (if appropriate). Write useful key vocabulary on the board.

### VIDEO

#### BEFORE YOU WATCH

Introduce the topic of the video and ask students to discuss the three situations, deciding what is polite behavior in their culture. To extend the discussion, ask students if they can (a) identify alternative acceptable behavior from other cultures in these situations; and (b) explain how people in their own culture might respond if someone broke the rules in their presence. Monitor and provide feedback as a class.

#### WHILE YOU WATCH

Give students time to read the questions before playing the video. Then, ask the students to predict the answers at this point. Students then watch the video all the way through to check. Tell students it’s not important to understand everything in the video. You can turn on the subtitles if you think your students will benefit from them.

#### ANSWERS

1 a 2 b 3 b

See the video script at the back of this book.

#### AFTER YOU WATCH

Have students work with a partner and ask them to discuss the questions. For question 1, encourage students to think of arguments for both sides, as a way to develop critical thinking by exploring different viewpoints. Provide feedback as a class.

### READING 1

#### POLITENESS AND YOUTH

##### A VOCABULARY PREVIEW

- Students work alone to complete the sentences, and then they check with a partner. Go through the answers with the class. Students can also complete the Vocabulary preview as homework before the next class.

#### ANSWERS

1 tip 2 judge 3 behavior 4 manners  
5 social media 6 consider 7 rude 8 Smiling

- Students then work with a partner and discuss the sentences they agree with from Exercise 1. Encourage students to take the discussion further by explaining and justifying their opinions.

## B BEFORE YOU READ

### Preparing to read

- 1 Check that everyone understands *acceptable* (considered by most people to be something that is allowed) and elicit some examples of public transportation. Students then work alone to complete the task with their own opinions.
- 2 Students compare and discuss their opinions with a partner. Encourage them to ask follow-up questions (e.g., *Why do you think it is acceptable to ... ?*). After a few minutes, open up the discussion to the class, focusing on the biggest differences in opinion.

## C GLOBAL READING

### Using topic sentences to understand main ideas

Elicit students' ideas on what topic sentences are, and then ask them to read the information in the *Using topic sentences to understand main ideas* box to check. Ask concept questions to check understanding (e.g., *Where are topic sentences usually found in a paragraph? How can they help your reading?*).

#### Exam skills

Elicit from the class how using topic sentences can help on exams such as IELTS and TOEFL. (**Possible answer:** On the reading test, you often need to locate specific topics or information. Using topic sentences helps you to find the information quickly, rather than reading through each paragraph until you reach the right place.)

- 1 Give students time to read the text and underline the topic sentences in paragraphs 2–5. Check answers as a whole class.

#### ANSWERS

**Paragraph 2:** *Unsurprisingly, young people's attitudes differ greatly from older generations' when it comes to polite behavior.*

**Paragraph 3:** *Respecting someone's personal space has become an increasingly important factor in modern manners.*

**Paragraph 4:** *Phones, and especially messaging, are a central part of most modern communication.*

**Paragraph 5:** *Dinner tables and restaurants have nearly always gone hand in hand with good manners.*

- 2 Refer students back to the information in the skills box and highlight that the topic sentences contain the main idea of the paragraph. Students then match the main ideas A–D with paragraphs 2–5 in the text.

#### ANSWERS

A 3 B 5 C 2 D 4

## D CLOSE READING

### Scanning

#### Exam skills

Before referring to the exercise, check what students know about scanning. To clarify, ask: *What is the difference between skimming and scanning?* (Skimming is when your eyes pass over the text quickly, without reading every word, in order to understand the general idea. Scanning is searching quickly through a text for specific information.) Also ask: *How does using topic sentences help with scanning and finding information?* (Topic sentences identify the main idea of the paragraphs. This means you can quickly find the area you need to scan for specific information, rather than scanning the whole text.)

Ask students where they might read a text like *Politeness and youth* and what type of audience it might be particularly interesting for (**Possible answers:** on a blog or website, in a lifestyle section of a magazine, or an opinion piece in a newspaper where it might be of interest to both a younger and older audience). Ask students to scan the text again and then identify the type of information missing from the summary. Elicit which paragraphs are likely to contain each piece of information. Then, ask students to complete the summary. Ask students to check with a partner, and then check as a class.

#### ANSWERS

1 seat 2 conversation 3 private 4 messages  
5 social media 6 elbows 7 tip

## E CRITICAL THINKING

Critical thinking involves being able to view a situation from perspectives other than your own and to explore reasons why people may hold different views. The first question here explores the students' own viewpoints before asking them to examine other people's. The second question asks students to evaluate their own views on how behavior changes in different contexts. Students work in small groups to discuss the questions. Refer students back to the *Vocabulary preview* section on page 10 and suggest that they use some of the words in their discussions. Encourage students to explore each other's views with further questions. Allow time for the discussion. Ask volunteers to report back to the class.

## ACADEMIC SKILLS

### THE KWL LEARNING STRATEGY

Students close their books. Write the phrase *academic skills* on the board and elicit from the class what it might mean (**Possible answer:** Things we can do to be more successful in our academic studies).

- 1 Students read through the *The KWL learning strategy* box. Ask them to think about what the benefits of this strategy might be and to compare their ideas with their partner.
- 2 Ask students to look at the *Social media society* text on pages 15 and 16 and draw their attention to the eight paragraph headings. Tell them to use these headings to help them complete the first two columns of the table. Encourage them to compare their ideas before they go and do the reading lesson.
- 3 Allow students a little time to note down their ideas in the *Learned* column. Remind them there are no right or wrong answers and to reflect on what they have newly learned from the text. Ask students to work with a partner and use the three questions to help them discuss what they have learned.

Highlight that to build their academic skills, students should review the academic skills they have covered as they progress through the units in the book, trying to put the skills into practice and using them in a regular systematic, independent way.

