

## In This Unit

**Theme** This unit explores the environmental impact of fun.

### Content Objectives

Students will

- examine how their leisure-time activities impact the environment.
- analyse the environmental impact of bottled water and other plastics.
- identify ways to reduce, re-use and recycle.
- read about abandoned Olympic sites and how they can be re-used.

### Language Objectives

Students will

- talk about the environmental impact of entertainment.
- defend their opinions.
- use passives to describe actions and processes.
- use gerunds and infinitives after verbs.
- write an essay about a fun activity that may be harmful to the environment.

### Vocabulary

**pages 60–61** *accessible, amusement, attraction, compost, consume, economic, enjoyable, excessive, facility, industry, litter, movement, participate, result, sensitive*

**page 62** *benefit, non-profit, proactive, take action*

**page 65** *challenge, damage, demand, harm, waste*

**page 66** *cost, development, maintain, venue*

**Vocabulary Strategies** Prefix *pro-*;  
Use context of sentence

**Speaking Strategy** Defending your opinion

### Grammar

**Grammar 1** Describe actions and processes with passives

**Grammar 2** Identify when to use gerunds and infinitives

### Reading

**Reading Strategy** Identify the author's purpose

**Video** Scene 4.1: *The Footprint of Fans*;  
Scene 4.2: Meet Jack Johnson

**Writing** Problem and solution essay

### National Geographic

**Mission** Reduce Your Footprint

### Project

- Ad for clean fun
- Song about the environment
- Plan to reduce footprint

**Pronunciation** Expressing emotions with intonation

**Pacing Guides** 4.4.1, 4.4.2, 4.4.3



# The Footprint of Fun

'An individual action, multiplied by millions, creates global change.'

Jack Johnson

## Introduce

- **Activate prior knowledge** Say *In Unit 3, we learnt about food and its impact on the environment. How does what we eat impact the environment?* (fishing affects the ocean's ecosystem, over-farming harms land, transporting food uses energy) Ask students to discuss the question with a partner and share their answers.
- Next, say *In this unit, we're going to talk about having fun and how it impacts the environment. What things do you do for fun?* Make a list of students' responses on the board. Then invite a volunteer to come to the board and tick any activities that he/she thinks may have a negative impact on the environment. Discuss the student's responses as a class.
- Say *Open your books at pages 58 and 59.* Ask questions such as the following to encourage discussion:
  - Where do you think the people are?* (at a sporting event)
  - What have they got?* (plastic bags)
  - Why do you think they have got these things?* (to clean up)

**Objectives**

Students will

- describe and discuss a photo.
- discuss how some of their pastimes might negatively impact the environment.

**Resources** Worksheet 4.4.1 (Teacher's Resource CD-ROM/Website);  
CPT: Unit Opener

**BE THE EXPERT****About the Photo**

This photo was taken in the *Arena das Dunas*, in Natal, Brazil, at a 2014 FIFA World Cup game. The fans in this photo were waving rubbish bags as they cheered on Japan in a match against Greece. Japanese fans then used the bags to clean up rubbish in the stadium after the game. Picking up rubbish is a common courtesy in Japanese culture. The practice is a way for the Japanese to show respect to their hosts.

**Teaching Tip**

**Turn-taking** Often when students are in pairs or groups, they talk over one another. Model appropriate turn-taking for the class. Invite a dependable student to discuss a question or complete a pair-work activity with you. Model listening attentively and waiting for the right time to speak. Repeat this with a small group of students.

**Related Word**

*multiply*



Japanese fans wave rubbish bags before cleaning up after a World Cup game.

**TO START**

1. When you attend a sporting event, do you clean up after yourself? Why or why not?
2. What fun things can you think of that might not be good for the environment? Which of them do you do?
3. What do you like to do for fun that doesn't harm the environment?

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- Invite a student to read Jack Johnson's quote aloud. Say *Look at the photo. The fans are waving rubbish bags. If one individual uses the bag to pick up rubbish in the stadium, will that help create change?* Students may answer that it might help a little. Next, say *Now, what if all of the people holding bags use them to clean up rubbish? That would multiply the action. Would that be more of a change?* (yes) Ask students to give other examples of how change can occur when groups work together.
- Invite a student to read Question 1 on page 59 aloud. Encourage students to compare their behaviour at professional sporting events with their behaviour at school- or community-based sporting events.
- Before students answer Questions 2 and 3, ask them to consider actions that are harmful to the environment, such as using energy or creating litter. Brainstorm to create a class list of such actions. Then tell students to refer to the list in their discussions.

**Extend**

- Hand out **Worksheet 4.4.1**. Put students into pairs. Explain that partners will be writing about and discussing their footprint of fun.

## Objectives

Students will

- identify and use vocabulary related to the environmental impact of amusement parks.
- use new vocabulary to read about and discuss how amusement parks impact the environment and what they are doing to change.

**Target Vocabulary** *accessible, amusement, attraction, compost, consume, economic, enjoyable, excessive, facility, industry, litter, movement, participate, result, sensitive*

**Content Vocabulary** *compact, pipe, power, roller coaster, windmill*

**Pronunciation** Expressing emotions with intonation

**Resources** Tracks 043–044, 120–121 (Audio CD/Website/CPT); CPT: Vocabulary and Pronunciation; Pronunciation Answer Key (Teacher's Resource CD-ROM/Website)

## 1 Are amusement parks bad for the environment?

Discuss. Then listen and read. 043

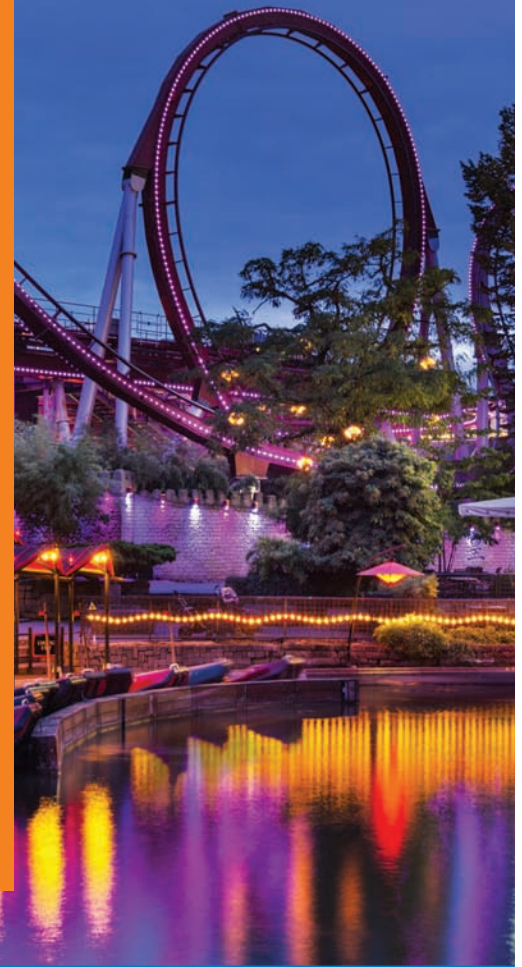
Your last visit to an **amusement park** was probably pretty **enjoyable**, wasn't it? **Attractions** such as rides, shows and games are really fun for visitors. While you're on a roller coaster or playing games in the arcade, you probably don't consider your environmental impact.

Think about it: amusement parks **consume** huge amounts of energy. Just going up the hill of one roller coaster ride uses enough energy to power a lamp for over 30 hours. Some high-speed rides use enough energy to power a small town. Amusement parks also use **excessive** amounts of water in rides, fountains and other park **facilities**. And then there is the issue of rubbish. Tonnes of **litter** are being produced in amusement parks by the millions of people who visit. Disneyland alone produces over 270,000 tonnes of litter each year, more than a mid-sized city!



Parks such as Ancol Dreamland in Jakarta, Indonesia, have recycling programmes for visitors.

Tivoli Gardens in Copenhagen, Denmark



## Warm Up

- **Build background** Write on the board the name of a popular amusement park in your region. Then ask *Who has visited this park?* Ask students to put their hands up to respond. Ask those students *What do you like to do at this park?* Write students' responses on the board.
- Ask *What rides do you like at this park?* Make a list of students' favourite rides and attractions. If students do not know words like *roller coaster* or *carousel*, ask them to provide the specific name of the rides at your local park. Then point to each name on the list and ask *What's this like? Describe it to me.*
- Say *We know that a lot of people go to parks and go on these rides. What do you think rides need to make them (go fast)?* Base your question on students' descriptions. Then discuss students' responses.

## Present 1 2

- Tell students to open their books at pages 60–61. Point to the photo and say *This is an amusement park, just like (name of amusement park). We've described the rides at our favourite amusement park. We've also discussed some ideas about what makes the rides work. Now, think about how these rides might impact the environment.* Ask a student to read the question from Activity 1 aloud. Write the following on the board:

Amusement parks are good/bad for the environment because \_\_\_\_\_.

- Tell students to discuss the topic in pairs and complete the sentence with their own ideas.
- Say *Rides aren't the only thing we enjoy at amusement parks. What else do you do at a park?* (eat, play



Conservation is nothing new for the **industry**. Walt Disney thought about it back in 1955 while designing his first park, Disneyland California. Disney himself planned for the use of recycled water throughout his park. Even today, employees of Disney's parks are proactive in keeping them sustainable. At Disneyland Hong Kong, run-off rainwater is being collected into a lake and then re-used throughout the resort. And Disney parks are designed to be clean, with litter bins located every 30 steps inside the park. Each one leads to an underground system where rubbish is pushed through pipes at over 95 kph. (60 mph.) and ultimately compacted. Disney is also taking action to prevent waste. By using recyclable materials and **composting**, the parks have reduced litter by over 60 per cent.

Other parks are also becoming **sensitive** to their environmental impact. They are starting to **participate** in the green **movement** with positive **results**. Park vehicles and trains at the US-based Six Flags now run on used vegetable oil from the parks' kitchens. Copenhagen's Tivoli Gardens, one of the oldest amusement parks in the world, has a windmill that generates all its electricity.

