

Go Green 6

How can communities be more eco-friendly?

- Choose something in the photo you notice.
- Tell a partner.
- Share your ideas with the class.

UNIT 6 RESOURCES
Level 5 • Workbook, pages 68–79
Teacher Zone:
- Unit 6 Vocabulary Worksheet
- Unit 6 Grammar Worksheet
- Unit 6 Write About It Worksheet
- Unit 6 Assessment

OBJECTIVE
- Use the photo, Big Question, and Visual Thinking Routine to introduce the unit topic, activate prior knowledge, and spark interest in the unit language and theme.

MATERIALS
- Student's Book, page 79

TEACHING TIPS
- Discuss the effects of climate change with the class and the need to try and help protect the planet. Elicit what *going green* and *eco-friendly* mean–making choices that are good for the environment. Ask students to discuss what eco-friendly measures they or their family take in their everyday lives. Give some of your own personal examples.
- Elicit that the windmill in the photo is an example of green energy, as it doesn't burn fossil fuels or pollute the atmosphere. Ask the class if they think we should use more green energy.

LESSON 1

OBJECTIVES

- to talk about eco-tourism
- to learn and practice vocabulary related to eco-tourism
- to talk about the conservation of our planet

MATERIALS

- Student's Book, pages 80–81
- Audio Tracks 70–73
- Song video

SKILLS

- Analyze information in a listening text about eco-tourism and complete a comprehension activity.
- Identify and describe vocabulary related to eco-tourism.
- Discuss eco-friendly things that you did on your last vacation.
- Activate language by watching a video and writing vocabulary to complete a song.
- Develop pronunciation skills by stressing the correct syllable in words.
- Use American and British English words for *public transportation* / *public transport*.
- Listen to and read a song about eco-tourism.

TRACK 70 AUDIO SCRIPT

Hi, there! Welcome to HOP! My name's Santiago. It's great you all came by public transportation—that's very green! Now, let me show you where you're going to stay ...
Weronika: Wow, that tree house is fantastic!
Santiago: And it's eco-friendly. All our electricity comes from the sun, and all our water comes from the river.
Shinji: The air's so clean—there's no pollution at all.
Weronika: We're going to take amazing pictures here!
Santiago: And you'll start this afternoon! My dad's going to take you to a Mayan temple.
All: (excited)
Santiago: Then tomorrow—well, Javier will tell you.
Javier: Hi, all. I'm going to be your guide when we visit the sea turtle sanctuary.
Shinji: I'm really looking forward to that!
Weronika: Are the sea turtles part of the Conservation Challenge, Santiago?
Santiago: Yes, they are! As you know, HOP is a tourism company which organizes vacations for people like you who want to go on vacation and help our planet. And the HOP Conservation Challenge gives you the opportunity to improve the environment. We ask each visitor to work on a project that will have a positive impact on the planet. You might plant trees, clear trash from beaches, help sea turtles or baby crocodiles—there's a lot to do! So, want to find out what project you're going to work on?
All: Yes, please!

A **Listen. What is HOP?**
An eco-friendly tourism company.

5 carbon footprint	4 impact
2 conservation	6 pollution
7 damage	10 public transportation
3 eco-friendly	1 tourism
9 environment	8 waste

B **Listen and say. Listen again and number the words.**

9 the natural world, including the land, water, air, plants, and animals

US	UK
public transportation	public transport

I can talk about eco-tourism.



C **What eco-friendly things did you do on your last vacation? Tell a partner.**

D **Watch and complete. Then say. Clap when you say an eco-tourism word.**

A Green World

1 *Pollution* (onullopti) in the ocean, poison in the air.
We **2** damage (aagemd) our **3** environment (teennvriomn)
When we travel anywhere.
The explanation's clear–**4** conservation (aronocsvniet) is what we need.
5 Eco-friendly (oce-ynlfired) projects help
To keep our planet green.
So don't **6** waste (stewa) what we have.
7 Tourism (mirostu) needs a plan.
Keep your **8** carbon footprint (bonrac tofoniptr) small.
Protect our precious land.