## READING 2

### SOCIAL MEDIA SOCIETY

#### Warm-up

Briefly describe your social media use (see questions below). Then ask students if they regard themselves as light, average, or heavy users of social media. Say they are going to establish a rough average profile for social media use in the class. Ask the class to answer the following questions: *How long do you spend on social media each day? How many different social media sites do you use? How many people are you connected to on social media?* Ask a student to note the numbers, or do this yourself. Then calculate the average and display it. Discuss student reactions to the average profile and their own use in relation to this.

### A VOCABULARY PREVIEW

- 1 Students work alone to match the words and definitions. After a few minutes, ask them to check with a partner, using dictionaries if they have them. Then check answers as a whole class. Check pronunciation of *anxious* /'æŋkʃəs/ and *cruel* /'kruəl/.

#### ANSWERS

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

- 2 Students work alone to complete the questions. Go through the answers with the class.

#### ANSWERS

1 sites 2 post 3 pages 4 hurt 5 opinions  
6 cruel 7 anxious 8 attention

- 3 Ask the students to discuss the questions with a partner. Then ask for feedback as a whole class.

#### Extension activity

The questions in Exercise 2 could be used as part of a class or outside-of-class survey. For ease of recording answers, options could be provided for questions 1 and 6 because these are open questions and the rest are Yes / no questions (e.g., for question 1: Twitter, YouTube, Facebook, etc. and for question 6: Suggest your friend talks to someone they trust, e.g., a family member, employer, or teacher. Suggest they block messages and e-mails but save evidence by keeping a record of dates of e-mails and text messages, etc. Suggest they report any offensive messages, videos, photographs, etc., to their Internet or cell phone service provider). Ask students to write two or three other topic-related questions to add to these. The survey can be conducted in class or outside of the class, with results compiled and compared during the next class together.

### B BEFORE YOU READ

#### Predicting

Ask the students what they can do before reading a text so they can understand what it might be about and write some suggestions on the board (**Possible answers:** read the title, look at any accompanying images, read the first line). Explain to students that doing these things helps them to make predictions about the content of the text. This, in turn, helps students to relate the information in the text to their own knowledge, experience, and expectations.

Ask students to look at the image, read the first sentence, and discuss their predictions with a partner.

## C GLOBAL READING

### Identifying arguments and opinions

Elicit an argument for, and a related argument against, social media from the class and highlight that opposite arguments can often be found for the same topic. Ask students to read through the *Identifying arguments and opinions* box. Check with students how *however* is used (e.g., to introduce an opposing idea).

- 1 Set a short time limit and ask students to read the text quickly to check predictions.
- 2 Ask students to read the text and highlight the phrases that show an argument or opinion being presented. Give time for students to compare their highlighted phrases with a partner before checking as a whole class.

#### ANSWERS

- paragraph 2:** Many people argue, Some people think  
**paragraph 3:** However, other people believe  
**paragraph 4:** Some think  
**paragraph 5:** Some argue  
**paragraph 6:** many people feel, unfortunately  
**paragraph 7:** However, unfortunately  
**paragraph 8:** On the one hand, On the other hand

#### Exam skills

Reading texts on exams such as IELTS and TOEFL often contain more than just facts and information. Arguments and opinions are presented and the reader needs to be able to recognize these. Looking for keywords and phrases is an effective and efficient way to identify arguments and follow the logical connections the writer is making. Highlighting these words and phrases helps the reader to understand what is fact and what is argument or opinion.

- 3 Ask students to match the arguments with the paragraphs. Go through the answers with the class.

#### ANSWERS

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

## D CLOSE READING

### Analyzing opinions

Ask students to read the text again and mark the statements *Y* (Yes), *N* (No), or *NG* (Not Given). For Yes and No, ask the students to highlight the parts of the text that helped them to decide. Allow students time to compare their answers with a partner, reviewing the text and their own answers, before checking answers as a whole class.

#### Exam skills

The exercise type (*Yes / No / Not Given*) is very common on exams such as IELTS. Highlight to students that it is important to remember that they are being tested on their understanding of the text, not any knowledge or experience they may already have of the topic. They should focus only on the information given in the text. If there is no information, then the answer is *Not Given*.

#### ANSWERS

- 1 Yes 2 No (Para 2: Research around the world suggests this is not only a Japanese problem but one that exists around the world.) 3 Not Given 4 No (Para 5: When we see the lives of celebrities and profiles of companies, many people forget that it is carefully created and not real.) 5 Not Given 6 No (Para 8: On the other hand, it also makes many people feel more anxious about their own image, creates false friendship groups, and many people are less patient.) 7 Not Given 8 Yes

## E CRITICAL THINKING

Understanding and being able to articulate our own views is important. However, for deeper critical thinking, our own opinions benefit from comparison with other people's. We need to be able to explain, expand on, and justify our own views, providing reasons and support. However, at the same time, we need to be open to other viewpoints, and, at times, accept the need to change or modify our own views.

- 1 Ask students to decide if they agree or disagree with the statements.
- 2 Ask students to discuss the statements and compare their opinions in small groups. Encourage development of the discussion through students asking follow-up questions. Ask if anyone changed any of their opinions as a result of the discussion. Give feedback as a class.

#### Exam skills

Part 3 of the IELTS Speaking Test focuses on a discussion of the candidate's views on a range of related topics. The candidate is expected to expand on, justify, and clarify ideas put forward. Students should always try to participate fully in opportunities to do this in class. Equally, as the information on reflective journals highlighted that writing our thoughts can help to clarify them, so can putting our opinions into words and having to support them.

