

1 SOCIETY

- LISTENING 1** Listening for examples
- LISTENING 2** Listening for details
- STUDY SKILL** Managing work and study
- 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 the unit opener image. 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 put students into pairs 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.

Highlight the video grab and elicit who is in it (*British Royal Family / Duchess of Cambridge / Kate Middleton*). Elicit any information students may know already about the topic (e.g., *names, ages, background*). Then ask students to discuss and decide if the statements are *T* (True) or *F* (False).

ANSWERS

- 1 F (They also give food, clothes, advice, and time.)
- 2 T
- 3 T
- 4 F (Prince William also works with charities.)

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. Ask students to check in pairs, and then check with the class.

ANSWERS

- 1 Charities that help young families with children.
- 2 Volunteers give help to people who need it.
- 3 It’s the center’s one-year anniversary of opening.
- 4 two

See page 108 for the video script.

After you watch

Put the students into pairs, or small groups, and ask them to discuss the questions. Before starting, check the meaning of *do your bit* (**Possible answer:** *make a useful contribution / an effort*). Also, highlight that the questions move from personal opinion (question 1), to experience and knowledge (question 2). When students discuss their answers, encourage them to use follow-up questions, and explore each other’s preferences on question 1.

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

- 1 Students work alone to complete the sentences, using dictionaries if they have them. They check in pairs 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

- 2 Ask students to complete the sentences using the words from Exercise 1. They should then compare their answers in pairs, 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*).

- 1 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 in pairs.

- 2 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 in pairs, 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.

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

- 1 Give students time to read through the information, and answer any questions they may have. They should then review the table. They can do this in pairs, 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.

- 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. Then put students into pairs, or 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.

STUDY SKILLS

Managing work and study

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

Ask students, with a show of hands, to indicate whether they work and study, or only study. Then give them time to read through the first part of the box. Then ask students to indicate which of the three categories they are in. Elicit some of the challenges (e.g., *time pressure*). Give time for students to read through the remainder of the box, and then ask them to discuss Exercise 1 in pairs. Encourage students to expand on their answers and think of supporting examples.

Students then rank the benefits in question 2 alone, compare answers with a partner's, and finally discuss the questions in question 3. Ask pairs to report the main points of their discussion to the class.

LISTENING 2

Can money buy happiness?

A Vocabulary preview

- 1 Students match the words in bold to the definitions. Go through the answers with the class.

ANSWERS

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

- 2 Ask students to complete the sentences in pairs, and then check their answers with another pair.

ANSWERS

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

- 3 Ask students to discuss the questions in pairs. Go through the answers with the class.

B Before you listen

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 in pairs. Elicit feedback from the pairs, and have a Yes / No vote on question 3. Ask students to vote one way or the other, encouraging them to take an overall perspective, and move away from an “it depends” approach. Keep a note of the vote tally; this can be compared to a post-listening vote on the same question.
- 2 Ask students to recall the meaning of “experiment” (*a test to find out what happens*), and check the meaning of “psychology” with them (i.e., *the study of the mind, and how it affects behavior*). Ask students to complete Exercise 2 in pairs.

ANSWERS

2

- 1 Ask a question about the experiment
- 2 Describe the experiment
- 3 Describe the results
- 4 Answer the question about the experiment

C Global listening

Listening for the main ideas

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

AUDIO SCRIPT

Track 1.3

Good morning, everyone. Our lecture today will be about charity and happiness. People are taught from a young age that money can't buy happiness, but is that completely true? Maybe giving makes people happier. I'd like to talk about that today and answer this question: Can money make people happy? To answer this question, I will describe some experiments and tell you about the results. Let's find out. Can money buy happiness?

There was an experiment recently where the organizers took a group of college students from the U.S.A. and split them into two groups. They gave both groups an envelope with money in it and asked the first group to spend money on themselves, and tell them how it made them feel. They then asked the second group to be prosocial, which means to use their money to help others, and tell them how that made them feel. Each person in the experiment had different amounts of money. They wanted to see which students would feel happier. All the participants had to do was spend all their money as asked by that evening.

The groups did as they were told and then they had to write down how spending their money that day made them feel. Well, what do you think happened? The students who spent the money on helping other people felt happier than the ones who spent the money on themselves. It didn't matter what amount of money was spent or what it was spent on. Helping others rather than themselves made people happier.

The experiment was also tested in Uganda to see whether there would be any difference. It had the same results! The experiment showed that students buying a cup of coffee for someone made them just as happy as supporting their access to medical care, which is much more expensive. Very different motivation. But the same general results. So doing small things for someone can make you feel just as happy as doing the big things.

The next step was to do a similar experiment in companies. The organizers visited a sales company in New Zealand. Again, they gave some people on the team money to spend on themselves. To other people, they gave them money and asked them to spend it on one of their colleagues. Many of them bought something for the team. Specifically, one team combined their money and bought a piñata and then had fun hitting it together to get the candy. In general, the teams that spent it on their teammates actually performed better in their jobs. In other words, they actually sold more stuff later!

So let's go back to the original question. Can money buy happiness? Well, yes! Even though our parents told us no. When they told us money can't buy happiness, they were wrong. Money can buy happiness ... if you spend it on other people.

That's it for now class. I'll see you next time!

ANSWERS

1 charity, happiness 2 college students 3 help others
4 happier 5 small, big 6 team

D Close listening

Listening for details

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

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.

Play the audio again. As this is the first time students will have listened for detailed information, you could stop the audio after each section, allowing students to compare, and discuss answers with a partner.

POSSIBLE ANSWERS

Question professor wants to answer

Can money buy happiness?

Describe experiment

College students in Canada

Each given an envelope of money

Half told to spend it on themselves

Half told to spend it on others

Also conducted in Uganda

Also conducted on sales teams at a company

Describe results

Those that spent money on others were happier.

It didn't matter how much money it was.

It didn't matter what the money was spent on—big things, or small things.

Answer the question

Money can buy happiness ... when you spend it on others.

E Critical thinking

Put students into small groups and ask them to discuss the questions. Highlight the follow-up question *Why / why not?*, 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. Also, if the class voted earlier, ask students to again vote on whether money can buy happiness. Compare the results and elicit reasons for any changes.

PRONUNCIATION

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 underline the letters they don't hear. Allow students to compare their answers in pairs before playing the audio again.

AUDIO SCRIPT

Track 1.4

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

ANSWERS

- 1 every /'evri/
- 2 comparable /'kɒmp(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 missed 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

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.

VOCABULARY

Academic words

Highlight to students that they will study words in each unit which are especially important in academic English. Mention there is a special list of words (the Academic Word List) which contains the most important words to know for academic English. The words in this section of each unit are taken from this list.

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

ANSWERS

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

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

SPEAKING

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 *Doctors Without Borders*. 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

Students discuss the two questions in pairs, 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

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. Then put them into pairs and ask each student to say the sentences, again including the correct pausing for punctuation.

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 Put students into 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

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 missed 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 circle 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 1.5

- 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 Students work in pairs to underline 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 in pairs, 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

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 188 as a class. Check any vocabulary as required.

Put the students into groups 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 share

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

Put students into pairs and ask them to discuss the question. Give them three–five minutes. Monitor the discussion, helping with vocabulary where needed.

REVIEW

Wordlist

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

Academic words review

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

ANSWERS

1 revision 2 principal 3 normal 4 benefit
5 intermediate

Unit review

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

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.