E **Listen. Then listen again and repeat the pronunciation. Practice with a partner.**

pollution · environment · explanation · conservation

I can talk about the conservation of our planet. ○

TEACHING TIPS

- Give students a copy of the script for the audio in Activity A. Ask them to write sentences using the items of target vocabulary, using the script to help them.
- Ask students to categorize the target vocabulary in their notebooks. They can write them under the following headings: *Ways we hurt the planet*; *Ways we can help the planet*.
- Ask students if they know what a *carbon footprint* is. Elicit that it refers to the amount of carbon dioxide our activities produce. For example, when we go somewhere by car, the fuel produces carbon dioxide that is released into the atmosphere. Also, when we buy something from a store, the making and transportation of that product has produced carbon dioxide. Ask students to think about their own carbon footprint and think of ways they could lower it.
- Remind students that eco-friendly actions can be simple things. When discussing Activity C, for instance, encourage students to think about whether they walked anywhere instead of going by car or bus, or whether they recycled anything while they were on vacation.
- Students can play a game in which they clap the syllables of a word, instead of saying them. For the stressed syllable, they can clap more loudly. Their partner then has to guess the word.

LESSON 2

OBJECTIVES

- to learn to use the first conditional with modal verbs: *may*, *might*, and *be able to*
- to practice using the first conditional with modal verbs: *may*, *might*, and *be able to*

MATERIALS

- Student's Book, pages 82–83
- Audio Tracks 74 and 75

SKILLS

- Examine the use of the first conditional with modal verbs in a text.
- Identify the correct form of the first conditional with modal verbs.
- Produce written and spoken sentences using the first conditional with modal verbs.
- Complete an exam practice activity focused on reading comprehension.

A **Listen and read. Notice the modal verbs *may*, *might*, and *be able to*.**





Javier: Thousands of sea turtles start life on this beach, but tourism can have a negative impact on their habitat. Turtles may become extinct if we don't protect them.

Adele: Oh, no, that'll be terrible! But why is tourism a problem?

Javier: Well, sea turtles spend most of their lives in the ocean, but they lay their eggs in the sand on beaches like this one. When too many people stay in hotels near the beach, they can disturb the turtles' nests before the eggs hatch. Hotel lights are a problem, too. They shine on the beach at night and confuse the turtles when they're looking for places to nest. They can also confuse the baby turtles when they hatch and are looking for the water.

Adele: What can we do to help?

Javier: If we protect the turtles' nests, there might be more babies. We're going to look for a nest, and if we find one that isn't marked, we'll call the conservation experts. They'll move it to a safe place.

Adele: Sounds great! If we see some baby turtles, will I be able to take a photo?

Javier: Sure—but remember not to use the flash!

B **Look at A. When do we use a comma in an *if-clause* sentence? Complete the table.**
We use a comma when the *if-clause* comes first.

First Conditional With Modal Verbs
Turtles may become extinct if we don't protect them.
If we protect the turtles' nests, there might be more babies.
If we see some baby turtles, will I be able to take a photo?

Remember

We use the first conditional for possible situations in the future.

I can understand first conditional with modal verbs: *may*, *might*, and *be able to*. ◯

C **Listen and say. Listen again and raise your hand when you hear a modal verb.**
may, may be, be able to, might, might

D **Complete the first conditional sentences with your own ideas. Then read aloud with a partner.**

1 If we buy too much food, Students' own answers .
2 If they clean up the trash, _____ .
3 _____ if we go on an eco-friendly vacation.
4 _____, it might have a negative impact.
5 We'll be able to take great photos _____ .
6 If people on HOP vacations plant more trees, _____ .

E **Work with a partner. Where do you want to go on vacation? Predict what might happen.**
Students' own answers






If we go to the rainforest, we'll be able to see a lot of cool animals.

But we might get lost if we don't have a guide.

If we go to the beach, ...

F Exam Practice **Look and read. Write one-word answers.**

Hi Jake,

How's your vacation in Marrakech? Here's my advice about the desert! Don't rent a quad bike. 1 If you ride one on the dunes, you might fall off and get hurt. And quad bikes aren't eco-friendly! Take a camel ride instead. If you stay a night in the desert, you will be 2 able to see a beautiful sunset. The sky 3 may also be full of stars if there aren't any clouds. If you find a tour guide, they 4 will be able to help you organize your desert trip. You can sleep in a traditional Berber tent. It's great!

Send

I can use first conditional with modal verbs: *may*, *might*, and *be able to*.

