

READING 1	Completing a summary of main ideas
READING 2	Understanding synonyms
ACADEMIC SKILL	Cohesive words and phrases
VOCABULARY	Adjectives for describing food
GRAMMAR	Relative clauses
WRITING	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 *tomatoes*). 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 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 vegetable, 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 the students 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 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

- 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.

- 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.
- 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

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.)

- 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

- 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

- Ask students to discuss 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?*

VOCABULARY

ACADEMIC WORDS AND IDIOMS

- 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

- 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

- 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

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 students 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 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 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

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 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 partner's country.

WRITING

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.