These changes produce both environmental and **economic** benefits. As sustainable ideas and technology become more **accessible**, it's easier than ever for amusement parks to be green!

**2 LEARN NEW WORDS** Listen and repeat. **044**

**3 Work in pairs.** Describe a recent trip to an amusement park or a public event. Did you see any litter there? Was there an effort to recycle? What else was being done to protect the environment?

VOCABULARY **61**

## BE THE EXPERT

### About the Photo

Tivoli Gardens is a popular amusement park in Copenhagen, Denmark and is the most popular attraction in the country. The park, which opened in 1843, is the second-oldest amusement park in the world and it features over 30 thrill rides. The roller coaster in the photo, *Dæmonen* (*The Demon*), goes 28 m. (92 ft.) into the air and can reach speeds of up to 77 kph. (48 mph.). In addition to rides, Tivoli Gardens offers games, restaurants, gardens and even an aquarium.

### Pronunciation

Go to Student's Book page 145. Use Audio Tracks 120–121.

### Expressing emotions with intonation

There are many ways people alter their stress and intonation to change the meaning of words. Students may express emotion without realising it, depending on their first language. If your students' first language does not stress words the way English does, they may sound angry or disinterested to listeners. It is very useful to provide examples from television programmes or films so that students can better understand how intonation influences meaning.

games, watch shows) Guide students to think about how these activities impact the environment.

- 1** Play **Track 043** and tell students to listen and read. Discuss the reading with students. Ask:  
*How does the energy used at an amusement park compare with the energy we use every day?*  
*How much litter do park visitors create?*  
*What is being done by the amusement park industry to reduce its footprint?*
- 2 LEARN NEW WORDS** Play **Track 044**. Tell students to listen and repeat. Then tell students to work in pairs to practise pronouncing the words together.
- Tell pairs to write two sentences about the environmental impact of amusement parks. Challenge pairs to use as many vocabulary words in their sentences as possible. Model by writing and saying

*The attractions and facilities at amusement parks consume excessive amounts of energy.* Underline the vocabulary words used in your model. Then allow time for students to write their own sentences. When they finish, ask them to share their sentences with the class.

## Practise **3** **4** **5**

- 3** Say *We've talked about (name of local amusement park). Now, think about what the park itself is like. Is it clean? Is there litter? Are there recycling bins?* Discuss students' responses. Tell students to work in pairs to answer the questions for Activity 3. Encourage students to think of other entertainment venues such as carnivals, water parks or festivals. After students work in pairs, have a class discussion. Compare the places they described with the local theme park.

## Objectives

- Students will
- practise using vocabulary related to the environmental impact of entertainment.
  - use a vocabulary strategy to learn new words.

**Target Vocabulary** *benefit, non-profit, proactive, take action*

**Vocabulary Strategy** Prefix *pro-*

**Content Vocabulary** *biofuel, venue*

**Resources** Online Workbook/Workbook pages 34–35; Worksheet 4.4.2 (Teacher's Resource CD-ROM/Website); Tracks 045–046 (Audio CD/Website/CPT); CPT: Vocabulary

## 4 Read and write the words from the list. Make any necessary changes.

accessible	consume	economic	enjoyable	excessive
industry	litter	participate	result	sensitive



It's good to know that the music industry has environmental champions like Jack Johnson. Jack is a singer and surfer who is very sensitive about nature. He was concerned about the negative impact his concert tours were having on the environment. So he decided to cut out excess waste and consume less energy. The result of that decision is that Jack now fuels his tour buses with biofuel, and performs at places that are accessible by public transport. He also invites non-profit-making organisations to participate in educating fans about sustainability at his concert venues.

## 5 LEARN NEW WORDS Listen to these words and match them to the definitions. Then listen and repeat. [045] [046]

benefit	non-profit	proactive	take action
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- benefit 1. a positive effect
- proactive 2. preparing for possible future problems
- take action 3. do something about a problem
- non-profit 4. not focused on making money

## 6 YOU DECIDE Choose an activity.

1. **Work independently.** Research what another well-known person or organisation is doing for the environment. Share what you learnt with the class.
2. **Work in pairs.** Keep a journal of what you throw away in a day. Compare with your partner. How much waste did you produce? How can you reduce the amount of waste you produce?
3. **Work in groups.** Do you think musicians should be responsible for making their events more environmentally friendly? What can they say or do to make their fans more proactive in protecting the planet? Discuss. Then list three suggestions.

62 VOCABULARY

- Tell students to turn to page 62. Point to the photo. Say *This is Jack Johnson. He's a musician who wants to make sure his concerts don't have a negative impact on the environment.* Ask *How can concerts have a negative impact?* Discuss.
- **4** Direct students' attention to Activity 4. Ask a student to read the words in the box aloud. Review each word's meaning. Tell students to scan the paragraph for any unfamiliar words. Point out the word *biofuel* and explain that it's fuel produced through biological processes and it's less harmful for the environment than traditional fuel. Give students time to complete the activity independently and then tell them to compare their answers with those of a partner.
- **5 LEARN NEW WORDS** Play **Track 045** once and tell students to write each word next to the definition. Play it again and tell students to check their work. Then play **Track 046** and ask students to repeat each word and sentence. Review answers to items 1–4 as a class. Then ask students to look for each word in context on pages 60–61.

- **Vocabulary strategy** Point out the word *proactive* on page 62. Say *In this context, we're learning the word proactive to describe planning for events so that they don't have a big impact.* Write the word on the board and underline the prefix *pro-*. Point out that it means *earlier than*. Then cross out the prefix *pro-* and ask *What does active mean?* (involved, doing something) Say *When somebody is proactive, they get involved early to prevent a problem.*

## Apply 6

- **6 YOU DECIDE** Ask students to choose a project. Read aloud each of the three activity options. Then tell students to form pairs or groups if they choose the second or third activity options. Suggest to students who choose the first activity to look to their own role models to see if they are doing positive things to help the environment. If time allows, ask students who choose the second activity to keep track of their waste for longer than just one day. Tell students who choose the third activity to compare their suggestions with another group.

## Extend

- Refer all students to Activity 6, item 3. Tell each student to think of suggestions for how musicians and other performers can make their events more environmentally friendly. Model making a polite suggestion that could be sent on a social media outlet. Then tell students to write and share one of their suggestions with performers via social media. Encourage students to report on any responses that they receive from the performer that they contacted.
- If time allows, hand out **Worksheet 4.4.2**. Explain that students will use vocabulary words to talk and write about the environmental impact of fun. They will also write about ways the entertainment industry can be proactive in protecting the environment.

## Consolidate

- Say *Let's find out what you've learnt about the footprint of fun. I'll say a word or phrase and you tell me if you think it's part of the problem or part of the solution.* Model by saying *participating in the green movement* and invite a student to identify this phrase as part of the solution. Then, one by one, say words or phrases using the new vocabulary, such as *creating litter* (problem), *taking action* (solution), *being sensitive to the environment* (solution), *using excessive amounts of water* (problem), *composting* (solution), *being proactive* (solution) and *consuming excess energy* (problem). Add any other words and phrases that you may have mentioned in your class discussions.

## Vocabulary Strategy

**Prefix *pro-*** The prefix *pro-* has several meanings. Explain that in this context, it has origins in Greek and means *earlier than* or *in front of*. Other words that include this meaning are *prologue* (text that comes before a book) and *proclaim* (to say in front of others). Point out that the prefix *pro-* also has another, Latin-based meaning: *in favour of*. Students have seen this meaning in the words *promote* or *progress*. They may have also seen its hyphenated use in words such as *pro-war*.

## About the Photo

The photo on page 62 shows American singer-songwriter Jack Johnson. Jack is known for his soft acoustic rock music. He has released nine albums and has contributed to many compilations and soundtracks. In addition to being a musician, Jack is also a surfer and an environmental activist. He donates much of the money raised at his concerts to ecological organisations.

## Formative Assessment

Can students

- identify and use vocabulary related to the environmental impact of amusement parks?

Ask *What are two ways that amusement parks can negatively impact the environment?*

- use new vocabulary to read about and discuss how amusement parks impact the environment and what they are doing to change?

Ask *How are people in the amusement park industry being proactive in reducing their footprints?*

**Workbook** For additional practice, assign Workbook pages 34–35.

**Online Workbook** Vocabulary

# SPEAKING STRATEGY

## Objective

- Students will
- defend their opinions.

**Speaking Strategy** Defending your opinion

**Academic Language** *defend*

**Content Vocabulary** *biodegradable, race, smoke*

**Resources** Online Workbook; Worksheet 4.4.3 (Teacher's Resource CD-ROM/Website); Tracks 047–048 (Audio CD/Website/CPT); CPT: Speaking Strategy

**Materials** a bag (optional)

## SPEAKING STRATEGY 047

### Defending your opinion

I heard that racing cars use a lot of fuel.

I read that they use around 20,000 litres (5,300 gal.) in a race.

Most people would agree that there are greener forms of entertainment.

As far as I know, these industries are trying to go green.

All I'm saying is that electric cars and aeroplanes will change the industry.



**1 Listen.** How do the speakers defend their opinions? Write the phrases you hear. **048**

**2 Read and complete the dialogue.**

Jacob: Hey, Lily. My family and I are going to the air show on Saturday. Would you like to join us?

Lily: Well, air shows are a little too noisy for me. Most people would agree that they're really bad for the environment, too.

Jacob: Well, it's true that air shows do consume a lot of fuel. But, as far as I know, the industry is developing new, more efficient planes. I read/heard that an electric plane might fly all the way around the world.

Lily: OK, but the planes at the show won't be electric. Those planes burn a lot of fuel and blow smoke into the environment. All I'm saying is that they have a huge environmental impact.

Jacob: Actually, I read/heard that the coloured smoke is biodegradable and doesn't harm the environment.