## VOCABULARY DEVELOPMENT

### PHRASES FOR GIVING OPINIONS

Tell students to close their books. Write *I think* on the board and elicit related words and phrases from the students, adding their suggestions to the board. Group similar words together, e.g., *believe, feel, find*.

- 1 Have students open their books and identify any phrases on the board that appear in Exercise 1. Then ask students to match the words to how they are used.

#### ANSWERS

- a I find; in my experience; in my opinion; I feel
- b completely; to some extent
- c disagree; agree with

- 2 Students choose the best word or words to complete the sentences. Early finishers can discuss their views of the statements with one another.

#### ANSWERS

- 1 disagree 2 find 3 completely 4 to some extent
- 5 In my experience 6 agree with 7 In my opinion
- 8 feel

- 3 Give students a few minutes to review the statements and consider their own views. Encourage them to take notes on their ideas to prepare. Have students work with a partner. Set a time limit for the discussion of the three statements, reminding students to use the phrases and words from Exercise 1. Ask students to report back to the class about the statements they disagreed on.

#### Extension activity

Ask students to work with a partner to write two or three more statements similar to those in Exercise 3. They should then exchange these with other pairs and discuss the statements they receive, practicing the language from this section.

## ACADEMIC WORDS AND IDIOMS

- 1 Elicit from the class what an idiom is and ask students to read the information in the *Academic words and idioms* box. Ask them to work with a partner and think of different examples of how this idiom could be used. (**Possible answers:** *The bottom line is that she just didn't study hard enough. If we miss the deadline, we'll lose the project—that's the bottom line.*) Students then work alone to match the words and idioms with the definitions. Ask students to check with a partner, and then check as a class. Check that students can pronounce all the words and focus particularly on the word stress of *appropriate* /ə'prəʊpriət/, *ignore* /ɪg'nɔː/, *reaction* /ri'ækʃ(ə)n/, and *version* /'vɜː(r)ʃ(ə)n/.

#### ANSWERS

- 1 m 2 f 3 b 4 g 5 d 6 l 7 a
- 8 k 9 i 10 c 11 j 12 e 13 h

- 2 Students work alone to complete the paragraph with the words from Exercise 1. Give students time to check answers with a partner, and then check as a class.

#### ANSWERS

- 1 appropriate 2 By and large 3 trend 4 network
- 5 factor 6 get something straight 7 reaction
- 8 attitude 9 version 10 Concentrate 11 adjust
- 12 ignore 13 bottom line

- 3 Encourage students to use the target words while discussing the questions with a partner. To develop the discussion further, after a few minutes, put pairs together to form small groups. Ask volunteers to report back to the class.

## WRITING MODEL

Ask students to read through the information about the writing task and what they are going to cover in this section of study. Highlight that all the work done in this section will build toward the final task, supporting the students and helping them to produce a quality piece of writing.



## Warm-up

Students close their books. At the top of the board write *Social media has had a negative effect on young people's behavior*, and then divide the rest of the board into two columns with the titles *Agree* and *Disagree*. Give the students a few minutes, either with a partner or in small groups, to think of arguments agreeing and disagreeing. When they are ready, ask volunteers to share their ideas and make a note of them in the columns on the board.

### A ANALYZE

Ask students to read the model and complete the table. If you have used the Warm-up activity above, ask students to identify any new ideas covered in the model, not included in the ideas on the board.

#### ANSWERS

##### Agree

children less social with adults  
parents feel anxious  
parents cannot read their children's posts

##### Disagree

gives children more opportunities to socialize with friends  
children who cannot play outside have an online network  
children had difficult relationships with parents before social media

### B MODEL

- 1 Ask students to highlight the phrases in the text and to identify which side of the argument is given first.

#### ANSWERS

- 1 *some people think; They argue that; some people feel*
- 2 agree side

- 2 Elicit from students the writer's point of view and how they know.

#### ANSWER

The disagree side—I agree with the second opinion ...

- 3 Students discuss the questions with a partner.

#### Extension activity

Ask students to review each of the vocabulary sections in the unit. They should review the meaning and pronunciation of the words. Ask them to also make a note of the words (or a set number of words, e.g., eight, on prompt cards.) Encourage the students to use these words in discussion and writing throughout the remainder of the unit, starting with the discussion in Exercise 3.

## GRAMMAR

### DISCOURSE MARKERS OF CONTRAST AND COMPARISON

#### Warm-up

Ask students to close their books. On one side of the board write *Social media helps us to communicate with more people*. On the other side write *We spend less time with our friends and family*. Underneath this write *Going out and meeting friends gives us the opportunity to communicate*. Ask students which pairs of sentences make a contrasting point (first sentence + *We spend less time with our friends and family*) and which makes a point showing how things are similar (first sentence + *Going out and meeting friends gives us the opportunity to communicate*). Ask students to match the discourse markers *however* and *equally* to the pairs of sentences. Elicit other examples of contrasting and comparison statements.

Give students time to read through the information in the *Discourse markers of contrast and comparison* box. Ask students to focus on the differences in punctuation, depending on the discourse marker used.

- 1 Ask students to work through the statements on their own before discussing their answers with a partner. Encourage students to read the complete statement in detail, and not only respond to the discourse marker. This will help them to understand the use of the discourse marker in context (which will help them with the following exercise). Elicit the main ideas from each statement in the students' own words. Give feedback as a class.

#### ANSWERS

1 D 2 D 3 D 4 D 5 S 6 D 7 S 8 S 9 D

- 2 Remind students to read the sentences carefully and to the end, taking note of any relevant punctuation before deciding which discourse marker to use. Students need to identify the distinct ideas and whether they are similar or different.

#### ANSWERS

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

- 3 Students combine the sentences using the discourse markers. Encourage them to refer back to the sentences in Exercises 1 and 2 and the information in the skills box to check the correct structures for each discourse marker.

