

– for example, *such as* and *like* can also be followed by phrases with verbs:

There are lots of things you can do to save water, for example/ such as/like have/having showers instead of baths, install/ installing a water meter or use/using a water butt in your garden.

- 5 • Ask students to read out the sentences they have found, then copy them into their notebooks.

Exercise 5

'We use it to do things *like* wash clothes and have showers.'

'You choose the time that you want to spend in the shower, *for example*, two, three or five minutes.'

'special options, *such as* the flexible timer.'

- 6 • Students do the task.

Exercise 6

Suggested answers:

- 2 for example/such as/like phones and cameras.
- 3 for example /such as/like jeans and T-shirts.
- 4 for example/such as/like notebooks and pencils.
- 5 for example/such as/like a plant pot, a pencil holder.

- 7 • **THINK** Question 1: If students need help with ideas, ask them to look again at the photos in exercise 1. Help them with key vocabulary, or tell them to use a dictionary.
- Students can also look online for ideas for green products.
 - Tell students to look back at their notes for exercise 3 to see the kind of things they wrote for each section of the table.
 - **PREPARE** Point out that the last bullet point asks students to include two or three sentences that use *for example, such as* or *like*.
 - ▶ **Challenge** Students can include other items in their advertisement, e.g. a price, comments from satisfied customers, information about where to buy their product.
 - **WRITE** Before writing, ask students to read through the questions in the **CHECK** section, to see what they should include.
 - Give students time to write, using the advertisement for the shower timer to help them.
 - Draw attention to the first conditional sentence in the first paragraph of the advertisement on p68 (*if you use the Shower Timer ...*) and encourage students to use similar sentences in their own adverts.
 - **CHECK** Students use the questions to help them improve their advertisements.
 - Remind them not to write one long paragraph.

- 8 • **Peer review** Students can look at more than one advertisement for this stage, if time allows.
- Tell students to answer the questions about the advertisement(s) they look at.
 - Nominate individuals to tell the class which product they think is the most useful and why.

Further practice

- Writing → Workbook p42
- Writing competence → Teacher's Resource Centre

Homework

Students think about some of the advertisements they looked at in the **Peer review**, or they can look at more adverts in magazines, newspapers or online. Ask them to write six to eight sentences describing two products they have seen and what each can do. They can use phrases to introduce examples, as well as first and zero conditionals, e.g. *If you buy a ... , you will save money.*

Project

Student's Book pp70–71

Lesson aims *Students conduct a green audit and make proposals for change at their school.*

Warmer

Ask students to look at the Graphic organiser for this unit on p120. Allow five minutes to discuss with a partner what they learnt about the environment and homes and what they have enjoyed most about the unit.

WDYT?

How can we improve our environment?

Ask students if the issue of the environment is a large or small one. Ask them what they usually do if they are working on a project or solving a difficult problem. (break it down into smaller parts) Elicit how they could break up the issue of the environment into smaller chunks (e.g. at home, at school, in town). Ask them if there are things that could be done individually or in groups. Then encourage them to discuss what steps they can take to improve as many areas as possible.

Ask students how their ideas have developed since the beginning of the unit.

TASK

Read through the task and learning outcomes as a class. Use the Model project to show students a poster giving details about a green audit. Explain that an audit is a way of assessing how well something works at an organisation. A green audit looks at how environmentally friendly the systems are. At the end of an audit, the team will usually make a *proposal* (= a plan or suggestion for how to improve).

1 See the videoscript on p142.

- Students do the task.

