

Project

Student's Book pp70–71

Lesson aims Students choose a green issue and design a leaflet for a campaign to raise awareness, using appropriate grammar and vocabulary as well as demonstrating flexible thinking.

Warmer

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

WDYT? What can you do to be greener?

Ask students to look at the question again now and discuss it with a partner. If possible, have students work with a different partner this time.

Give students time to look through the unit and their notebook to reflect with their partner on the useful language they have learnt that can help them answer this question.

Then ask them to think about the different topics related to the environment that they have learnt about in the unit on how they can play a role in being greener:

Advice on protecting the planet (pp60–61)

An article about capsule wardrobes (p63)

4Ocean and transport in return for recycling (p64)

Marine pollution and beach clean-ups (p65)

Comparing and contrasting green products (p67)

Bamboo bikes (p68)

Sunglasses made from recycled materials (p69)

Ask how their ideas have developed since the beginning of the unit and if they have been influenced to make changes based on what they've read and discussed in class.

TASK

Read through the task and learning outcomes as a class. Tell students that they are going to use their ideas from the WDYT? discussion to prepare their leaflet.

Tell students that they will learn about flexible thinking later in the lesson.

1  See the videcript on p142.

- Students watch the video and answer the question. Then ask students how many main sections there are (two) and what they are called. (Could your food save the planet? and Reducing food waste to fight climate change!)

Exercise 1

food waste

STEP 1: THINK ■■■■

- Read the list with the class and check meaning.
 - Students discuss in pairs, or if you prefer, do the task with the whole class.
 - Do not check answers until after exercise 3.

Exercise 2

All except: a detailed history of the issue, text in long paragraphs with no headings

Text in short paragraphs with headings or bullet points makes it easier to follow. Photos make it more motivating to read. A general introduction to the issue and statistics give people the factual information they need, while easy practical advice means they can take action.

- Refer students to the model leaflet on p71.
 - Students do the task in pairs. Clarify that some of the points won't be in the model.

Exercise 3

Suggested answers:

attractive photos: There are colourful images of fruit and vegetables.

statistics about the issue: 30% of food is wasted; almost 50% of fruit and vegetables produced are never eaten; in Europe, 29 million tonnes of dairy products are wasted every year; in America, 60 million tonnes of food, worth \$162 billion, are wasted every year; globally, 30% of cereal products are thrown away every year – 286 million tonnes!

a general introduction to the issue: The first section 'Why is food waste a problem?' is a general introduction.

easy practical advice on what people can do: the 'What can you do?' section

bullet points make it easier to follow: There are a number of bullet points on the page.

STEP 2: PLAN ■■■■

- Students do the first part of the task and check the order with the class.
 - Discuss the answers to the other two questions with the class. Point out that they can use this as a general plan for their leaflet, plus the features in exercise 2.

Exercise 4

c, a, b

Students' own answers

- Have them look at the tips on p132. Read the options in the box with the class.
 - Pairs choose an issue and do their research.
 - Encourage them to not just copy information but make notes.

STEP 3: CREATE ■■■■

- Read the Key phrases with the class and drill them, using suitable intonation.
 - Allow students to take turns practising saying the Key phrases in their pairs.

Being flexible

ABCD

- Tell students that flexible thinking is very useful in planning and in solving problems.
- When planning, students should know what they have to do and decide the best way to do it.
- They should break a problem down into pieces and think of the best solution for each piece.
- Students can also take breaks, listen to music or move on to a different part of the project and then come back to the part that they are finding tricky.

- 7** • Have students think about the questions in Final reflection when creating their leaflet.
- Have pairs practise talking about their leaflet, reminding them that they should use their own words to explain the ideas from it.

STEP 4: PRESENT ●●●●

- 8** • Pairs practise their presentations and give each other feedback. Monitor and give further help.
- 9** • Pairs present their leaflets and pass them round for the class to read after they have finished their presentation. Allow time for questions after each presentation.
- 10** • **Peer review** Ensure students have had time to absorb and consider all the leaflets before they are asked to review them.
- Give time for students to give their feedback. If you like, have a class vote for the best leaflet and the best practical advice, and display all their work.

Model project

Layout: The model on p71 shows the inside of a leaflet about the environmental issue of food waste. On the cover of the leaflet (not shown in the model), there would be an interesting photo and large title to get people's attention.

Text: The first page gives basic facts about the issue with some statistics to illustrate the facts, plus a photo. The second page gives practical advice about what people can do about the issue. On the final page (not shown in the model), there might be links for people to find more information.

The information is presented in a format that is easy to follow – bullet points, headings and numbering are used to organise the information. Colour is also used effectively in the sub-headings in 'What can you do?' to make the most important information stand out.

Language: Language is simple and sentences are generally short. Headings are useful and set as rhetorical questions to help organise the information (*Why is... a problem?/Did you know?/What can you do?*).

The reader is addressed directly (*That way you always have fresh food*), and questions (*Crazy, right?/Did you know?*) and exclamation marks (*An incredible 30% of food is wasted!*)

are used to make it more informal and reader-friendly. The reader is also 'invited' to participate (*Imagine...*).

In the advice section, instructions are given using imperatives (*Don't buy too much food. Serve smaller portions. etc.*).

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FINAL REFLECTION

- Ask students to answer the questions individually first and then to compare answers with their partners. Encourage them to give reasons and examples to support their answers. For example, *Our leaflet was very informative and we made it motivating for people to read.*
- If students have chosen a neutral or frowning face, ask them what they think they can do differently next time to improve. Remind students that there is a project in each unit, so they can aim for improvement with Unit 6's project. Point out, too, that there will likely be many other opportunities in the students' lives for them to be flexible in their thinking, and they should aim to do so when they can.

Beyond the task

- Ask students to discuss ideas in pairs and ask the class to vote for the best idea.

Further practice

- Super skills → Workbook p42

Homework 🏠

Ask students to write a short dialogue using at least three of the Key phrases.

End-of-unit further practice

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- Social and emotional competence → Workbook pp76–77
- Exam trainer → Workbook pp84–94
- 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