## ANSWERS

- 1 Both students and teachers find cell phones in the classroom rude. / Both teachers and students find cell phones in the classroom rude.
  - 2 Talking loudly on the train is rude. However, it is often necessary.
  - 3 People should not worry about “likes” on social media. Similarly, they should not worry about negative comments.
  - 4 On the one hand, people need to stay connected through social media. On the other hand, they should limit their use.
- 4 Ask students to discuss with a partner whether they agree or disagree with the sentences in Exercise 3. Ask them to give reasons for their opinions. Encourage them to use language from throughout the unit as they do this. Ask students to report back and help them to summarize the key points of their discussion (e.g., *While you agree on this point, you don't have the same reasons for your views*).

## WRITING SKILL

### WRITING A BALANCED OPINION

#### Warm-up

Ask students to close their books. On the board write the following short paragraph:

*I agree that social media is very bad for everyone. It is rude to use it when you are with other people.*

Ask the following questions about the paragraph and encourage discussion and justification of the students' answers:

*How many viewpoints does it give? (one) Are there any supporting reasons? (no) Is it a balanced opinion? (no)*

Ask the students to read through the information in the *Writing a balanced opinion* box. If you included the warm-up activity, elicit what is missing from the paragraph on the board (alternative viewpoint and supporting reasons).

- 1 Students can work alone or with a partner to complete the table. Go through answers with the class.

## ANSWERS

**Stating the first viewpoint:** *Some people believe; One argument is*

**Stating an alternative view:** *Others feel that; Another argument is*

**Giving the author's view:** *I feel that; In my opinion; In my experience*

- 2 Ask students to put the sentences in order. When they finish, ask them to read through the complete set of sentences in order to check the structure and flow of the argument, focusing on the phrases in context.

## ANSWERS

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

- 3 Students label the function of each sentence and check with a partner.

## ANSWERS

a viewpoint: b, c

a reason: a, d, f, g, h

personal opinion: e

- 4 Ask students which view they agree with and have them discuss their opinions with a partner. Then have pairs report back to the class.

### Extension activity

Divide the class into two groups, Group A in support of the argument and Group B against the argument (irrespective of students' own personal views). Partner students from Group A with students from Group B. Ask students to debate the argument in their pairs. Give feedback as a class on the experience at the end.

## WRITING TASK

### BRAINSTORM

Review the writing task as a class. Then ask the students to complete the table with their ideas. Remind them that this is a brainstorm stage, so there is no right or wrong answer. After a few minutes, have students work with a partner to share their ideas. Give feedback as a class, adding ideas to a group table on the board.

### PLAN

On their own, students choose two arguments to agree with and two to disagree with. Ask the students to select the ideas they find most interesting or have the strongest reaction to, as these are the ideas they will use in their essay. They should then make a note of an example for each.

When students have thought of an example for each of the ideas, ask them to then work with a partner. They should explain the arguments they have chosen and give their examples. As noted before, explaining to others often helps to clarify arguments and ideas. Give students the opportunity to make further notes or change their arguments and / or examples if they wish.

### WRITE

Students complete the writing task in class or as a take-home activity. Highlight the elements that should be included, as listed in the task instructions.

### REVIEW

Tell students to read through the three questions. They should swap their paragraphs with a partner and use the questions to compare their writing, offering suggestions to one another for improvement.

### REWRITE AND EDIT

Students use their partner's comments to think about how they can improve their writing. Ask them to take the three bullet points into consideration as they rewrite their paragraph.

## REVIEW

### WORDLIST

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 and add the correct words or phrases to complete them. They then check their answers with a partner, and report back to the class.

#### ANSWERS

- 1 get something straight   2 network   3 ignore  
4 trends   5 appropriate   6 by and large

### 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 one of the two topics in the reading sections of the unit (politeness and youth, the effect of social media) looking for interesting infographics, images, or reports they can share with their fellow students in the following class.



INTEGRATED SKILLS 1

MAKING EYE CONTACT  
SIGNALS A NEW TURN IN A  
CONVERSATION

WARM-UP

Ask two students in turn, “How was your day?” While the first student is replying, avoid eye contact completely but continue the conversation as normal. While the second student is replying, keep eye contact as much as possible. Afterwards, elicit from the class if they noticed anything different about the conversations. Reveal that you were deliberately avoiding eye contact or making too much eye contact and elicit how the students felt during the conversations. Elicit from the class the “perfect” amount of eye contact during a conversation, and rules for when to make and break eye contact.

A CLOSE READING

Go through the statements quickly with the class. Point out that some key words are explained in the glossary. After checking answers as a class, discuss some situations when people’s pupils dilate (e.g., when it’s dark).

ANSWERS

- 1 words, eyes, smiles, silences
- 2 eye contact, (the synchronization of) neural activity
- 3 pupil dilation / pupils
- 4 (first) make eye contact
- 5 new ideas

B READING ANALYSIS

Students work with a partner to discuss the questions. Check and discuss the answers with the class. Elicit whether the results are surprising. (Yes, because we might expect synchrony to increase during eye contact but in fact it decreases. This suggests that breaking eye contact is more important than it might seem.)

POSSIBLE ANSWERS

- 1 During eye contact, synchrony drops sharply. It recovers after breaking eye contact.
- 2 The green line shows the data for pupil synchrony before and after the start of eye contact. The blue line shows the data for pupil synchrony before and after the end of eye contact. Where the lines cross is the period of eye contact and it shows that pupil synchrony gets lower as eye contact continues

C CLOSE LISTENING

Before listening, elicit examples of baby-like babbling. Go through the statements with the class to check / pre-teach *syllables*, *precursor*, and *analytical decision making*. Play the audio; ask students to choose true or false.

See the audio script at the back of this book.

ANSWERS

- 1 T 2 F (25) 3 F (eight) 4 T 5 T

D LISTENING ANALYSIS

Students discuss with a partner then as a class—why human babies babble, and what stages they go through.

POSSIBLE ANSWERS

- 1 Adultlike sounds are sounds that are similar to the sounds that adults make. In bats, there are 25 different types of syllables. In humans, these are the vowels and consonants that appear in our languages. Total gibberish is meaningless sounds. Stage 2 of babbling involves mixing these two types of sounds.
- 2 She wants to study different biological species, both vocal learners (those that learn by making sounds) and non-vocal learners. She wants to learn why some species babble and others don’t.

E INTEGRATED WRITING

Students work with a partner to summarize the information from the podcast and the reading text. Ask them to write between 150 and 225 words for their answer. Then share the following model answer.

MODEL ANSWER

The podcast is about the way baby sac-winged bats learn to communicate by babbling, in the same way as human babies. The researchers studied 20 baby bats and identified eight speech precursors, such as starting with simple sounds, building up syllables, and then repeating those syllables. Just like bats, humans learn to speak by babbling, which we use to master the control of our vocal apparatus and learn to produce more complex sounds. Human babies seem to go through similar stages of babbling to bats. Of course, communication is about much more than producing sounds. In a good conversation, we also need to smile, use silences, and, above all, make eye contact. These are all things that babies need to master when they are learning to speak. The rules for when to make and break eye contact are surprisingly complicated, but babies seem to be able to learn to do it effortlessly.

# 2 Food

<b>READING 1</b>	Completing a summary of main ideas
<b>READING 2</b>	Understanding synonyms
<b>ACADEMIC SKILL</b>	Cohesive words and phrases
<b>VOCABULARY</b>	Adjectives for describing food
<b>GRAMMAR</b>	Relative clauses
<b>WRITING</b>	Using compound sentences

## Warm-up

Write *fruits* and *vegetables* on the board, and then ask students to work with a partner to make a list of all the fruits and vegetables they know the names of in English. Ask them to come to the board to add their ideas (but not repeat words that are already written on the board). Check pronunciation, particularly the word stress, of the different items, and ask students to describe the fruits or vegetables they wrote on the board if other students are not familiar with them.

## DISCUSSION POINT

Elicit from the class what the infographic shows. Check the pronunciation of the different items. Focus on the word stress and mark up on the board as necessary (for example *to**m**atoes*). Students then discuss the three questions with a partner. When students finish, ask them to present their ideas on the third question to the class. Encourage students to justify their answers.

### Extension activity

If students are in a multilingual class, ask them to work with students from their own country (if possible). Students then produce their own infographic for fruits and vegetables grown in their own country in different seasons. Alternatively, present a short list of various countries and ask students to work with a partner to create an infographic of the fruits and vegetables grown there in contrasting seasons. They can present this to the class.

## VIDEO

### BEFORE YOU WATCH

Introduce the topic of the video and ask students to read the exercise. Focus on the first statement and give an example of food matching that statement, using yourself as the model (e.g., if you are American, the first example could be *a peanut butter and jelly sandwich*). Give the students a minute to consider the three statements individually. Before deciding whether they agree with each statement or not, they should note examples that support each statement. In this way the students are making a considered judgment. Then ask the students to explain and discuss their views with a partner.

### WHILE YOU WATCH

Ask students to read the questions and to predict the answers with a partner. Play the video so that students can check their predictions. You can turn on the subtitles if you think your students will benefit from them. Allow students a minute to compare their answers before checking the answers as a class.

### ANSWERS

1 farms    2 free to use.    3 mushrooms

See the video script at the back of this book.

### AFTER YOU WATCH

Ask the students to work with a partner. They could first work with a partner from their own country, if possible. Then they could change partners to work with a student from a different country and explain their answers.

### Extension activity

In a multilingual class, students can test their theory as to which food from their country is exported around the world. They can present their initial ideas to the class and then check the reality by asking for the other students' views and / or having a show of hands as to which of the food has been heard of and / or is popular.

## READING 1

### THE FOOD OF INDONESIA

#### A VOCABULARY PREVIEW

Highlight the parts of speech for each word. Then give students time to work individually, identifying the words in the text and matching them with the definitions. Allow students to check their answers with a partner before going through the answers as a whole class.

##### ANSWERS

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

##### Exam skills

Students need to scan the text to locate the words in the Vocabulary preview. This is an important skill students need to develop in order to locate specific information quickly. This is essential on exams when students often have to deal with long texts efficiently and effectively (for example on IELTS). Highlight to students that this is the skill being practiced here; this will help them understand the purpose of the activity and develop awareness of when these skills are being practiced.

#### B BEFORE YOU READ

##### Previewing a text

Review the two purposes with the students, highlighting the difference between the two functions (e.g., give an overview / compare). Then give students time to look at the picture, caption, and heading and choose the purpose.

##### ANSWER

a

##### Extension activity

As a way to activate prior knowledge, ask students to work in small groups and share any knowledge they have about Indonesian food. You could provide headings to structure the brainstorm (for example, fruits and vegetables, meat, cooking methods, popularity around the world).

#### C GLOBAL READING

##### Completing a summary of main ideas

Before referring students to the *Completing a summary of main ideas* box, ask the questions: *What is a summary? What does it contain?* Elicit that it contains the main ideas of the article and not the details, such as examples and statistics. Additionally, reading the topic sentences and identifying information can help one to summarize ideas. Also, point out that information in a summary is paraphrased. This is to avoid plagiarism when the summary is written by a different author than the one who wrote the original material.

##### Exam skills

On exams such as IELTS, candidates are sometimes required to extract the main information from a long text in order to complete a summary or notes on the text. Students need to practice identifying the broad meaning of the text and the main points it contains, using, for example, the titles, introduction and conclusion, and topic sentences within the original article.