Exercise 1

recycling

STEP 1: THINK

- 2 • Before students do the task, check general understanding:
- Which green activity is the poster about? (recycling)*
What sorts of information does it mention?
 (facts about places in the school, bins, waste collection, separating waste, members of staff, proposals for action)

Exercise 2

Suggested answers:

- | | |
|-----------|--------|
| 1 yes | 2 both |
| 3 by hand | 4 yes |
| 5 yes | 6 yes |

STEP 2: PLAN

- 3 • Check understanding of *green spaces* by getting students to guess the meaning.
- 4 • Tell students to think carefully about the information they want to use, where or who might have the information and the best way to collect it.
- If it is practical, invite key members of staff to your classroom to answer students' questions. Students may also be able to email questions to staff members, but you will need to allow time for them to receive replies.
 - Alternatively, restrict students' survey to their classroom and their classmates only. If doing this, ensure that the scope of their plans is realistic.
- **Challenge** Students can think about and research different ways of presenting their information, e.g. bar graphs, pie charts.
- 5 • If practical, allow time for students to carry out interviews with staff, send out and collate surveys or questions in emails or go round the school looking at green spaces, bin provision, etc.
- Before students go to collect information, ensure that they have a clear plan for how they will record their results neatly. Remind them that at this stage their notes are only for themselves, so they don't need to look perfect, but they must be clear in order for the group to understand and work with them later.

STEP 3: CREATE

- 6 • Ask students to first focus on the tips. Discuss in the group whether they consider themselves good at reacting to problems. Do they have other tips to add to these ones?
- Then focus attention on the Key phrases. Draw attention to the use of *going to* for asking about future plans: *so how are we going to ... ? Are we going to include ... ?*
 - Highlight the use of *could* for making suggestions: *We could put ... , we could suggest ...*
 - Explain that *would* is also used to make a suggestion in *I think ... would be a good idea*. See the Model project on p71 and the Model project notes for further ideas.

Extra activity

Ask students to make different sentences using the main elements of the Key phrases they have just studied.

- 7 • Before they start, encourage students to look at the Final reflection questions to help them with key aspects of creating their poster and working together.

STEP 4: PRESENT

- 8 • Tell students to think about how they are going to describe their poster. Advise them to do the following:
- Set out the purpose of their audit (researching paper use, recycling, green spaces, etc.).
 - Explain what they did to get their information and how they recorded it.
 - Briefly summarise their findings, pointing to graphics on their poster to support what they are saying.
 - Sum up with their proposals.
 - Encourage groups to divide the presentation of the stages between them.
- 9 • **Peer review** Allow groups to present to another group, rather than the whole class, if this is more practical.
- Make sure students read the questions here before they watch the presentations, so that they know what to give feedback on (they can make notes if they wish).
 - Nominate students to tell the class about anything surprising they discovered or the proposal that they think would make the biggest difference.

Model project

Layout: A heading at the top says what the audit is focusing on. Different sections are clearly marked using sub-headings *Green Audit* and *Proposal*.

Artwork: Infographic-style symbols and icons are used as a quick way to show different categories of information. The recycling logo is dominant and clear and will help anyone quickly understand the rough topic of the presentation. There is also a diagram (a pie chart) to show survey results, plus photos for interest and simple sketches to help clarify points.

Language: Simple labels and short note-style phrases are used throughout – this presentation prioritises visual techniques for presenting information, and therefore keeps words to a minimum. Imperatives are used for recommendations in the proposals.

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FINAL REFLECTION

- In their groups of three, ask students to work through the questions and decide which face best matches how they did. Remind students to think back to the **Peer review** and any helpful comments made by their classmates.
- In evaluating part 1, ask students to think about how they could present the information more clearly.
- In evaluating part 2, ask students to remember their discussions when they were planning their posters.
- In evaluating part 3, ask students whether they used language from the unit successfully.
- Where students have not chosen a smiley face, ask them what they think they can do differently next time to improve.

Further practice

- Super skills → Workbook p42

Homework

Students research either the provision of bins and recycling facilities or alternatively the provision of green spaces in their street/immediate local area and write a short list of proposals for possible improvements.

End-of-unit further practice

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- Social and emotional competence → Workbook p76–77
- Exam trainer → Workbook pp89–94
- Progress test (standard and higher) → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre