

- A** First, you need the right equipment. Take gloves and a torch. Also, you have to know where to go. Small to medium-size shops are probably best. The larger shops lock their bins.
- L** We're in the car park behind a supermarket. It's 5.00 p.m. and dark, so people don't notice us. Ash and Ross walk confidently to the bins, lift the lids, and start looking for food. The first bin bag we open contains frozen meals, including chicken curry and *chilli con carne*. The meals haven't been opened and the sell-by date is today. Underneath are ten tubs of ice cream, with the same sell-by date. At the bottom is a carton of eggs. The sell-by date is next week. Ross says this isn't surprising.
- R** We get a lot of eggs. Sometimes, if one breaks, they just throw away all of them. But, er, you know, just be careful when choosing what to eat. If the packaging is open or it's past the sell-by date, don't take it. Oh, and wash everything you find before you eat it.
- N** Monday
- L** Now it's time for Dave and me to try freeganism on our own. As we begin, it's freezing cold. After an hour and a half of searching, we still haven't found one unlocked bin. Eventually, we go behind a smaller supermarket and... success! The bins are open. There's a plastic bag full of vegetables at the bottom. So, while Dave holds the lid open, I reach in. A couple of people are watching us, and I'm so embarrassed. But the bag's full of potatoes, apples, and carrots, and there's nothing wrong with them. We'll make a nice soup with them. Now, we just need bread. We look inside a coffee shop's bin and there is some. But we're right outside the station and it's rush hour. We're too embarrassed to take it. So we go to the bins outside a nearby supermarket, where we find a plastic bag of sliced bread. The bag is unbroken and the sell-by date is today. At home, after washing the vegetables, we cook a delicious soup, which we have with the bread. Dessert is baked apples. Wonderful.

- e** **2 30**) Now focus on the questions for Tuesday and Wednesday and give Sts time to read them. Play the audio once. Then get Sts to compare answers with a partner, and play the audio again if necessary.

#### Tuesday

- 1 She didn't feel ill.
- 2 avocados and bread
- 3 vegetables and fruit – potatoes, peppers, a melon, and some salad
- 4 She doesn't understand it.
- 5 spicy pasta soup with vegetables, and a baked apple
- 6 No, they bought the pasta.

#### Wednesday

- 7 They smelled terrible.
- 8 sausages, cabbage, lemons, and some onions
- 9 A lot of food is thrown away for no good reason, and is the same as what you could buy in a shop.

#### **2 30**)

(script in Student's Book on p.125)

**N = Narrator, L = Liz**

#### **N** Tuesday

**L** I don't feel ill – a good start – so we enjoy a freegan breakfast of avocados, which were a present from Ash and Ross, and we have the rest of yesterday's bread. We decide to visit the bins by the supermarket where we found the vegetables yesterday. Again, we find lots of vegetables and fruit – potatoes, peppers, a melon, and some salad. The salad is close to the sell-by date, but if it were in your fridge, you'd eat it. Other sell-by dates are not for another week. I don't understand why they were thrown away. After a lunch of yesterday's soup, we search at bakeries but find nothing. Luckily, we've found enough food this morning for dinner and tomorrow's breakfast. We've decided that it's OK to use a few shop-bought ingredients such as pasta, so on the menu tonight is a spicy pasta soup with green peppers and the carrots from yesterday. For dessert we have another baked apple.

#### **N** Wednesday

**L** Today, after a breakfast of melon, we head off to check out the bins in the market, which smell terrible compared

with the supermarket rubbish. We find enough food to eat like kings: sausages, cabbage, lemons, and some onions. Although three days is a short time to live as a freegan, I've already learned that a lot of food is thrown away for no good reason. Perhaps I should continue with my freegan lifestyle? After all, the food we found, after a good wash, was the same as the food you buy in a shop. Except, of course, it was free.

- f** Do this as an open-class activity. Encourage Sts to give reasons to justify what they say, and tell them what you think.

## 2 VOCABULARY rubbish and recycling

- a** Focus on the instructions and the three sentences from the listening. Put Sts in pairs to see if they can remember any of the words.
- b** **2 31**) Play the audio for them to check their answers. Model and drill pronunciation.

#### **2 31**)

- 1 Ash and Ross walk confidently to the **bins**, lift the **lids**, and start looking for food.
- 2 At the bottom is a **carton** of eggs.
- 3 If the **packaging** is open or it's past the **sell-by date**, don't take it.

- c** Tell Sts to go to **Vocabulary Bank Rubbish and recycling** on p.156.

Focus on **1 Rubbish: nouns and phrasal verbs** and get Sts to do **a** individually or in pairs.

**2 32**) Now do **b**. Play the audio for Sts to check answers. Then play it again pausing after each word or phrase for Sts to repeat.

#### **2 32**)

#### **1 Rubbish: nouns and phrasal verbs**

##### Nouns

- |           |                      |
|-----------|----------------------|
| 1 rubbish | 5 waste-paper basket |
| 2 waste   | 6 dustman            |
| 3 bin     | 7 landfill site      |
| 4 bin bag |                      |

Focus on **c**. Sts complete the sentences individually or in pairs.

**2 33**) Now do **d**. Play the audio for Sts to check answers. Play it again, pausing after each sentence for Sts to repeat.

#### **2 33**)

##### Phrasal verbs

- 1 If that pen doesn't work, just **throw it away**. I hate having pens around that don't work.
- 2 Please could you **take out** the rubbish? I did it yesterday.
- 3 I'm moving house in a few weeks, and I've decided to **give away** a lot of books and clothes to a charity shop.
- 4 In many countries there are special containers for used glass and cardboard. People then come and **take it away** to be recycled.

Highlight that all four phrasal verbs are separable, i.e. they can have an object after the particle or between the verb and the particle. Remind Sts that if the object is a pronoun (e.g. *it*) then it **must** go between the verb and the particle, e.g. *Throw it away*.

Now focus on **2 Packaging**. Make sure Sts know the meaning of *packaging* (= materials used to wrap or protect goods that are sold in shops). Model and drill

its pronunciation /'pækɪdʒɪŋ/. Then get Sts to do a individually or in pairs.

2 34)) Now do **b**. Play the audio for Sts to check answers. Then play it again pausing after each word or phrase for Sts to repeat.

2 34))

**2 Packaging**

4 bottle	2 plastic bag
10 can	6 polystyrene tray
5 cardboard box	14 pot
12 carton	9 sell-by date
1 jar	13 tin
7 lid	3 tub
11 packet	8 wrapper

Point out / elicit that *polystyrene* is a lightweight, synthetic material which is often used in packaging.

Focus on **c**, making sure that Sts know the meanings of the words in the list. Do this either with the whole class or in pairs.

yogurt – pot  
biscuits – packet  
olives – jar  
soft drinks – bottle, can / carton  
sardines – tin  
a washing machine – cardboard box  
ice cream – tub  
milk – bottle / carton

Finally, look at **3 The prefix re-**. Get Sts to do a individually or in pairs.

2 35)) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing after each sentence for Sts to repeat. Elicit that the prefix *re-* = again, so, e.g. *reuse* = use again. You may want to point out that there is a secondary stress on *re-*.

2 35))

**3 The prefix re-**

- 1 There's a bottle bank at the local supermarket where you can **recycle** all your glass bottles and jars.
- 2 Many supermarkets now charge extra for plastic bags. They prefer customers to have shopping bags which they can **reuse**.
- 3 If you're not sure about the project, you should **rethink** the whole thing.
- 4 You can **reheat** your dinner in the microwave.
- 5 They'll have to **replay** the match next Saturday.
- 6 You should **reapply** sunscreen every hour if you have fair skin.

**Extra challenge**

- You could elicit other words which start with the prefix *re-*, e.g. *rewrite*, *remarry*, *restart*.

**Testing yourself**

For **Rubbish: nouns and phrasal verbs** exercise **a**, Sts can cover the definitions and try to remember what the words / phrases mean; for exercise **c** they can cover 1–4 and try to remember the meaning of the phrasal verbs. For **Packaging**, Sts can cover the words / phrases and look at the pictures, and for **The prefix re-**, they can cover 1–6 and try to remember the meaning of the verbs.

**Testing a partner**

See **Testing a partner** p.20.

Tell Sts to go back to the main lesson **4A**.

**Extra support**

- If you think Sts need more practice, you may want to give them the **Vocabulary photocopiable activity** at this point or leave it for later as consolidation or revision.

**3 PRONUNCIATION** /ɪ/, /aɪ/, and /eɪ/

**Pronunciation notes**

- Students may confuse the vowel sounds /ɪ/, /aɪ/, and /eɪ/. They often make sounds influenced by their L1, e.g. pronouncing the letters 'ay' as /aɪ/.
- Remind Sts that:
  - *i* + consonant + *e* is usually pronounced /aɪ/, e.g. *nice*
  - *i* between consonants is usually pronounced /ɪ/, e.g. *sit*
  - *a* + consonant + *e* is usually pronounced /eɪ/ when it is on a stressed syllable, e.g. *place*
  - *ay* is always pronounced /eɪ/, e.g. *day*
  - *age* when unstressed is usually pronounced /ɪdʒ/, e.g. *village*

- a Focus on the three sound pictures and elicit the words and sounds. Then focus on the pink letters in the words. Give Sts a few minutes to write them in the correct column. Get them to compare answers with a partner.
- b 2 36)) Play the audio. Stop after each group and check the answers. Then play all three groups, pausing for Sts to repeat.

2 36))

fish /ɪ/	bin, garbage, lid, packaging
bike /aɪ/	diet, lifestyle, reapply, recycle
train /eɪ/	away, date, tray, waste

Give Sts time to practise saying the words.

- c Tell Sts to go to the **Sound Bank** on p.166. Get them to identify the typical and unusual spellings of each sound they encountered in **a**.

**STUDY LINK**

- Sts can practise these sounds on the *iTutor* and on the *English File Intermediate Plus* website.

**4 SPEAKING**

- a Focus on the *What a waste!* questionnaire and its title. Elicit / explain the two meanings of *waste* (= not a good use of sth; material that is thrown away). The first meaning can be used with *a* (e.g. *a waste of time*) and is the meaning here. *Waste* in the second meaning is uncountable. Quickly go through the questions and make sure Sts understand all the vocabulary, e.g. *local council*.

Give Sts time to think about what they are going to say.

- b Put Sts in groups of three or four and tell them to take turns to ask each other the questions. Emphasize that they should give and ask for as much information as possible.

Monitor and help Sts with any vocabulary they need.

Get some feedback.