TRACK 75 AUDIO SCRIPT

1 Turtles may become extinct if we don't protect them.
2 If we don't change soon, it may be too late.
3 If we aren't careful, we won't be able to save the planet.
4 What might happen to the turtles?
5 If we protect them, they might survive.

TEACHING TIPS

- Highlight that when first conditional sentences have the *if* clause at the start, we need to add a comma before the second clause. When the *if* clause comes after the result clause, we do not need to use a comma.
- Some students overuse *will* in first conditional sentences. Encourage them to think about real situations where *may* or *might* would sound more natural or polite, such as giving advice or warnings.
- Play a chain game using the first conditional with modal verbs. Start by saying *Let's go to the beach*. Encourage a volunteer to respond using a first conditional sentence with a modal, e.g., *If we go to the beach, we'll be able to go swimming*. Another volunteer then takes the main clause and uses it as the *if* clause in the next sentence, e.g., *If we go swimming, the water might be very cold ... If the water is very cold, we might get sick ... If we get sick, we'll be able to stay home and watch TV!*

LESSON 3

OBJECTIVES

- to talk about ideas related to sustainable living
- to talk about how to make our communities more sustainable

MATERIALS

- Student's Book, page 84
- Audio Tracks 76 and 77

SKILLS

- Analyze information in a listening text and complete a comprehension activity.
- Identify vocabulary related to sustainable living and use it to complete a comprehension activity.
- Employ vocabulary related to sustainable living to discuss how to make our communities more sustainable.

TRACK 76 AUDIO SCRIPT

Ekaterina: The trash can's full again, Sandra—I can't get this bottle in!
Sandra: My grandparents say we need to stop throwing so much out. Guess how much trash they produced last year? ... One bag!
Ekaterina: Impossible! We have two bags of trash every week! How did they reduce it so much?
Sandra: They're completely self-sufficient—they grow all their own fruit and vegetables. Everything's organic—they never use pesticides. And they never use more than is necessary. In fact, their whole lifestyle is sustainable. That's very unusual in the 21st century.
Ekaterina: That's impressive! Do they keep animals?
Sandra: No, they don't eat fish or meat. And when they buy things from their local grocery store, they make sure they can recycle the packaging.
Ekaterina: I never know what you can recycle—I just put everything in the big trash can.
Sandra: That's not good! Here, look at your bottle. See this little green symbol? It means you can recycle it. But why don't you reuse it? Fill it with water for tomorrow.
Ekaterina: Yes—I'll do that! You know, I'm definitely getting greener! I know we're using up our natural resources too fast, so I'm going to stop taking showers.
Sandra: What?
Ekaterina: Think of all the water I'll save!
Sandra: Yuck—think of all the friends you'll lose!

A **Listen to Sandra and Ekaterina. Point to the sustainable living ideas they discuss. What two things is Ekaterina going to do?** She's going to reuse a bottle to fill it with water for tomorrow, and she's going to stop taking showers.


1 *sustainable*


2 organic


3 local


4 symbol


5 global


6 reduce


7 recycle


8 self-sufficient


9 global warming


10 natural resources

B **Listen and say. Listen again and label the pictures in A.**

global global warming local natural resources organic
recycle reduce self-sufficient sustainable symbol

C **Read and complete. Then read aloud with a partner.**

- Try to stop 1 *global warming* by finding a more 2 sustainable way to live.
- Don't waste 3 natural resources like water and fuel.
- Grow 4 organic food.
- Don't buy too much at the grocery store and try to be as 5 self-sufficient as possible.
- Check the 6 symbol on packaging to buy eco-friendly products.
- 7 Reduce the amount of trash you throw out.
- 8 Recycle the things you don't want any more.



D **Look at A. How can these ideas make our communities more sustainable? Tell a partner.** Students' own answers

We can reduce the plastic bags we use.

Good idea. We can take reusable bags when we go shopping.

I can name and talk about ideas related to sustainable living. ◯

A **Listen to an interview with Lorena Rossi. What issue does she talk about?**
She talks about the production of palm oil and its impact on the environment.





B **Listen again. Answer the questions.**

1 What everyday things is palm oil used in?
Pizzas, cakes, cookies, soap, make-up, and shampoo.

2 How does cutting down rainforests affect everyone?
It is a cause of global warming.

3 Why are animals hurt by rainforests being cut down?
It destroys their habitats.

4 What does Lorena think we can do to make things better?
Refuse to buy things from companies that destroy rainforests.

5 How can we know when a company has produced palm oil in a sustainable way?
They have a palm leaf symbol on the packaging.