- 1 Review the items in the skills box. Remind students that skimming means looking quickly through a text, and then set a short time limit for the skimming activity.

##### ANSWERS

plants and crops; local dishes; changes to diet and shopping; challenges today

- 2 Review the summary together and highlight that in Exercise 1 students identified the key topics of the text. Allow students time to complete the summary individually before checking with a partner. Then check answers as a whole class. Note that in this type of summary completion exercise, the words need to fit logically and grammatically into the sentences.

##### ANSWERS

1 plants and crops 2 local dishes 3 diets  
4 shopping 5 challenges 6 today

#### D CLOSE READING

##### Scanning

Students review the sentences and then read the text in more detail to decide if each sentence is *T* (True), *F* (False), or *NG* (Not Given). Allow students time to compare answers with a partner and adjust them accordingly before checking as a whole class.

### Exam skills

True / False / Not Given statements are based on the facts as presented in the text and are a common exercise type on exams. When identifying NG answers, read carefully for the information the article *does* give about the topic of the sentence and check carefully to be sure the information from the sentence is *not* included.

Highlight to students that the sentences in such exercises tend to come in the order they appear (or logically would appear, in the case of NG) in the text.

### ANSWERS

- 1 F (Para 1: A large percentage of the population works in the farming industry and the country gets a lot of income from this.) 2 NG 3 F (Para 3: Indonesia has a long history of cooking with herbs and spices.) 4 T 5 F (Para 5: In the past, the country produced enough rice and sugar for everyone, but now it needs to import these foods.)

## E CRITICAL THINKING

Key critical thinking skills involve comparing, as happens in question 1, and also analyzing cause and effect, the focus of question 2.

- 1 Ask students individually to refer back to the reading text to identify the changes in the Indonesian diet. Then give them time to make a note of the changes in a column headed *Indonesia*. Students can then assess and note in a second column whether these changes have also occurred in their own country's diet. Once this preparation is finished, students discuss their notes in small groups.
- 2 Encourage students to think and discuss the questions more broadly, thinking about people in general. Ask each group to summarize their ideas and write the notes on the board in two columns *Cause* and *Effect*, both under the general title: *Eating more processed foods*.

### Exam skills

In Part 3 of the IELTS Speaking Test, candidates are expected to speak on a more abstract level, discussing ideas in general, rather than related to specific personal experiences. Take the opportunity to highlight this type of discussion when it takes place in class. This will help to build students' awareness of the importance of abstract discussion, and their confidence in the practice they are gaining in it.

## ACADEMIC SKILLS

### COHESIVE WORDS AND PHRASES

Write a simple sentence on the board, e.g., *I really enjoy spicy food, but my best friend doesn't like it very much*. Underline the word *it* and ask what it means or what it is referring to (spicy food). Elicit why we use *it* like this (**Possible answer:** It makes our writing less repetitive, clearer, and easier to read and understand). Explain that this is an example of a cohesive word and that there are different techniques that are used to make academic writing more cohesive.

- 1 Ask students to read the *Cohesive words and phrases* box and check that they understand each of the four techniques, e.g., you could elicit other examples of each and put them on the board. Focus students' attention on the text and ask them to match the words and phrases 1–4 to the techniques mentioned in the box. Check answers as a class.

### ANSWERS

- 1 *synonyms grow = produce*
- 2 Transition signals
- 3 Reference words *It > one change*
- 4 Substitution *doing so > farming animals*

- 2 Ask students to read the first pair of sentences and elicit what is wrong with them or what could be improved (repetition of *the world's population*). Explain the task and allow them to work through 1–4 individually before comparing their answers with a partner.

### ANSWERS

- 1 The world's population is growing. *It* will reach 9 billion in 2050.
- 2 There are steps we can take to make farms more environmentally friendly. *For example*, growing different crops next to each other is better for the soil.
- 3 Agriculture is one of the biggest causes of global warming. *Farming* causes deforestation, pollution, and the overuse of water.
- 4 The first key change is to our diets. The second *one* is to how we travel.

Elicit feedback from the students on their experience of completing these two tasks. Remind them that the academic skills activities will help them improve both their reading and writing in academic contexts, and that they should store them as part of their personal "tool kit" to use in their general studies.

### Extension activity

Students could add the academic skills from each unit to a personal library or “tool kit.” This could be done by copying the information box onto a file card (with source reference), or taking a picture of the box (again, with reference) and storing it in a digital folder. Encourage students to review this “tool kit” from time to time, and to continue to select skills to use in their general study programs.

## READING 2

### VARIETY IS GOOD

#### Warm-up

Write the following common foods and drinks on the board: *coffee, rice, apples, wheat, tea, bananas*. Point to *coffee* and ask students to raise their hands if they have had coffee in the last two days. Repeat the activity for the other words and have a very brief class discussion on how common each of these foods and drinks are.

#### A VOCABULARY PREVIEW

- 1 Students work alone to complete the questions with words in the box. Check answers as a whole class. Check pronunciation carefully.

#### ANSWERS

1 locally 2 claim 3 human 4 crops  
5 environmental 6 artificial 7 cost 8 pollute

- 2 Have the students work with a partner to discuss the questions in Exercise 1. Ask for feedback on the main points of the discussion. Go through the answers.

#### B BEFORE YOU READ

##### Preparing to read

Students discuss the three questions with a partner. After a few minutes, open up the discussion to include the whole class.

#### Extension activity

Ask students to work with a partner or in small groups. Tell them to reflect on their answers to the three questions and to imagine two scenarios: one scenario is that everybody in the world has the same diet, the other scenario is that every region in the world has a different, unique diet. Ask them to make a list of advantages and disadvantages for each scenario and wrap up the activity by asking each group to briefly outline their ideas.

#### C GLOBAL READING

##### Skimming

Elicit from the class what to focus on when skimming this particular text (**Possible answers:** pictures, title, headings, and topic sentences). Set a short time limit (e.g., 2 minutes) for students to skim-read and choose an alternative title.

#### ANSWER

2

#### D CLOSE READING

##### Understanding synonyms

#### Warm-up

With books closed, write the following words in a jumbled order around the board: *country, learning, building, nation, state, discovering, making, creating, studying*. Ask students to identify the three groups of three words (**Answer:** *country / nation / state; studying / learning / discovering; making / creating / building*). Once completed, write the word *synonym* on the board and elicit the meaning (**Possible answer:** words with a very similar meaning).

Students read through the *Understanding synonyms* box and ask questions, for example: *Why do we use synonyms?* (to avoid repetition and make the text interesting); *Why do we need to recognize and understand them?* (to help us to understand the text more fully); *How can they help us?* (by indicating the main topic of a section).

- 1 Students read the relevant paragraphs and identify the synonyms. Allow them time to check answers with a partner before checking back as a whole class.

#### ANSWERS

**Paragraph 1** *climate change; pollution*

**Paragraph 2** the foods; daily menu

**Paragraph 3** types; range

**Paragraph 4** plants; fruits / vegetables / cereals; (“things” and “food” are also options)

- 2 Students find synonyms in the text from paragraphs 5–7 for the words in bold. Ask students to check with a partner, and then check as a class.

#### ANSWERS

1 hugely beneficial 2 protect 3 chefs



- 3 Students read through sentences 1–5. Give them the opportunity to see if they can remember the numbers with a partner before reading the article again in detail to confirm their answers. Go through the answers with the class.

#### ANSWERS

1 75% 2 one / two 3 95% 4 30 5 2,500

### E CRITICAL THINKING

This section involves several elements of critical thinking, including ranking, providing supporting reasons, analysis of a situation, and speculation.

- 1 Put the students into small groups to discuss the question. Give them time to review the two texts and to take notes if necessary. Encourage students to expand on the reasons they give for their opinions on how varied diets are today.
- 2 Ask students if they would or wouldn't find it difficult to modify their diet in order to reduce impacting the environment negatively. Encourage them to explain any changes they mention and to assess how much of an impact they would make. Ask each group for feedback on how far they would be willing to go to change.

### VOCABULARY DEVELOPMENT

#### ADJECTIVES FOR DESCRIBING FOOD

##### Warm-up

With books closed, tell the students the last thing you ate, and describe it with a word using mime to make the meaning of the word clear (for example, *cheese* / *smelly*). Ask students what they have eaten today and write it on the board. Elicit a few simple words to describe the food (for example, *sweet*, *hot*, *cold*). Leave the words up for the students to use when they give feedback on Exercise 1. (Alternatively, you could show images of different food types to elicit more description words.)

- 1 Students open their books and match the words with the definitions. Check answers as a whole class. Then, if the *Warm-up* was completed, return to the food words on the board and elicit which of the adjectives from Exercise 1 match the food types.

#### ANSWERS

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

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

#### ANSWERS

1 Frozen 2 spicy 3 juicy 4 Creamy 5 salty  
6 smelly 7 tasty 8 bitter

- 3 Ask students to discuss with a partner the two questions relating to food preferences. Encourage them to take the discussion further with additional questions, for example, *Have you always preferred this type of snack? Why do you think this is the case?*

### ACADEMIC WORDS AND IDIOMS

- 1 Students work alone to match the words with the definitions. Ask students to check with a partner, and then check as a class. Check that students know how to pronounce each word, focusing particularly on /k/ in chemical, and the word stress in each of the words. If appropriate, highlight that the word stress shifts in *export*—as a verb the stress is on the second syllable, and as a noun, it is on the first syllable. Draw students' attention to the *Academic idioms* box and ask them to suggest different sentences in which they could use the idiom *in the long run*.

#### ANSWERS

1 b 2 i 3 l 4 g 5 j 6 a 7 d 8 h 9 e  
10 f 11 c 12 k

- 2 Students complete the sentences with the words from Exercise 1. Go through the answers with the class.

#### ANSWERS

1 export 2 Consumers 3 It's early days 4 chemical  
5 In the long run 6 contribution 7 approach  
8 Global 9 consume 10 domestic 11 income  
12 recovery

- 3 Students discuss the questions with a partner. Encourage them to extend the discussion with the simple follow-up question *Why?* Ask pairs to report back on their discussion and the reasons they gave for different answers.



## WRITING MODEL

### A ANALYZE

Read through the learning points listed for this section of the unit and highlight that each section builds to the final writing section.

Analyze the brainstorm with the students, asking questions to check their understanding. For example, *Which country is the focus?* (Argentina), *What is an important food type there?* (beef). Give students time to complete the model with the words in bold. Ask students to check with a partner, and then check as a class.

#### ANSWERS

- 1 Beef 2 exports 3 consumers 4 asado  
5 organic farming

### B MODEL

- 1 Ask the students to analyze the model text and identify which groups of sentences relate to which topic. Ask students to check with a partner, and then check as a class.

#### ANSWERS

- 1 c 2 a 3 b

- 2 Students discuss the questions with a partner. If possible, place students with a partner from their own country initially, and then change partners to discuss the same questions and compare answers with students from different countries. Ask students to report back to the class.

## GRAMMAR

### RELATIVE CLAUSES

#### Warm-up

With books closed, write a sentence on the board about your country. For example, *People eat more organic food nowadays*. Elicit if this is true for everywhere in the world (**Answer:** no). Write on the board on a separate line ... *who live in the UK* ... Ask students how to combine the sentence and clause. (**Answer:** *People who live in the UK eat more organic food nowadays*.)

Then write the sentences: *Organic food is often grown locally. Organic food is usually quite expensive*. Ask students how to combine these sentences, and write the answer on the board. (**Answer:** *Organic food, which is usually quite expensive, is often locally grown*.)

Elicit the differences in punctuation and grammar between the two sentences. (**Answer:** The first has no commas, and uses *who*, and the second has commas around the inserted clause and uses *which*). Ask students to open their books and read the information about relative clauses in order to explain the two differences. (**Possible answer:** *who* vs. *which* = people vs. things; no commas for defining relative clauses giving extra information about the person or thing.)

- 1 Students use the *Relative clauses* box as a reference to identify the clauses and say whether they are defining or non-defining. Ask students to check answers with a partner, and then check as a class.

#### ANSWERS

- 1 Common foods which are grown in this country include wheat, fruit, and vegetables. **defining**
- 2 Farmers who sell in the local market always sell seasonal crops. **defining**
- 3 Crumble, which is an English dessert, is made from fruit, flour, sugar, and butter. **non-defining**
- 4 The area on the coast, where many farmers are based, is good for growing crops. **non-defining**
- 5 The food stall owners, who work in this area, must have a license. **non-defining**
- 6 The town where I lived as a teenager is famous for its hot and spicy food. **defining**

- 2 Students work alone to complete the sentences. Ask students to check their answers with a partner, and then check as a class.

#### ANSWERS

- 1 who 2 where 3 which / that 4 which / that  
5 where 6 who

- 3 Read through the example with the students and elicit the type of clause (**Answer:** non-defining) and why it is this (**Possible answer:** *The East of China* is a specific place that needs no further definition; it uses commas at the start and end of the clause). Students work alone to combine the sentences. Monitor the activity and help with any vocabulary where needed. Have the class give feedback with the correct sentences displayed on the board.

#### ANSWERS

- 1 *The East of China, where most people live, has the best farmland.*
- 2 The people who live on small islands mostly eat fish.
- 3 Bottled water, which comes from other countries, is more expensive than gas.
- 4 The dish that is made from rice, fish, herbs, and spices comes from the north of the country.
- 5 The places where they eat more meat are in the center of the country.

#### Exam Skills

To achieve higher grades on writing tests such as the IELTS exam, a range of sentence structures needs to be used, including complex sentences. Sentences with relative clauses are useful to show that you are able to control and combine multiple ideas within the context of one sentence and can, therefore, produce complex sentences.

## WRITING SKILL

### WRITING COMPOUND SENTENCES

#### Warm-up

On the board write the two sentences: *The people buy the food that is not expensive. The people buy the food since it is not expensive.* Elicit the differences. (**Possible answer:** The first has a defining relative clause using *that*, with *that* replacing the subject. The second is two independent clauses (both with subject and verb) joined with a conjunction (*since*, meaning *because*). The first defines the food the people eat. The second explains why the people eat the food.)

Students read through the *Writing compound sentences* box. Encourage them to discuss the skills box with a partner and to ask you questions to check their understanding of compound sentences. Highlight that all the conjunctions fit grammatically and that the way to select the correct one is to analyze the logical connection between the two ideas in the compound sentence.

- 1 Students work alone to choose the correct conjunction. Ask students to check their answers with a partner, and then check as a class.

#### ANSWERS

- 1 While 2 but 3 and 4 so

- 2 Write the first two sentences on the board: *Many people's lives have become better. Their diets have become worse.* Ask students to analyze the logical connection between the ideas and try out some of the different conjunctions. Give them time to arrive at the idea of contrasting or different ideas, i.e., one idea *not* following on from the other, and then to select the appropriate conjunction (*while* / *but*). Then write the compound sentence on the board (**Answer:** *Many people's lives have become better, but / while their diets have become worse*). Ask students to work alone to combine the other sentences into compound sentences. Go through the answers with the class.

## ANSWERS

- 1 Many people's lives have become better, but their diets have become worse. / While many people's lives have become better, their diets have become worse.
  - 2 We need more food to feed everyone because the population is growing. / We need more food to feed everyone since the population is growing.
  - 3 Previously, people lived on small farms and they ate the food they grew.
  - 4 It rains a lot so the country grows most of its own food.
  - 5 We are eating more food, but we are growing less food ourselves. / While we are eating more food, we are growing less food ourselves.
- 3 Students use the conjunctions in the skills box to write four compound sentences about their favorite foods in their countries. Ask students to work with a partner to check the grammar. They can then change partners, share their sentences, and ask each other further questions about the food in their countries.

## WRITING TASK

### BRAINSTORM

Students work alone or with a partner (with another student from the same country) to complete the brainstorm. Ask volunteers to share their ideas with the class and highlight similarities and differences between the different countries.

### PLAN

Students then work alone to write notes on each of the questions. When they have addressed all the questions, ask students to work with a partner and discuss the questions. As they share their ideas, they can make further notes of ideas that come up.

### WRITE

Students complete the writing task in class or as a take-home activity. Ideally, they should write their answer electronically (e.g., on a laptop or smartphone) to allow them to edit it later. Encourage students to find images that support the text and to reference them appropriately if including them with their essay.

## REVIEW

Tell students to swap their paragraphs and to use the three questions to review the work. Encourage them to think of constructive feedback and allow them time to report back to each other.

## REWRITE AND EDIT

Students use their partner's feedback to rewrite and revise their text, checking for errors and paying particular attention to the bullet points on compound sentences and relative clauses.

## REVIEW

### WORDLIST

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, check with a partner, and report back to the class.

## ANSWERS

- 1 attitude 2 in the long run 3 income 4 factor  
5 global 6 It's early days 7 exports

## 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.