C **What things / food with palm oil do you use / eat? What can you do to protect the environment? Tell a partner.** Students' own answers

I use soap every day. I will look for soap with the palm leaf symbol at the store.

Sustainable palm oil keeps food tasty and forests safe.



Play Break

Use your imagination. You're writing about an environmental issue for your school website. Draw a picture and think of a short message, e.g., *Check what you buy. Look for the palm leaf!*

I can understand and talk about palm oil and its impact on the environment. ○

LESSON 4

OBJECTIVES
- to learn about palm oil and the impact on the environment
- to practice listening for gist and details

MATERIALS
- Student's Book, page 85
- Audio Tracks 78 and 79

SKILLS
- Practice close, active listening for specific information and general knowledge.
- Discuss how we can change our behaviors in order to protect the environment.

TRACK 78 AUDIO SCRIPT
Host: This week we've invited conservation expert Lorena Rossi on to the Green World show to tell us about palm oil. It's a global issue she cares deeply about. Why is it a global issue, Lorena?
Lorena: You may not know this, but there is palm oil in many of the things we eat and use every day, such as pizzas, cakes and cookies, soap, make-up, and shampoo, because it's cheaper and easier to produce than other oils, like olive oil. Some palm oil companies don't damage the environment, but many others cut down large areas of rain forest in tropical countries to make space for the palm trees which produce the oil. This has a huge impact on the local environment and causes climate change.
Host: Are you talking about global warming?
Lorena: Exactly. And global warming means more extreme weather all over the world—storms, floods, etc. Cutting down the rainforest also destroys the habitats of important animals and plants. We need to recognize that this kind of agriculture is just not sustainable.
Host: It's terrible! Is there anything we can do?
Lorena: Yes! Every time we buy something, we have a choice. Let's refuse to buy products made by companies which destroy the rain forests.
Host: But how do we know which products to buy?
Lorena: Products that contain palm oil which has been produced in a sustainable way have a palm leaf symbol on the packaging. It tells us the company which made that product has tried to protect the environment.
Host: Thanks, Lorena. That was really interesting. And I'll definitely look for the palm leaf symbol in future!

TEACHING TIPS
- Project or print the script for the audio in Activity B to support students who may need help with listening comprehension.
- Encourage students to conduct research on other materials which are highly sought after and the extraction or production of which negatively impacts the planet. Examples include soy, leather, rubber, and mining-based minerals such as cobalt.

LESSON 5

OBJECTIVES
- to read an article about sustainability myths and complete a comprehension activity
- to raise awareness of SDG 13: Climate Action
- to watch a video about greenwashing and sustainability and complete a comprehension activity
- to understand the importance of checking facts about sustainability

MATERIALS
- Student's Book, pages 86–87
- Audio Track 80
- Video: *Greenwashing*

SKILLS
- Analyze a text about sustainability myths and extract key information.
- Evaluate ideas from a text and explain how they might change your behavior.
- Discuss which idea from the text you think other people should know about.
- Use a video to practice listening comprehension.
- Use American and British English words for *grocery store* / *supermarket*.

A Look at the photos and headings in the text. What do you think each myth is about? Share your ideas with a partner. Students' own answers

B Listen and read. Which myths are about transportation? Myth 3

Sustainable Living:

Fact Check Your Lifestyle

We all care about the environment and try to make eco-friendly choices every day. Recycling trash and biking to school are some examples of a sustainable lifestyle. But, is everything we know about sustainable living true? Let's look at three myths.

Myth #1: Local food

Does eating locally help reduce the carbon footprint of our diet? How far does food travel to get to our plate? What type of food we eat and how it's produced are important. One kilo of red meat produces 60 kilos of **greenhouse gases**. Compare that to peas: One kilo of greenhouse gases per kilo! Eating locally is good for many reasons. It is good for the economy and it may also be healthier if the food is organic. But before you buy food, do your research!

Myth #2: Plastic bags

We try to recycle them, but most plastic bags end up in **landfills**. According to scientists, 8 million tons of plastic waste ends up into the ocean every year. So, are paper bags a better option? Some of them are **biodegradable**, but they damage the environment, too. It takes four times as much water to make a paper bag than a plastic one. So, what to do? The best solution is to reduce the plastic we use. If you need a plastic bag for shopping, take one from home. Use it again, and again!

Myth #3: Electric vehicles

A big problem in cities around the world is traffic. Many of the vehicles need gas to work. Gas is a **fossil fuel** which needs to come out of the Earth. When it burns, it causes air pollution and this contributes to global warming. Are electric cars better? Well, it depends where they get the energy from. Electric cars run on batteries, which need electricity to charge. If the electricity comes from a power plant burning coal (another fossil fuel), then there's no difference. It's always better to walk, bike, or use public transportation.

I can read about sustainability myths. ◯

C Read the text again. Write *Fact* or *Opinion*. Compare with a partner.

1 It takes four times as much water to make a paper bag than a plastic one. *Fact*
2 The best solution is to reduce the plastic we use. Fact
3 We think eating locally helps reduce the carbon footprint of our diet. Opinion
4 One kilo of red meat produces 60 kilos of greenhouse gases. Fact
5 Gas is a fossil fuel which needs to come out of the Earth. Fact
6 Electric cars are much better! Opinion

D Which myth do you think other people should know about? Tell a partner.
Students' own answers

E Think about the myths. What changes could you and your family make to have a more sustainable lifestyle? Discuss with a partner. Students' own answers

We could stop using paper bags when we go to the grocery store.

Good idea! My parents shouldn't get an electric car. They should travel by train to work.

F Watch and listen. Then write.

1 Greenwashing helps companies trick their *customers*.
2 Using the wrong recycling symbol on labels is an example of greenwashing.
3 Some stores might be more eco-friendly if they stop selling single-use plastic products.
4 Soda companies damage the environment because they sell drinks in plastic bottles.
5 Gas companies sell energy from fossil fuels, which is bad for the environment, too.
6 Using organic cotton to make clothes is still bad for the environment.



I can understand the importance of checking facts about sustainability. ◯

VIDEO SCRIPT

Greenwashing

Global warming is everyone's problem. Are companies doing enough to reduce their carbon footprint? Some companies want to look "green", when they really aren't. They say things that aren't true about their products or services to trick their customers. This is called "greenwashing" and you need to watch out for it.

Be careful of wrong labeling. Some products have the label "100% recyclable" when this isn't true. Others have the wrong recycling symbol. Check the labels and don't believe everything that's on them. Grocery stores might say they are "eco-friendly" because they have banned plastic bags. But they still sell water in plastic bottles and single-use plastic straws, cups, and plates. All this plastic causes a lot of damage to the environment.

Some stores sell "eco-friendly" shopping bags which are sometimes worse than the usual plastic bags. Some international companies produce a lot of plastic, but they call themselves "eco-friendly". For example, soda companies sell drinks in plastic bottles.

Think about car and gas companies too. They tell us they sell green vehicles and green energy, but the energy comes from fossil fuels. What about the clothes industry? Fast fashion has become a big problem for the environment. There are clothes brands that say they use "organic" cotton, but it's still cotton that needs a lot of water to grow. These brands want you to keep buying clothes. This isn't sustainable.

So, think before you buy! Choose companies that really care about our planet.

TEACHING TIPS

- Summarize: Before they read the whole text, give copies of Myth 1, Myth 2, and Myth 3 to different groups. When they have read their section, make new groups, each with someone who has read about Myth 1, Myth 2, and Myth 3. In their new groups, students take turns to summarize their section.
- At the end of the lesson, ask students if they think they will act differently when they buy things from now on.
- When discussing Activity D, encourage students to think about which myth they think is most prevalent in their society.
- Ask students to research and write a definition of "greenwashing" in their notebooks.
- Design a class poster that gives information about ways we can fight climate change.

LESSON 6

OBJECTIVES

- to learn to use *enough* and *too*
- to practice using *enough* and *too*

MATERIALS

- Student's Book, pages 88–89
- Audio Tracks 82 and 83

SKILLS

- Examine the use of *enough* and *too* in a text.
- Identify the correct form of *enough* and *too*.
- Produce written and spoken sentences using *enough* and *too*.
- Complete a reading comprehension activity for exam practice.

A **Listen and read. Notice *too* and *enough*.**



Lola: Let's do this quiz on sustainable living. It's called "It's too hard to be eco-friendly. True or False?" Are you ready, Adele?

Adele: Yes, I am!

Lola: Number 1. The wind is always strong enough to make electricity. True or false?

Adele: Hmm. The wind can be a good source of clean energy, but it's not always very windy around here ... so, false!

Lola: Yes, you're right. Wind turbines make enough electricity to power entire buildings, but only in places where it's windy. Next. Urban areas are too crowded to use clean energy.

Adele: That's false! All the apartment buildings in my neighborhood have solar panels which make electricity from the sun. They're on top of the buildings, so they don't take up much space.

Lola: Great! Last one. Most families can't grow enough food to be self-sufficient.

Adele: That's hard. Our garden isn't big enough for us to grow everything we need, but ...

Lola: You're right. Not everyone can grow everything they need, but the next page has some creative ways to grow food even in small spaces.

B **Look at A. Where do the words *too* and *enough* go in the sentence? Complete the table. Then find one more example of *too* and *enough* + infinitive.**

Too goes before adjectives; *enough* goes after adjectives, but before nouns.

***Too* and *Enough* + Infinitive**
It's ___too___ ___hard___ to be eco-friendly.
Urban areas are ___too___ ___crowded___ to use clean energy.
Our garden isn't ___big___ ___enough___ for us to grow everything we need.
Wind turbines make ___enough___ ___electricity___ to power entire buildings.
The wind is always strong enough to make electricity.

Notice

The infinitive after *too* and *enough* gives a reason.

I can understand *too* and *enough* + infinitive. ◯

C **Listen and say. Listen again and jump when you hear *too* and *enough*.**

D **Look and complete the sentences with *too* or *enough*.**

1 It's ___too___ hot to run.
2 There isn't ___enough___ juice for all of them.
3 The sandwich is ___too___ big for her to eat.
4 He has ___enough___ cookies to share with his friend.
5 The beach is ___too___ dirty for them to sit on.
6 Does the customer have ___enough___ money to pay?



E **Work with a partner. Play a memory game. Close your book. Who remembers the most?**

The man's too hot to run.

F Exam Practice **Read and choose the correct answers.**

FREE WATER!
Refill your bottle, but please turn off the tap.
Don't waste water!

A ◯ There isn't enough water for everyone.
B ◯ There are too many bottles.
C ✓ There's enough water, but we should save it.

Hi Hugo,
We need more tomatoes for dinner. If you go to the farmer's market, you might find organic ones. Could you get some, please?
Dad

A ✓ They have some tomatoes, but there aren't enough.
B ◯ There are too many tomatoes at the market.
C ◯ They don't have enough organic tomatoes.

BEACH CLEAN-UP DAY
To help us out, you must be eight years old.
You must be at the beach at 7:00 a.m.

A ◯ If you are at the beach at 7:30, it'll be too early.
B ✓ Children who are seven aren't old enough to take part.
C ◯ Children who are nine are too young to take part.

I can use *too* and *enough* + infinitive. ◯

TRACK 83 AUDIO SCRIPT
1 It's too hard to be eco-friendly.
2 I'm too tired to run for the bus.
3 We can't grow enough tomatoes to make a salad.
4 The sea is warm enough for us to swim.

TEACHING TIPS
- Ask students to underline *enough* and *too* in the text in Activity A. Elicit the correct form of *enough* and *too*. Ask them what type of word follows *too* (an adjective). Elicit that *enough* can be preceded by a verb and followed by a noun, e.g., *Wind turbines make enough energy* ... They can also follow an adjective, e.g., *It's warm enough* ...
- Elicit that we can use the infinitive with *to* after *too* and *enough*, e.g., *I have enough money to buy a house*. The infinitive explains the result or consequence.
- Help students learn the word order of sentences using *too* and *enough* by writing jumbled up sentences on the board, e.g., *ran / I / fast / race / to / win / the / enough*. Ask students to write the sentences with the words in the correct order in their notebooks.

LESSON 7

OBJECTIVES

- to watch a video about environmental issues at school and do a comprehension activity
- to practice appealing for help with a presentation about an environmental problem

MATERIALS

- Student's Book, page 90
- Video: *Together Is Better*

SKILLS

- Listen for specific phrases in a presentation.
- Plan a presentation using visuals.
- Give a partner feedback on their presentation.

VIDEO SCRIPT

Together Is Better

Maria: Hi. I'm Maria.
Wade: And I'm Wade.
Maria: We're here today to ask for your help. This school has a problem.
Wade: The problem is—us! Look at this picture. Yes, this is our schoolyard. Maria.
Maria: There's trash everywhere. And the trash cans are too full to fit it all in. We're all throwing out too much stuff!
Wade: We started to wonder how much waste we produce. So we did some research.
Maria: The results are surprising. This cartoon shows that each student in this school produces 45 kilos of waste every year!
Wade: That's a lot of trash, right? And that doesn't include the trash we throw out at home—it's only what we produce in school!
Maria: As you can see, the waste is mainly paper and card, and cans.
Wade: We can recycle most of that, which will be better for the environment—and for our schoolyard!
Maria: We've identified two problems—trash in the schoolyard and too much waste—and we've made a plan, and here we've shown how we can solve them.
Wade: But Maria and I can't do this on our own. We're looking for people to be a part of our project.
Maria: And if we have enough volunteers, it might not take too long.
Wade: With your support, we can really make a difference. Please do come and join us!

A **Watch and listen. What problem do Maria and Wade describe?**
Their schoolyard has too much trash.



Watch
How do Maria and Wade use visuals?
They use the visuals to support their ideas and give examples.

B **Watch again. Complete the sentences they use to ask for help.**

1 We're here today to *ask* for your help.
2 But Maria and I can't do this *on our own*.
3 We're *looking* for people to be *a part* of our project.
4 With their *support*, we can really make a *difference*.
5 Please *do* come and *join* us!

C **Choose a topic or use one of your own. Research and prepare visuals for a presentation. Think and plan.** Students' own answers


endangered animal


food waste


carbon footprint

- Issue:
- How bad?
- Ideas:
- What can be done?

Reflect
Did the visuals help explain the main idea in my presentation?

D **Practice with a partner. Then share with the class.**

I can appeal for help with a presentation about an environmental problem. ◯

A **Read the persuasive essay entry for the Green Living Competition. How many changes does the writer suggest we make?** Three: choose local produce, choose foods which don't come in plastic packaging, and grow our own food.



EATING GREEN

Antarctica is melting. Many animals are almost extinct. We are running out of natural resources. And it is our fault! We need to find eco-friendly ways of living—fast! In my opinion, the first thing we need to look at is what we eat.

Our food choices often have a negative effect on the environment. For example, we want to eat healthily, so we buy pineapples and other delicious fruit at the grocery store. On the one hand, a pineapple is healthy. But on the other hand, it has a very large carbon footprint. Did you know that producing one kilo of pineapple creates one kilo of carbon dioxide?

We also need to reduce the amount of trash we throw out. There is too much packaging on our food. All that plastic is bad for the environment. Here is another shocking fact: some plastic bottles will still be around as trash 450 years from now.

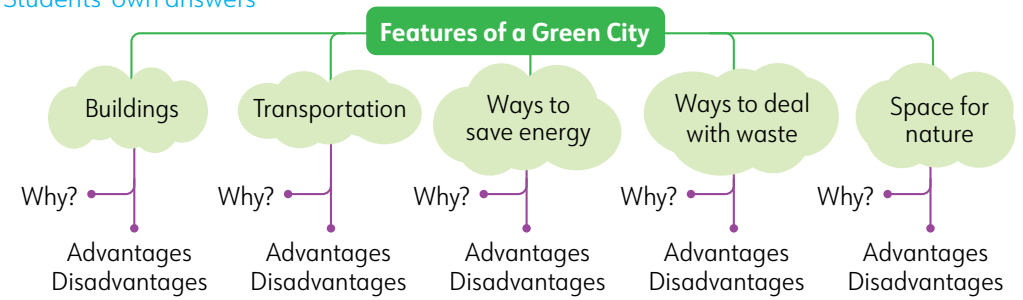
I strongly believe that it is time to eat green to be green. Choose local produce, not global. Choose foods which don't come in plastic packaging. And grow your own food! Most of us don't have large enough yards to grow all our own food, but we can grow some of the things we need. If we make even small changes, we can change the future of the world. Is that too difficult to do?

B **Look at the language in the persuasive essay. Read, discuss, and answer.**

1 Look at the first sentence in each paragraph. What effect do these sentences have?
They capture the readers' attention.

2 Find and underline two examples of statistics in the text. What effect do these have?
One kilo of pineapple creates one kilo of carbon dioxide; some plastic bottles will still be around 450 years from now. They make the argument more convincing.

C **Think and discuss. Brainstorm some ideas for an eco-friendly city.**
Students' own answers



D **Write a persuasive essay for an eco-friendly city.**
Students' own answers

Reflect
Did I use persuasive words to show my opinion?

I can write a persuasive essay. ◯

LESSON 8

OBJECTIVES
- to identify the structure of a persuasive essay
- to write a persuasive essay for an eco-friendly city

MATERIALS
- Student's Book, page 91
- Student notebook for writing a persuasive essay

SKILLS
- Examine a persuasive essay and extract key information.
- Analyze the structure of a persuasive essay and how it helps to persuade the reader.
- Analyze features of a green city using research from different sources.
- Apply persuasive language to construct an opinion in a persuasive essay.

TEACHING TIPS
- Ask students to read the persuasive essay and underline phrases that are used to show the opinion of the writer, e.g., *I strongly believe ...*, *In my opinion, ...*, *Here is another shocking fact ...* Also draw their attention to the use of imperatives and rhetorical questions which can make their argument sound stronger. The use of short, snappy sentences, such as *Antarctica is melting. Many animals are almost extinct*, are also impactful as they create emphasis and keep the reader's attention.
- Peer review: When students have written their essays, they can swap them with a partner. Students read their partner's essay and give it a score from 1–10 regarding how persuasive it is / how likely it is to make them do something (1 = not very likely, 10 = extremely likely). Encourage students to be honest and to justify their choices by referring to the key features of a persuasive essay.
- Use the **Reflect** question to establish the habit of self-assessment and creating personal checkpoints while completing this and other assignments or projects.

PROJECT

OBJECTIVES

- to make a "Go Green" plan for yourself, your family, and your community
- to reflect on ways your classroom and school could be more eco-friendly
- to raise awareness of SDG 13: Climate Action

MATERIALS

- Student's Book, page 92
- Drawing paper or construction paper; crayons, markers, colored pencils

SKILLS

- Create a visual way to communicate a "Go Green" plan.
- Evaluate the importance of promoting behaviors that will help the environment.

TEACHING TIPS

- Define what "going green" refers to before students start their plan—it refers to actions that will help the environment and reduce the impact of climate change.
- Consider giving students a list of topics to research: ways to save energy, ways to save water, eco-friendly transportation, eco-friendly purchasing, etc.
- Encourage students to include ideas that they have learned about in the unit, such as eating green and avoiding palm oil.
- Consider asking the class to prepare a presentation that they could give to the school about ways the school could be more eco-friendly. You could also develop a class list of action points for the school board to consider, such as planting more trees or switching to reusable bottles. Highlight the importance of raising awareness of environmental issues—the more people know about the challenges facing the planet, the better we can tackle them.

Project • A "Go Green" Plan

1 Think

Brainstorm green things you can do every day at home, at school, and in your community. Write the five most important ones.

2 Plan

Make a list of ideas for your "Go Green" plan.

- What is your plan's message?
- What words are you going to use for your "Go Green" ideas?
- What photos, drawings, images are you going to use?

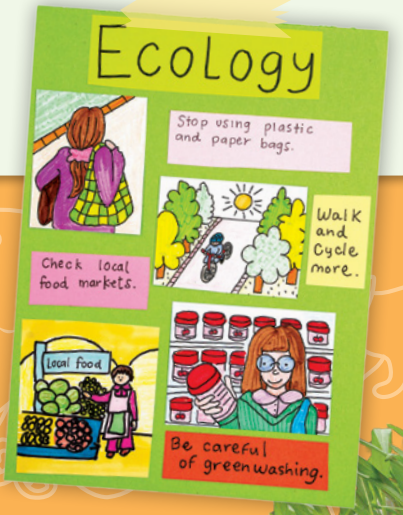
3 Choose and Create

Choose a way to present your "Go Green" plan.

- *Make a poster*
- *Make a video*
- *Record a podcast*
- *Your own idea*

4 Share

Share your "Go Green" plan with your class. Talk about how these actions will help protect the environment.



Explore

Help your school "go green"! Think of ways your classroom and school could be more eco-friendly.

I can make a "Go Green" plan for me, my family, and my community. ◯

GLOBAL SCHOOLS