Lily: Well, the fuel that's burnt certainly does. Sorry, Jacob. I hope you have fun, but I would rather not come. Let's get together on Sunday instead. You can tell me all about the show.

**3 Work in pairs.** Take turns giving and defending your opinion using the information on the cards.

**4 Work in groups.** Discuss the information on the cards again. This time, express your own opinion.

Buying bottled water isn't bad for the environment. You just need to recycle the bottles.

Really? I've heard that only one in five bottles actually gets recycled.



Go to page 161.

SPEAKING 63

## Warm Up

- Revisit** Say *You've already learnt how to ask for and give opinions. What is an opinion?* (a personal view or belief) Write two facts and two opinions about the environment on the board. For example, write *Some parks create 300,000 tonnes of litter a year* (fact) and *I think it's important to keep parks clean* (opinion). Invite students to read your sentences aloud and identify them as facts or opinions.
- Put students into pairs. Give topics that review this unit or previous units' content. Ask students to state an opinion on the topic and then ask their partner to agree or disagree.
- Say *We've reviewed what an opinion is. When you give an opinion, it's important to be able to defend it or to give reasons why you have that opinion.*

## Present 1

- Tell students to open their books at page 63. Say *Listen as you read the phrases in the yellow box. These phrases are useful for defending an opinion.* Play **Track 047**. Say *An opinion is that racing cars are bad for the environment. The first three sentences are ways to defend that opinion.* Invite individual students to read each of the three sentences. Then say *Another opinion is that the racing industry isn't so bad. The last two sentences are ways to defend that opinion.* Ask two more students to read those sentences aloud.
- 1** Say *Now listen as two people have a conversation about car racing. Pay attention to their opinions and how they defend them.* Play **Track 048** and tell students to write the phrases used to defend opinions.

## Practise 2

- **2** Say *This conversation is about air shows. Look at the photo. You can see several aeroplanes at an air show.* Tell students to scan the dialogue for unfamiliar words. Explain that *biodegradable* means that something can be broken down by natural processes.
- Allow time for students to complete the activity independently. Then ask a pair to read the dialogue aloud. Ask students to give their own opinions on car racing and air shows. Remind them to defend their ideas.

## Apply 3 4

- **3** In pairs, direct students to page 161. Tell them to cut out the cards. Say *One partner gets the red cards; the other gets the orange cards.* Tell students to divide the cards. Then ask two students to read the model on page 63.
- **Model** Take one of the cards that says *Begin by saying* and hold it up to show the photo. For example, say *This card is about plastic bags. My partner will look for the matching card about plastic bags.* Hold up the corresponding red card. Read the statement on the orange card aloud. Then say *I just gave an opinion – that you don't need to use reusable bags. My partner will respond to my opinion with the information on the other card.* Model using one of the speaking strategy phrases with the response. For example, say *As far as I know, a trillion plastic bags are consumed each year.* Then hold up the original card and say *Now, I should defend my opinion. For example, I might respond, 'Well, I read that you can recycle plastic bags'.* Now ask students to do the activity.
- **4** Tell students to read the *Begin by saying* cards again and decide if they agree or disagree with the statement. If they disagree, tell them to state their own opinion. Partners will use the same statistics to respond. When they finish, collect their cards.

## Extend

- Put students into groups of three or four. Ask one student to name and describe his/her favourite place or free-time activity. Other students in the group will ask why he/she likes this place or activity so much. The first student uses the strategy to defend his/her opinion. Then tell group members to swap roles.
- If time allows, hand out **Worksheet 4.4.3**. Explain that students will use the worksheet to defend their opinions.

## Consolidate

- Put the *Begin by saying* cards from Activity 3 into a bag. Discard the other cards. Tell students to pass the bag around, take a card and respond to the opinion using statistics they remember from Activity 3.
- Take a student's card and read the opinion. Have the student share his/her response, using phrases to defend it. Repeat with as many students as possible.

## Strategy in Depth

There are a number of other ways to defend an opinion in English. Here are a few examples:

Anyone would agree that ...

As far as I'm concerned ...

Everyone knows/agrees ...

Few people would deny that ...

It's assumed that ...

It's clear that ...

Research shows that ...

## Formative Assessment

Can students

- defend an opinion?

Say *Your opinion is that recycling plastic water bottles is really important. How can you defend that opinion?*

## Online Workbook Speaking Strategy



## Objectives

Students will

- identify the form and use of passives in the past, present and future tenses.
- use passives to talk about the environmental impact of entertainment and the use of bottled water.
- identify and use new words related to the environmental impact of plastic.

**Grammar** Passives: Describing actions and processes

**Target Vocabulary** *challenge, damage, demand, harm, waste*

**Academic Language** *graphic, underline*

**Content Vocabulary** *dirty, jellyfish, mistake, pass on, refill, tap water, transform*

**Resources** Online Workbook/Workbook pages 36–37; Tracks 049–052 (Audio CD/Website/CPT); CPT: Grammar 1

**Materials** an empty plastic water bottle

## GRAMMAR 049

### Passives: Describing actions and processes

What have musicians done to reduce their ecological footprint?

Jack Johnson's music is promoting sustainability.

Jack can teach his fans about conservation. They will pass on the ideas to their friends.

What **has been done** by musicians to reduce their ecological footprint?

Sustainability **is being promoted** through Jack Johnson's music.

Jack's fans **can be taught** about conservation. The ideas **will be passed on** to friends.

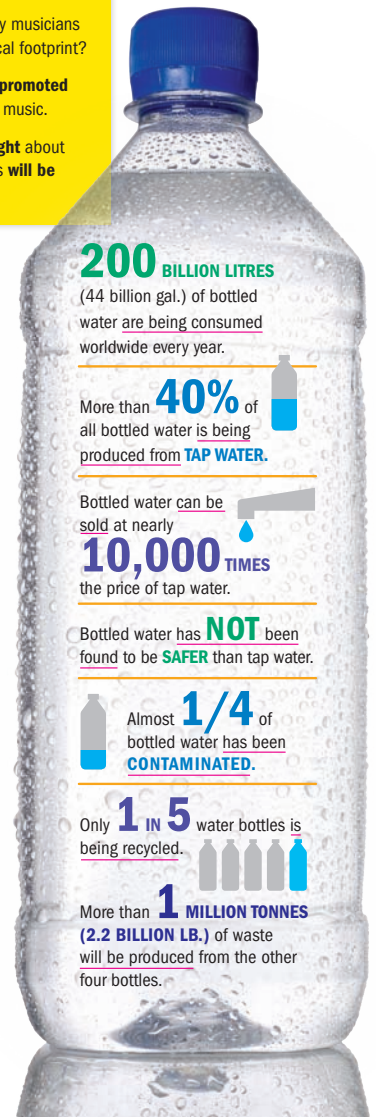
**1 Read the information in the graphic.** Underline the examples of the passive.

**2 Listen.** Complete the sentences. **050**

So you have been taught that some fun activities can harm the environment. But Jack Johnson is working towards his goal that the environment will not be impacted by his concerts. Water refill stations have been placed throughout his concert venues. Fans are being encouraged to bring their own reusable water bottles. And Jack's team works together with farms to make sure that sustainable food can be sold. Jack hopes that his message is coming through, and that his fans will be transformed by their experience at his show.

**3 Work in groups.** Talk about environmental improvements to your school or city. What has been done to protect the environment? What was done recently? What else can be done? What do you think will be done in the near future? Use the passive in your discussion.

64 GRAMMAR



## Warm Up

- **Build background** Hold up an empty plastic water bottle. Ask *What is this? How often do you drink bottled water?* Invite students to share their responses. Say *Consider that there are seven billion people on Earth. If everyone drinks bottled water as often as we do, that has a big impact on the environment.*
- Write the following questions on the board:

How much bottled water is being consumed in this school every day? In our city? In the world?

How is the environment being affected by the production of so many bottles?

What can be done to change people's attitudes and behaviours about bottled water?

- Discuss the questions as a class. Point out that students can just make their best guesses.

4 **LEARN NEW WORDS** Read about the effects of plastic on the environment and what you can do about it. Then listen and repeat. 🔊 051 | 052

Recently, the worldwide **demand** for plastic has exploded. Plastic is all around us – our gadgets, dishes, furniture – almost everything is made of plastic these days! Plastic is convenient, but most of us never think about the **damage** caused by using too much plastic.

Jack says, 'Challenge yourself to reduce your plastic footprint.'

Why should we do this? And how can we?

Litter from plastic products dirties our cities. Much of the plastic ends up in landfill, where it can last up to 500 years! But worse is that our oceans are being polluted by plastics. There are around eight million tonnes of plastic **waste** in the world's oceans. Over 700 species of marine wildlife have been **harmed** by this pollution. Many animals mistake plastic for food. Over 100,000 marine animals die each year from eating plastic. Others might survive, but some of them end up on our plates. So, humans are also being harmed by plastic in the oceans.

To make a positive change, we can:

- Reduce the amount of plastic we use each day.
- Re-use by carrying our own water bottles and bags.
- Recycle any additional plastic we use.

Whether you're going to school, to the park or to a concert, think about your footprint.



A sea turtle tries to eat a plastic bag that it has mistaken for a jellyfish.

5 **Work in pairs.** Think about Jack's message. Write five things that can be done to reduce the use of plastic in your daily life. Use the passive.

6 **Work in groups.** Research how bottled water consumption and recycling have changed over the years. Present what you learnt to the class, using the passive.

Ten per cent more bottled water is being consumed each year.

GRAMMAR 65

## Present

- Tell students to open their books at pages 64–65. Say *You've already learnt the present passive and the past passive tenses. In today's lesson, we're going to use passives in a variety of tenses.* Re-read the questions from the Warm Up. Then ask students to underline the passive forms used in each question.
- Direct attention to the yellow box at the top of page 64. Read the first question aloud. Ask *Who's doing the action in this question?* (musicians) *What's the verb, or action word, in this question?* (have done) Say *In this question, we're asking about past actions of the musicians.* Read the question to the right aloud. Say *Notice how we're now focusing on the action – what has been done – not the people doing the action. In the passive, the focus is not on who does something, but on the action itself.*

## BE THE EXPERT

### Grammar in Depth

Students should already be familiar with the passive voice in both the present and the past. Remind students that the passive is used when the emphasis is on the action, not on the person or thing doing the action. The passive voice is not commonly used in spoken language. Rather, it's used in writing, especially in journalism and academic texts.

Point out that the last part of the formula on page 128 is optional – they do not always need to include *by (person/thing)*. Explain that students can separate the form of the verb *be* and the past participle with an adverb. Give examples:

*Bottled water will always be sold at events.*

*Plastic has never been used by this company.*

*Turtles must really be protected by conservationists.*

### About the Photo

The photo shows a sea turtle trying to eat a plastic bag. Plastic waste is a serious threat to marine animals, with more than 100 million animals killed each year due to plastic. According to scientists, approximately 50 per cent of sea turtles are eating harmful plastic. Plastic is harmful to turtles because it can be toxic. It can also block other food from getting into their mouths and it can cause holes to develop in their digestive systems.

**GRAMMAR** **2023**  
**Passives: Describing actions and processes**  
 What have scientists done to reduce their ecological footprint? Jack Johnson's message is becoming sustainable. Jack can't stand his fans about conservation. They will pass on the idea to their friends. Jack's fans can be taught about conservation. The show will be passed on to friends.

**1 Read the information in the graphic.** Underline the examples of the passive.

**2 Listen.** Complete the sentences. **100%** of our electricity is generated from renewable energy. **40%** of bottled water can be replaced with tap water. **10,000** tonnes of plastic are recycled every year. **1/4** of bottled water has been contaminated. **1.5** million tonnes of plastic are produced every year.

**3 LEARN NEW WORDS** Read about the effects of plastic on the environment and what you can do about it. Then listen and repeat. **100%** of our electricity is generated from renewable energy. **40%** of bottled water can be replaced with tap water. **10,000** tonnes of plastic are recycled every year. **1/4** of bottled water has been contaminated. **1.5** million tonnes of plastic are produced every year.

**4** **Work in pairs.** Think about Jack's message. Write five things that can be done to reduce the use of plastic in your daily life. Use the passive.

**5** **Work in groups.** Research how bottled water consumption and recycling have changed over the years. Present what you learnt to the class, using the passive.

- Repeat this instruction with the following pairs of sentences, pointing out the tenses and use of modal verbs in each sentence. Then play **Track 049** and tell students to read along, underlining the passive voice in the examples.
- Say *In this lesson, we'll see passives in different tenses. No matter what tense you're using, you need to follow the same pattern.* Write the following on the board:

(what's receiving the action) + (a form of *be*) + (past participle) [+ (by) + (who's doing the action)]

- Point to (a form of *be*) and say *So, you need to use the correct form of be: was or were, has been or have been, is or are or will be.* Point out that students can also use modal verbs such as *can* or *should* with passives.
- Next, point to (past participle) and say *You also need to use the past participle.* Give examples of regular past participles (promoted, consumed, produced). Direct students to page 148 for a list of irregular past participles. Then tell students to scan pages 64–65 for irregular past participles found on these pages. (done, found, made, taught, sold)

## Practise 1 2 3

- 1** Say *Look at the graphic. What's it about?* (bottled water consumption) Invite individual students to read each sentence aloud. Then tell students to work independently to underline the passive forms used in the graphic. As you review their work, ask students to say whether the form they underlined is in the past, present or future or if a modal verb is used. Challenge students to restate each statistic using the active voice.

- 2** Play **Track 050** once and tell students to just listen. Play the track again and tell students to write the passive forms they hear in the spaces. Then play it a final time and tell students to check their work.
- 3 Model** Before students begin, draw a three-column table on the board and label it: *Past actions, Actions that can be done now* and *Future actions*. Point out that students can discuss changes at their school or in the area where they live. Guide students to think of examples. Model thinking aloud by saying *I know that there are water fountains in all of the parks. This is better than bottled water, so I'll write water fountains.* Write these words on the board and then say *Water fountains have been installed in the parks.* Emphasise the passive voice as you say this sentence.
- Allow time for students to complete the activity. Walk around the room to listen to their discussions, checking to make sure that they're using different tenses of the passive voice. When groups finish, ask them to share their discussions with the class.

## Apply 4 5 6

- 4 LEARN NEW WORDS** Say *We've talked about bottled water and how it can harm the environment. Now we're going to read about why plastic is so harmful and what we can do about it.*
- Point to the reading on page 65. Say *Look at the words in bold. You may have seen these words before. Notice how they're used in this context.* Students may remember seeing the words *challenge*, *demand* and *damage* earlier. You may want to explain that these words can be used as different parts of speech. Play **Track 051** and tell students to follow along. Then ask students to identify the new words as nouns (person, place, thing or idea) or verbs (actions).
- Say *Let's listen to the new words again and this time, we'll repeat the word and a sentence with the word.* Play **Track 052** and ask students to repeat what they hear.
- 5 Give examples** Put students into pairs. Read the instructions aloud and guide students to think of ideas. Say *Think about how you use plastic every day. It's not just drinking bottled water. You may use and throw away plastic forks at lunch, for example. You might also buy foods wrapped in plastic.* Work as a class to brainstorm ways plastic is used. Then tell

students to work from those examples to find ways to reduce their use. Point out that students' answers should use modals such as *can*, *should* or *must*, followed by passives.

- **6** Before students begin this activity, tell them to review the statistics in the graphic on page 64. You may want to research and provide a list of websites that can offer helpful information about bottled water consumption. Remind students to look for information about the past and present. Students may even include information in the future based on current trends. Challenge students to use at least three different tenses in their responses.

## Extend

- Tell students to work in groups to locate at least three plastic items that are being used in the classroom. Tell students to write how each item is used. Remind students to use the passive in their sentences.
- After students finish, tell them to think about each of the items they chose to write about. Ask *Are these items really necessary? Could we go without the item in the classroom? Or is there another item we could use instead that isn't plastic?* Tell students to consider the questions for each item and write a suggestion for a different product or method that could be used so that the class can have a lower carbon footprint. Point out that students must use modals and passives as they make their recommendations.
- Ask a student from each group to read aloud their group's sentences and suggestions. After all groups have shared their ideas, ask the class to decide which are the most practical and realistic. You may want to award bonus points to the group with the best ideas.

## Consolidate

- Write the following sentences on the board and tell students to rewrite them using the passive voice.

People should use fewer plastic bottles.  
 Students are discussing ideas for reducing plastics in school.  
 Plastic has been harming marine wildlife in recent years.  
 You will share the information you learnt about plastic with your friends.

- After students finish, ask them to read their sentences aloud. If time allows, tell students to write one additional sentence about plastics using the passive voice.

## Teaching Tip

When students are asked to discuss difficult or abstract topics, always provide examples to get them started. You can provide one or two examples yourself or you can have the class work together. Brainstorming as a class is a good way to get everyone thinking about what's to be discussed. Discussing ideas as a class before beginning an activity is also a good way to eliminate any ideas that may be off-topic or inappropriate.

## Formative Assessment

Can students

- identify the form and use of passives in the past, present and future tenses?  
 Say *Name something that has been done to protect the environment, something that should be done and something that will be done.*
- use passives to talk about the environmental impact of entertainment and the use of bottled water?  
 Ask *How has the consumption of bottled water changed over the last century?*
- identify and use new words related to the environmental impact of plastic?  
 Say *Explain how plastic is harming the environment.*

**Workbook** For additional practice, assign Workbook pages 36–37.

**Online Workbook** Grammar 1

## Objectives

Students will

- read about abandoned Olympic sites and how they can be re-used.
- identify and use new words from the reading.
- identify the author's purpose and use it to better understand the reading.

**Reading Strategy** Identify the author's purpose

**Target Vocabulary** *cost, development, maintain, venue*

**Vocabulary Strategy** Use context of sentence

**Content Vocabulary** *ghost town, host, long-term, medal, sailing, torch*

**Resources** Online Workbook/Workbook pages 38–39; Worksheet 4.4.4 (Teacher's Resource CD-ROM/Website); Tracks 053–054 (Audio CD/Website/CPT) CPT: Reading

**Materials** coloured paper (two different colours; enough of each colour for half the class)

**1 BEFORE YOU READ** Discuss in pairs.

Based on what you have learnt so far in this unit and the photos on this page, what do you think the reading is about?

**2 LEARN NEW WORDS** Find these words in the reading. What do you think they mean? Use the other words in the sentence to help you. Then listen and repeat. [▶ 053](#)

cost   development   maintain   venue

**3 WHILE YOU READ** Think about the author's purpose. [▶ 054](#)

**4 AFTER YOU READ** Work in pairs to answer the questions.

1. What is a benefit of hosting the Olympics?
2. What are two negative results of hosting the Olympics?
3. What was the total cost of the 2004 Summer Olympics?
4. Give an example of how an Olympic site is being re-used.
5. What should Olympic host cities do to avoid ending up with a 'ghost town'?

# GAME OVER

## After the torch goes out, what happens to Olympic sites?

How would you feel if your city were chosen to host the Olympic Games? The best athletes in the world would be right outside your door! The games bring excitement and attention to your region, as well as a lot of development. But the Olympics also have great economic and environmental costs. People have even been forced to leave their homes to make way for the Olympics. And once the last medal is awarded and the athletes have gone home, you may be left with a ghost town.

Greece is the birthplace of the Olympics. So the country was excited to welcome the 2004 Summer Olympics back to Athens.

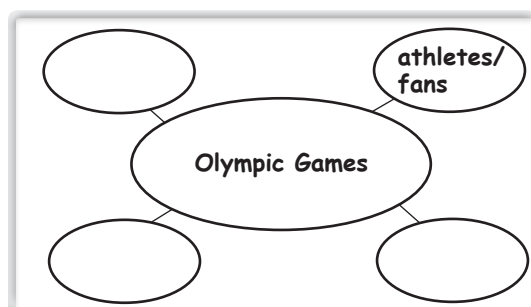


An abandoned Olympic training pool in Athens, Greece

66 READING

## Warm Up

- **Activate prior knowledge** Explain to students that they're going to read about the Olympic Games. Ask *Has anyone watched the Olympic Games on TV?* Students will most likely answer yes. Next, draw an idea web on the board:



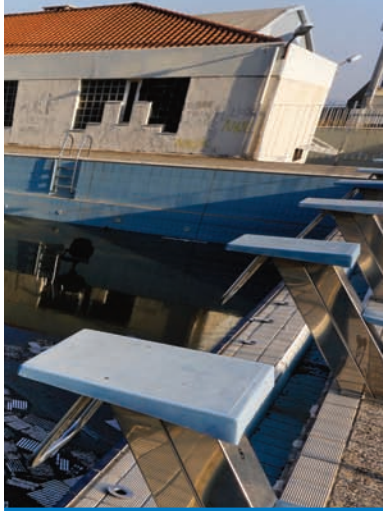
- Point to the middle of the web and say *Let's think about what goes on at the Olympics. I know that a lot of athletes and fans travel to watch the game.* Model writing *athletes/fans* in a circle of the web. Then tell students to choose a partner and create their own idea

After years of preparation, and nearly U.S. \$11 billion spent, the athletes arrived, and the games began. The 2004 Summer Olympics were a success. But shortly after they ended, the venues began to fall apart. Most of them sit empty today. The Olympic training pool is used by frogs, not athletes. Until recently, the Greek government was still paying to maintain these buildings, bringing the total cost of the 2004 Summer Olympics to over U.S. \$50 billion. Athens isn't alone. Many Olympic sites have become ghost towns. The abandoned site of the 1936 Summer Olympics is still standing in Berlin, nearly a century after it was built.

With good planning, Olympic venues can be successfully re-used. In many cities, former Olympic stadiums continue to host sporting events. Barcelona, host of the 1992 Summer Olympics, has been creative in re-using its venues. Barcelona's Port Olímpic, built for the Olympic sailing competition, is now a popular tourist destination, with a museum, hotels, shops and restaurants. Tourists visiting Beijing can now enjoy a water park experience at the Water Cube, where swimming records were broken during the 2008 Summer Olympics.

Hosting the Olympic Games is an honour. But the games only last 17 days! Olympic venues shouldn't simply be designed to be used for a couple of weeks. These facilities can improve a region only when they're designed for the long-term benefit of everyone. Architects who create quality facilities that serve a community for the years after the Olympics deserve a gold medal!

The Water Cube in Beijing, China



**5 Work in pairs.** Think about the information in the reading. Why do you think the author wrote this text? What is the author's message?

**6 Discuss in groups.**

1. Would you like the Olympics to come to your country? Why or why not?
2. Imagine your city or town has been chosen to host the Olympic Games. What needs to be built? How will your city change?
3. What could the International Olympic Committee do to make sure that the venues designed for the Olympic Games don't turn into 'ghost towns'? Give two or three examples.

READING 67

web for the Olympics. Give students several minutes to write as many ideas as they can.

- Discuss students' idea webs. Invite students to share Olympic stories that are meaningful to them.

## Before You Read 1 2

- **1** Tell students to open their books at pages 66–67. Say *We've talked about the Olympic Games. Think about our discussion as you make your predictions.* Give students several minutes to discuss their ideas for Activity 1. Then invite pairs to share with the class.
- Hold up your book, showing pages 66–67. Say *Both of these photos show former Olympic swimming pools. What's the difference?* (the larger photo shows an abandoned pool; the smaller photo shows one still being used) Point to the large photo and say *This swimming pool is no longer in use. It was abandoned after the Olympic Games. We will read about what happens to Olympic sites after the games end.*

## Strategy in Depth

**Identify the author's purpose** When giving students a text, it can be helpful for them to consider the question *Why did the author write this?* Remind students that they have written texts with the goal of informing, entertaining or persuading others. The authors of texts that they read have the same goals. Authors may achieve these goals with fiction and non-fiction texts. Point out that a work of fiction can still inform, for example. Often, authors seek to accomplish more than one of the goals – perhaps all three – within a single text.

Remind students to consider who is writing the text. The author's point of view in relation to the topic can affect its message. Knowing about the author can help students identify key points of his/her message.

## Vocabulary Strategy

**Use context of sentence** When learning new words, it's important to look at the context that they're used in. Explain to students that they can look for other words in the sentence to give clues about meaning. A familiar adjective will help students understand an unfamiliar noun, for example.

## About the Photo

The large photo shows a deserted training pool in the Olympic Village in Thrakomakedones, north of Athens. The photo was taken in 2014, ten years after Greece held the 2004 Athens Olympic Games. Many of the buildings of the Olympic site have been abandoned, but others are still used for conferences, weddings and similar events.

## Related Word

float

**1 BEFORE YOU READ** Discuss in pairs. Based on what you have learnt so far in this unit and the photos on this page, what do you think the reading is about?

**2 LEARN NEW WORDS** Find these words in the reading. What do you think they mean? Use the other words in the sentence to help you. Then listen and repeat. **cost**   **development**   **maintain**   **reuse**

**3 WHILE YOU READ** Think about the author's purpose. **WHY?**

**4 AFTER YOU READ** Work in pairs to answer the questions.

1. What is a benefit of hosting the Olympics?  
2. What are two negative results of hosting the Olympics?  
3. What was the total cost of the 2004 Summer Olympics?  
4. Give an example of how an Olympic site is being re-used.  
5. What should Olympic host cities do to avoid ending up with a ghost town?

**5 Work in pairs.** Think about the information in the reading. Why do you think the author wrote this text? What is the author's message?

**6 Discuss in groups.**  
1. Would you like the Olympics to come to your country? Why or why not?  
2. Imagine your city or town has been chosen to host the Olympic Games. What needs to be built? How will your city change?  
3. What could the International Olympic Committee do to make sure that the venues designed for the Olympic Games don't turn into 'ghost towns'? Give two or three examples.

After years of preparation, and nearly US\$13 billion spent, the athletes arrived, and the games began. The 2004 Summer Olympics were a success. But shortly after they ended, the venues began to fall apart. Most of them are empty today. The Olympic training pool is used by dogs, not athletes. Until recently, the Greek government was still paying to maintain these buildings, bringing the total cost of the 2004 Summer Olympics to over US\$18 billion. Athens isn't alone. Many Olympic sites have become ghost towns. The abandoned site of the 1976 Summer Olympics is still standing in Britain, nearly a century after it was built.

With good planning, Olympic venues can be successfully re-used. In many cities, former Olympic stadiums continue to host sporting events. Barcelona's Port Olympic, built for the Olympic sailing competition, is now a popular tourist destination, with a restaurant, hotels, shops and museums. Tourist visiting Beijing can now enjoy a water park experience at the Water Cube, where swimming pools were built during the 2008 Summer Olympics.

Hosting the Olympic Games is an honour. But the games only last 17 days of Olympic venues shouldn't simply be designed to be used for a couple of weeks. These facilities can improve a region only when they're designed for the long-term benefits of everyone. Architects who create quality facilities that serve a community for the years after the Olympics deserve a gold medal!

The Water Cube in Beijing, China

READING 47

- **2 LEARN NEW WORDS** Say *We're going to look at some new words that will help us learn about the Olympic sites.* Say the first word aloud: cost. Ask students to repeat the word. Then tell them to scan the reading to look for the word.

- **Vocabulary strategy** Write the word cost on the board. Read aloud the sentence from the reading with cost. Then say *We see that the Olympics have environmental and economic costs. Let's read the next sentence for an example.* Read the next sentence aloud. Then say *Being forced to leave means you lose your home for the Olympics. So cost must mean 'the thing we lose in order for something else to happen'.*

- Repeat this instruction for the remaining words. Then play **Track 053**. Tell students to listen and repeat each word and sentence.

## While You Read 3

- **3** Say *Now we're going to read about what happens to different Olympic sites after the games end.* Play **Track 054** and tell students to follow.
- Say *Let's re-read the text. As we're reading, think about the author's purpose, or reasons the author wrote this. When an author writes a text, he or she might want to inform us of something. The author might also want to entertain us with a good story. Or, he or she might want to persuade us, or convince us, to believe him or her. Often, the author writes with more than one purpose in mind. For example, a text can inform and persuade, or entertain and inform, or all three!*

- Read aloud the first paragraph and then pause. Ask *What does the author do in this paragraph – inform, entertain or persuade?* (inform, persuade) Ask students to give examples from the paragraph to show how the author is trying to inform and persuade the reader. If students have difficulty identifying what the author is doing, explain it to them. Say *The author gives us facts about the Olympics: they bring development and excitement, but at a cost. The author also suggests that we may be left with a ghost town after the games. The author is persuading us to think twice about the value of hosting the Olympics.*

- Continue the reading as a class, pausing after each paragraph to identify whether the author is trying to inform, entertain or persuade. Tell students to take notes during the discussion.

## After You Read 4 5 6

- **4** Put students into pairs. Tell them to discuss their answers to the questions. Remind students to look for information and examples from the text to support their answers. Review their responses as a class.
- **5** Read the questions aloud. Then say *Look at the notes you took as we re-read the text. Use your notes to write a short summary of the author's purpose and message. Remember, authors might write a text to inform, entertain, persuade or all three!*
- Tell students to compare notes as they discuss the questions in pairs. Pairs should then come up with a sentence summarising the author's purpose and identifying the author's message. Discuss as a class, encouraging students to cite evidence from the text in your discussion. If students have trouble summarising the author's purpose, explain that it's to provide information on the risks of hosting Olympic Games and what can be done to prevent ghost towns. Explain that the author's message is to persuade readers that Olympic sites should be developed with long-term goals in mind.
- **6** Divide the class into small groups to discuss the topics. If the Olympic Games have come to your country or region, ask students to use real-life examples about the effects in their discussions. Encourage students to illustrate their ideas for Question 2.

## Extend

- Tell students to work in small groups to find another example of successful re-use of an Olympic site and another example of a site that hasn't been maintained. Ask students to present what they learn to the class, showing photos if possible.
- **Worksheet** If time allows, hand out **Worksheet 4.4.4** in class. Remind students to review the new words presented on page 66.

## Consolidate

- Hand out coloured paper to students. Give half the students one colour and half the students another colour.
- Say *Our town is being considered to host the next Olympic Games. If you've got a (red) paper, write a short message to support the idea. If you've got a (yellow) paper, write a message to oppose the idea.* Point out that students only need to write one or two sentences. Collect students' messages and read several from each side aloud to the class. Invite others to agree or disagree with each statement.

## Teaching Tip

Always take note of students' questions. Keep track of vocabulary, comprehension or grammatical questions that they have in your book or in a small journal. Review your notes as you plan your next lesson. Doing this will remind you to re-teach the topic in the following class. If you teach several sections of the same class, your notes will help you to adapt your lesson in order to provide necessary support to your other students.

## Answer Key

### Comprehension 4

1. They bring excitement, development and attention to a region.
2. There are environmental and economic costs.
3. over U.S. \$50 billion
4. Port Olímpic is a tourist destination. The Beijing Water Cube is a popular water park.
5. design the facilities for long-term use

## Formative Assessment

Can students

- read about abandoned Olympic sites and how they can be re-used?

Ask *What is an example of a positive re-use for an Olympic site?*

- identify and use new words from the reading?

Ask students to use *cost*, *development*, *maintain* and *venue* to describe what happens to an Olympic site after the games.

- identify the author's purpose and use it to better understand the reading?

Ask *Why did the author write Game Over?*

**Workbook** For additional practice, assign Workbook pages 38–39.

**Online Workbook** Reading



**Objectives**

Students will

- discuss the footprint of fans and how to reduce it.
- apply the message of the video to their personal lives.

**Academic Language** *predict, summarise, survey*

**Content Vocabulary** *carpool, marquee, reward*

**Resources** Video scene 4.1 (DVD/Website/CPT); Online Workbook; Graphic Organisers: T-chart (Teacher's Resource CD-ROM/Website); CPT: Video

**1 BEFORE YOU WATCH Discuss in groups.**

Describe the size and the atmosphere of a concert or big sporting event that you've attended.

**2 Discuss in groups.** You're going to watch a video called *The Footprint of Fans*. Based on what you have learnt so far in this unit, predict three ways fans leave an ecological footprint when they attend an event.**3 WHILE YOU WATCH Fill in a T-chart.** List two problems and two solutions mentioned in the video. **Watch scene 4.1.****4 AFTER YOU WATCH Complete the sentences below.**

1. Fans are responsible for up to 70 per cent of a concert's carbon footprint.
2. Some concert venues reward fans who carpool by giving them better parking spaces.
3. Some sporting events can fill a stadium with up to 250,000 fans.
4. Sports fans can leave behind 50-100 tonnes of waste.
5. Recycled plastic and other materials are now used to make sporting equipment.

Fans at the closing ceremony for the 2015 European Games held in Baku, Azerbaijan

68 VIDEO

**Before You Watch** **1** **2**

- Tell students to revisit pages 58–59 and study the photo. Say *We've already mentioned that these fans are at a football game. How many fans do you think attended this World Cup game?* Listen to students' guesses and then point out that the World Cup has an average attendance of 50,000 fans per game. Then ask *What other events draw large crowds like this?* Guide students to include *concerts* in their answers.

- **1** Tell students to open their books at pages 68–69. Ask a volunteer to read the instructions for Activity 1. If more than one student attended the same event, ask them to discuss that event in a group.
- **2** Read the instructions aloud. Say *Think of the causes of our footprint that we've already discussed. Which of them apply to concerts? Sporting events?* Invite several students to share their ideas with the class.

**While You Watch** **3**

- **3** Give students a copy of the T-chart graphic organiser and tell them to label the columns *problem* and *solution*. Then say *You're going to learn about the environmental footprint that music and sports fans create by attending events. This footprint is the main problem, but we're going to look at problems that contribute to it.* Model completing the chart. Begin playing **Video scene 4.1** and pause it at 00:35. Ask *What's the problem?* (pollution caused by cars) Then continue playing the video and pause again at 00:47 and ask *What's the solution?* (offer rewards to people who carpool) Continue playing the video and tell students to fill in an additional two problems and two solutions.

- 5 **Work in pairs.** Tick the ways the video suggests that we can reduce our fan footprint.

- only watch games on TV
- carpool to concerts
- buy recycled sporting equipment
- pay less money for tickets
- recycle water bottles
- go to fewer concerts and sporting events

- 6 **Discuss in groups.** Answer the questions you see at the end of the video: *What else are you a fan of? How does it impact the environment? How can you take action to become an eco-friendly fan?*

- 7 **YOU DECIDE** Choose an activity.

1. **Work independently.** Research a concert or sporting event. How could the organisers have made the event greener? Write a letter to the organisers presenting at least three ideas.
2. **Work in pairs.** Survey your classmates to find out how many attend big events such as concerts or sporting events. Create five questions about transport, rubbish, energy use and recycling at these events. Summarise and report your findings.
3. **Work in groups.** Make a short presentation to your local politicians suggesting how to reduce the carbon footprint of big events in your city.

VIDEO 69

## Teaching Tip

Strategies that students have learnt for reading and listening can also be helpful to them as they engage with video content. Encourage students to make predictions and use context to guess the meaning of unfamiliar words before viewing. Model note-taking as a strategy during viewing. And explain that students can use strategies such as identifying the main idea and details or summarising as post-viewing strategies.

## Formative Assessment

Can students

- discuss the footprint of fans and how to reduce it?

Ask *What are two ways music fans impact the environment when they attend concerts? What are solutions to these problems?*

- apply the message of the video to their personal lives?

Ask *How will you change your behaviour at the next concert or sporting event that you attend?*

**Online Workbook** Video

## After You Watch 4 5 6 7

- 4 Students may do this activity independently or in pairs. After they complete their sentences, play the video again and tell them to check their work.
- 5 Tell students to look at all of the answer options before marking their responses. Point out that some of the options may result in a lower footprint, but that they are only to mark the suggestions mentioned in the video. Check their responses.
- 6 Read the instructions aloud and ask *What else are you a fan of?* Write students' responses on the board. Then group students according to these interests. You may want to extend the activity by asking students to write their group's suggestions for being eco-friendly fans on a poster to display in class.
- 7 **YOU DECIDE** Ask students to choose a project. Gather students who choose to write the letter into a small group. Review letter-writing conventions with them before they begin their letters.
- If students choose to conduct the survey, they may also consider interviewing friends and family for additional input. Encourage students to create a graph to show their survey results.
- If students choose to make the presentation, they may do so as a role play. One student in the group can play the role of the mayor and the others present their ideas to him/her. The mayor asks questions and responds to suggestions.

## Objective

- Students will
- correctly use gerunds and infinitives after verbs.

**Grammar** Verbs followed by gerunds or infinitives

**Academic Language** *gerund, infinitive*

**Content Vocabulary** *advertise, container, operator*

**Resources** Online Workbook/Workbook pages 40–41; Worksheet 4.4.5 (Teacher's Resource CD-ROM/Website); Track 055 (Audio CD/Website/CPT); CPT: Grammar 2

**Materials** coins for the board game, pieces of card

## GRAMMAR 055

### Verbs followed by gerunds or infinitives

Most water parks **want to use less** water.

How can they **avoid wasting** water?

Park employees **encourage** visitors **to keep** water inside the pool.

Maybe parks should just **stop using** so much water.

We should **stop to look at** the root of the problem.

Parks must **continue coming up with / to come up with** ways to re-use water.

**1 Work independently.** Complete the sentences with the correct form of the verb in brackets. Go to page 152.

- This summer, I hope to visit (visit) my favourite water park.
- Although I can't wait to play (play) in the water each summer, I agree that parks should start conserving / to converse (conserve) more water.
- Park designers should continue thinking / to think (think) of new ways to use less water.
- Park operators shouldn't stop cleaning (clean) and re-using (re-use) the water in their attractions.
- Some parks even choose to collect (collect) rainwater for use in their attractions.
- Of course, if you want to enjoy (enjoy) water in a way that doesn't harm the environment, consider going (go) to the beach!

**2 Work in pairs.** Your school wants students to conserve water. Make a list of five suggestions. Use some of the verbs below followed by an infinitive or a gerund.

ask avoid choose continue start stop tell want

**3 Work in groups.** You are planning an event to raise awareness for the environment. Throw a coin and take turns moving (heads = 1 space; tails = 2 spaces). Say what you need to do.

We should think about finding a venue that's accessible by bus.



70 GRAMMAR

Go to page 163.

## Warm Up

- Pre-teach** Say *In this lesson, we're learning when to use different forms of verbs or action words.* Write a verb on the board: *to harm*. Then ask *What is the -ing form of this verb?* (*harming*) Write *harming* on the board. Say *Today, we're going to learn when to use the infinitive* (point to *to harm*) *and when to use the gerund* (point to *harming*).
- Say *Listen for infinitives and gerunds in the following sentences. Write them down.* Again, point to the correct form on the board as you say each word. Then say *I will stop wasting water. I want to re-use it. I'll consider collecting rainwater.*
- Ask *What infinitives did you hear?* (to re-use) *What gerunds did you hear?* (wasting, collecting) *What other verbs did you hear?* (stop, want, consider)

## Present

- Tell students to open their books at page 70. Direct attention to the yellow grammar box. Say *We often use more than one verb to express an idea. We use verbs like have, can, should or do before verbs. We also use verbs that give additional meaning, such as stop, want, think about and begin.* Write these four verbs on the board, point to them and say *After verbs such as these, we must decide if the second verb takes the infinitive or the gerund form.*
- Play **Track 055** and tell students to listen. Then say *We see that some verbs take gerunds, while other verbs take infinitives. Turn to page 152 of your book.* Pause to allow students time to get to the correct page. Say *This list shows us when to use a gerund and when to use an infinitive.*

## Practise 1 2

- **1** Tell students to underline the first verb in each sentence. Challenge students to see how many answers they can complete before using the list on page 152. Tell students to check their work in pairs.
- **2** Before students begin, tell them to look up each of the verbs from the box in the list on page 152 and mark an *i* next to each verb that requires an infinitive, a *g* next to each verb that requires a gerund and *i/g* next to verbs that could use either.
- **Give examples** Say *Let's think about where we use water in the school. For example, we use it to wash our hands. If we want students to use less water, we might say that they can wash their hands more quickly. Let's use the word ask. Does it require an infinitive or a gerund?* (an infinitive) *Right, it takes the infinitive.* Write and say *Ask students to wash their hands quickly.* Underline *ask* and *to wash*. Then tell students to complete the activity in pairs.

## Apply 3

- **3** Tell students to cut out the board game on page 163. Give each group a coin to use for moving. Point out that students should make sentences using the verb in brackets as the main verb and the verb in the sentence in either the gerund or infinitive form. If necessary, model forming a sentence before students begin.

## Extend

- Tell students to create a matching game in pairs. Give each student five cards and tell them to cut them in half to create ten small cards. One student should write five verbs in the infinitive form and five in the gerund form (one on each card). The other student should write four verbs that require the infinitive, four that require the gerund and two that could take either (again, one per card).
- Tell students to mix both sets of cards and place them face-down on the desk. Students should take turns selecting two cards at a time to match a verb with the form it takes. When they make a match, tell them to form a sentence using the verbs.
- Hand out **Worksheet 4.4.5** to provide additional practice with gerunds and infinitives.

## Consolidate

- Write the following verbs on the board:

consider	plan	think about	want to
----------	------	-------------	---------

- Say *Tell a partner about your weekend plans. Use all of the verbs on the board in your descriptions.* Give students several minutes to discuss their plans in pairs. Then discuss them as a class.

## Grammar in Depth

In two-verb constructions, the second verb may take the gerund or infinitive form. Some verbs require the infinitive, some require the gerund and still others can take either form. The *to*-infinitive is the verb form that begins with *to*, such as *to produce*. The gerund form ends in *-ing* and functions as a noun, such as *conserving*. In general, a verb is followed by the infinitive to refer to an action that hasn't happened yet. For example: *I want to go to a water park (but I haven't gone yet.)* A verb is often followed by a gerund to refer to something that may have happened. For example: *I avoid going to water parks (because I've already gone to one and didn't like it.)*

For some verbs that can be followed either by an infinitive or a gerund, the meaning is the same, such as in the following example: *I like to go to water parks. / I like going to water parks.* Other times, the meaning can change with the verb form: *He stopped collecting water bottles. / He stopped to collect water bottles.*

## Formative Assessment

Can students

- correctly use gerunds and infinitives after verbs?

Ask students to complete the following sentences with a gerund or an infinitive:

*We should avoid \_\_\_\_\_.*

*I want \_\_\_\_\_.*

*Let's continue \_\_\_\_\_.*

**Workbook** For additional practice, assign Workbook pages 40–41.

**Online Workbook** Grammar 2

## Objectives

Students will

- identify elements of a problem and solution essay.
- use expressions that connect ideas.
- analyse a model problem and solution essay.
- write an essay about a fun activity that may be harmful to the environment.

**Writing** Problem and solution essay

**Academic Language** *problem, reflection, solution*

**Content Vocabulary** *cool off, filter, issue, operator, shade, splash, sprinkler*

**Resources** Online Workbook/Workbook page 42; Process Writing Worksheets 1–5; Genre Writing Worksheet: Problem/Solution Essay (Teacher's Resource CD-ROM/Website); CPT: Writing

**Materials** sticky notes

## WRITING

When writing a problem and solution essay, focus on including both information and reflection. Information can be provided about a problem, and reflection on the problem can lead to solutions. When writing about problems and solutions, the following phrases are useful:

<i>Problem:</i>	<b>due to</b>	<b>it's true that</b>	<b>the issue is</b>
<i>Solution:</i>	<b>in order to</b>	<b>one solution is</b>	<b>will result in</b>

- 1 Read the model.** What is the problem? Underline the phrases that help you find it.

I love going to water parks for fun. However, many people think that water parks are bad for the environment. The issue is that the parks waste water. Due to a lack of drinking water in many parts of the world, people think water shouldn't be used just to have fun. It's true that thousands of litres of water are used every day at a single water park. And there are nearly 2,000 water parks around the world, so that's a lot of water!

Water park operators understand that they need to conserve water, especially in places with dry climates. One solution that has been developed is to recycle water. Using special filters, water parks are able to clean and re-use most of the water in their facilities. Some indoor water parks are able to recycle as much as 97 per cent of the water they use. Outdoor water parks lose water because of the sun. Building attractions in the shade will result in less water being lost. All water parks lose water when visitors splash it out of the pool. So, new designs are being created in order to keep water in the pools and prevent it from being wasted.

Water parks attract millions of people each year, so they aren't going away any time soon. If you think water is wasted at water parks, think about how much more water would be used if each visitor instead cooled off with a pool or a sprinkler at home! In that case, you could argue that water parks actually help conserve water.

- 2 Work in pairs.** How many solutions did the writer give to the problem? What were they? Think of another solution to the problem.

- 3 Write.** Think about an activity that you enjoy that may be harmful to the environment. Write an essay to describe why it's a problem. Give at least three possible solutions to the problem.

WRITING 71



## Warm Up

- **Build background** Say *In this lesson, we're going to learn to write a problem and solution essay. Let's first think about problems and possible solutions.* Ask several students to identify an academic problem they know about. Then discuss solutions to each problem as a class.
- Give each student a sticky note. Tell students to sit in pairs. Say *One of you will write an environmental problem on your note.* Pause to allow students to do this. Then say *Now discuss your problem with your partner. Think of a good solution to the problem and write it on another sticky note.*

- Once each pair has a problem and a solution, invite them to come to the board. Students with problems should post their sticky notes in a group on the left-hand side of the board. Students with solutions should post on the right-hand side.
- Invite students to come to the board one at a time and match a problem with a solution. Point out that there may be more than one possible answer. Say *You've identified problems and solutions. Now, we're going to look at how to identify problems and their solutions in an essay.*

## Present

- Tell students to open their books at page 71. Direct them to the green box at the top of the page. Read the information aloud and tell students to follow along. Say *In the Warm Up activity, you identified a problem. Then you discussed possible solutions to the problem. In doing this, you reflected on the problem. When we talk about or think about a problem, we're reflecting on it. This helps us come up with a solution.*
- **Model** Say *Let's look at how to use phrases that are helpful for introducing problems and solutions.* Review the phrases for indicating problems and solutions with students. Write the following example on the board:

Car racing is harmful for the environment due to the amount of fuel used in a race.

- Read the sentence aloud and underline the phrase *due to*. Say *In this sentence, due to introduces information on why car racing is a problem.* Tell students to scan the model for the phrase *due to* and identify the problem it introduces. (lack of drinking water) Repeat this instruction with several other phrases.

## Read the Model 1 2

- 1 Say *Now we are going to read a model of a problem and solution essay. Look at the photo below. What do you think the essay is going to be about?* (water parks)
- Read the instructions aloud. Say *Remember to think about the problem as you listen and read.* Invite a student volunteer to read the essay aloud. Then ask *What is the problem being presented?* (Water parks harm the environment by wasting water.) Tell students to scan the essay again and underline the phrases that introduce problems and solutions.
- 2 Say *Read the essay again silently. This time, focus on the solutions.* Allow students several minutes to re-read the essay. Encourage students to write a small number next to each solution. For example, they can write *1* next to the first solution mentioned. Ask *How many solutions are mentioned in the essay?* (three) *What are they?* (recycling water, building attractions in the shade, designing pools so water doesn't splash out) Tell students to work in pairs to discuss another possible solution to the problem. Invite students to share their ideas with the class.
- **Worksheet** If your students need a reminder of the elements of the problem and solution essay, you may want to hand out the **Problem and Solution Genre Writing Worksheet** and review it together.

## Writing Support

**Usage** Point out to students that when they're writing a problem and solution essay, they will almost always use the present tense to describe the problem. Solutions may also be presented in the present tense, but it's likely that modal verbs such as *can*, *will* and *should* will be used when discussing solutions.

Remind students also to keep the same voice throughout the essay. In other words, if they use *we* to describe the problem (e.g. *We waste too much water*), they should use the same *we* to explain the solution (e.g. *We should turn off the water while we brush our teeth*). Often, students may use the third person to talk about the problem and the second person to describe the solution. Remind them to be consistent.

**Workbook** For scaffolded Writing support, assign Workbook page 42.

**Online Workbook** Writing

### WRITING

When writing a problem and solution essay, focus on including both information and reflection. Information can be provided about a problem, and reflection on the problem can lead to solutions. When writing about problems and solutions, the following phrases are useful:

**Problem:** due to      it's true that      the issue is  
**Solution:** in order to      one solution is      will result in

**1 Read the model.** What is the problem? Underline the phrases that help you find it.

I love going to water parks for fun. However, many people think that water parks are bad for the environment. The issue is that the parks waste water. Due to a lack of drinking water in many parts of the world, people think water shouldn't be used just to have fun. It's true that thousands of litres of water are used every day at a single water park. And there are nearly 2,000 water parks around the world, so that's a lot of water!

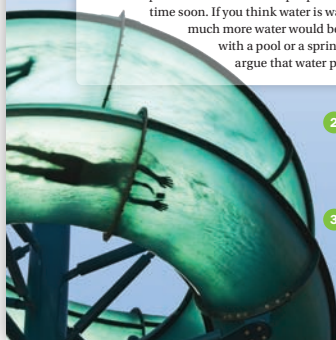
Water park operators understand that they need to conserve water, especially in places with dry climates. One solution that has been developed is to recycle water. Using special filters, water parks are able to clean and re-use most of the water in their facilities. Some indoor water parks are able to recycle as much as 97 per cent of the water they use. Outdoor water parks lose water because of the sun. Building attractions in the shade will result in less water being lost. All water parks lose water when visitors splash it out of the pool. So, new designs are being created in order to keep water in the pools and prevent it from being wasted.

Water parks attract millions of people each year, so they aren't going away any time soon. If you think water is wasted at water parks, think about how much more water would be used if each visitor instead cooled off with a pool or a sprinkler at home! In that case, you could argue that water parks actually help conserve water.

**2 Work in pairs.** How many solutions did the writer give to the problem? What were they? Think of another solution to the problem.

**3 Write.** Think about an activity that you enjoy that may be harmful to the environment. Write an essay to describe why it's a problem. Give at least three possible solutions to the problem.

WRITING 71



## Plan 3

- 3** Say *Now you're going to choose your own topic to write about. Before you decide on a problem make sure that you choose something that you can think of at least three solutions for.* Point out that students should research their topics online. They can choose a pastime mentioned in the unit or select a different topic. Say *You have to include information, such as facts and statistics, about the problem. Then reflect on it. Include solutions that you think are most effective. Briefly explain how each will help.* Students can find solutions online or describe their own ideas for solutions.

- **Worksheets** If your students need a reminder of any of the steps of process writing, hand out **Process Writing Worksheets 1–5** and review together.
- **Workbook** Refer students to Workbook page 42 to help them organise and plan their writing.

## Write

- After students have finished their pre-writing, tell them to work on their first drafts. If you don't have enough time for students to complete the first draft in class, assign it as homework.

## Revise

- After students finish their first drafts, tell them to review their writing for clarity and organisation. Tell students to consider the following: *Is it easy to identify the problem? Are there at least three solutions presented? Do these solutions seem possible, showing reflection on the problem? Are the ideas connected in a logical way? What needs more work?*

## Edit and Proofread

- Remind students to consider elements of style, such as sentence variety, parallelism and word choice. Then remind them to proofread for mistakes in grammar, punctuation, capitalisation and spelling.

## Publish

- Publishing includes handing in pieces of writing to the teacher, sharing work with classmates, adding pieces to a class book, displaying pieces on a classroom wall or in a hallway and posting on the Internet.

## Writing Assessment

Use these guidelines to assess students' writing. You can add other aspects of their writing you'd like to assess at the bottom of the table.

- 4 = Excellent
- 3 = Good
- 2 = Needs improvement
- 1 = Re-do

	1	2	3	4
<b>Writing</b> Ideas are clear and well organised, and the problem and solutions are presented in a logical way.				
<b>Grammar</b> Student uses verbs followed by gerunds and infinitives.				
<b>Vocabulary</b> Student uses a variety of word choices, including words used in this unit.				



# Reduce Your Footprint

**'Your actions, your voice and your choices all have a huge impact.'**

**Jack Johnson**  
National Geographic Ambassador to the Arts, Musician

1. **Watch scene 4.2.**
2. Are you aware of how your actions affect the environment? What are some things you could do to further reduce your footprint?
3. What advice could you offer to friends and family for having fun without harming the environment?

72 MISSION

## MISSION

### Objectives

- Students will
- talk about their own environmental awareness.
  - talk about ways to educate others on protecting the environment while having fun.

**Resources** Video scene 4.2 (DVD/Website/CPT); Worksheet 4.4.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

## BE THE EXPERT

### Teaching Tip

Students may have a difficult time critically analysing their own actions. Model critical thinking in a think-aloud. For example, mention an activity, such as surfing. Then model asking information questions about all aspects of this topic: *What do I use to go surfing? Who makes these items? Where are they made? How are they transported?*

**Online Workbook** Meet the Explorer

## Mission

- Read aloud the mission *Reduce your Footprint*. Say *We've learnt that certain activities that we do for fun can harm the environment. That doesn't mean that we can't have fun. We must just think of ways to do these activities responsibly.* Invite a student to read Jack Johnson's quote. Say *Jack tells us that our actions and our voice and our choices all have an impact.* Ask students to give examples of a time when their actions created change (such as picking up litter). Then say *Give examples of when you've made a choice that impacted the environment in a positive way.* Ask several students to explain their choices. Then repeat this by asking students to admit to choices that have negatively impacted the environment. After each student shares, follow up with the question *How can you choose differently the next time?*
- **Activity 1** Say *Now let's watch a video about Jack Johnson.* Play **Video scene 4.2** and tell students to focus on Jack's dedication to the environment.
- **Activity 2** Put students into pairs and tell them to consider the question in every aspect of their lives: at home, at school, with friends, with clubs or sports teams and in public. Tell them to consider at least one way to reduce their footprint in each situation.
- **Activity 3** Students can discuss this question in pairs or small groups. Then ask them to talk about how they might approach the topic with different family members, teachers, strangers and friends. Ask *How does the advice change from one person to the next? Should it be the same for everyone? Why or why not?*
- **Worksheet** Hand out **Worksheet 4.4.6**. Explain that students will use the worksheet to further discuss how to have fun responsibly.



# Make an Impact

## Objective

Students will

- choose and complete a project relating to reducing their footprints.

**Academic Language** *brainstorm, develop*

**Content Vocabulary** *script, upcoming*

**Resources** Assessment: Unit 4 Quiz and Units 1–4 Mastery Test; Workbook pages 43 and 93; Worksheet 4.4.7 (Teacher’s Resource CD-ROM/Website); CPT: Make an Impact and Review Games

**Materials** audio equipment, poster board, video recording device

**YOU DECIDE** Choose a project.

### 1 Make an ad promoting clean fun.

- Brainstorm ways to have fun that don’t harm the environment.
- Plan and write a script for an ad that promotes environmentally friendly fun.
- Film your ad and show it to the class.

### 2 Write a song about the environment.

- Brainstorm some environmental topics that matter to you.
- Write your lyrics and add music.
- Perform your song!

### 3 Reduce the footprint of fun at your school.

- Choose an upcoming event at your school.
- Develop a plan to reduce litter produced at the event.
- Make posters or flyers to promote your ideas.



PROJECT 73

**Assessment** Go to page 257.

**Unit Review** Assign Worksheet 4.4.7

**Workbook** Assign pages 43 and 93.

**Online Workbook** Now I can

## Prepare

- **YOU DECIDE** Ask students to choose a project.
- **Activity 1** Remind students to review the work they’ve done so far in this unit and to pull ideas from their work to use in their projects. Ask students to share their scripts with you before they record it so that you can check for errors. Remind students to be friendly but persuasive in their ads as they film. If video equipment is not available, students can make a radio ad.
- **Activity 2** If students without much musical talent want to choose this project, point out that they can take a familiar popular song and rewrite the words to change the message. Remind students who choose to write their own songs to create verses and a refrain. Each verse can describe a different environmental issue and the refrain can be a message of change.

- **Activity 3** Provide students with a calendar of events at your school and ask them to discuss the impact each event will have. Then tell them to choose an event in which they think they can make a difference. Encourage students to contact event organisers in order to discuss realistic ways for people to reduce their footprint. Students can use the information from the discussion to create their plans.

## Share

- Schedule time for groups to present their final projects to the class. Bring in a TV or computer projector to show students’ videos and audio equipment for students’ songs.
- **Modify** To provide structure, make a list of topics for students to choose from for Activities 1 and 2. Ideas could include recycling, using less plastic or eco-friendly forms of transportation. For Activity 3, choose the event and provide details for students.

**Track 043** 1 **Listen and read.** See Student's Book pages 60–61.

**Track 044** 2 **LEARN NEW WORDS** **accessible** / Many parks are only accessible by car. **amusement** / Amusement parks have rides, shows and games. **attraction** / Big cities have many tourist attractions. **compost** / When you compost, you re-use food waste as fertiliser for plants. **consume** / A lot of food is consumed at sporting events. **economic** / Going green can have a positive economic impact on a company. **enjoyable** / An outdoor concert on a warm evening can be very enjoyable. **excessive** / After the park closed, there was an excessive amount of litter on the ground. **facility** / The park had picnic facilities near the fountain. **industry** / People in the entertainment industry should be role models for sustainability. **litter** / After the concert, workers cleaned up litter in the stadium. **movement** / Many amusement parks are part of the green movement. **participate** / Are you participating in the beach clean-up this Saturday? **result** / Air pollution can be the result of a big public event. **sensitive** / We all need to be sensitive to the needs of our planet.

**Track 045** 5 Surfer and singer Jack Johnson is taking action to educate his fans about sustainability. But Jack isn't the only one in the music industry being proactive about environmental causes. The Bonnaroo Music and Arts festival is more than just a concert. Big names in music join with dozens of non-profit-making environmental groups to raise ecological awareness among music fans. Classes and workshops teach about gardening, re-using and other sustainable lifestyle choices that can have benefits for the planet and everyone on it.

**Track 046** 5 **LEARN NEW WORDS** **benefit** / Being green can have environmental and economic benefits. **non-profit** / Making money is not the goal of non-profit-making organisations. **proactive** / Concert organisers are often proactive about preventing litter. **take action** / You can take action by re-using your things instead of throwing them out.

**Track 047** **SPEAKING STRATEGY** See Student's Book page 63.

**Track 048** 1 **S1:** Hi, Liang. What are you up to?

**S2:** I'm going home to watch the big race on TV.

**S1:** Which big race is that?

**S2:** The Formula One Grand Prix.

**S1:** You like car racing? The cars burn so much fuel! Most people would agree that it's the worst sport for the environment, don't you think?

**S2:** Yes, but the sport is changing. You'd be surprised. As far as I know, the industry is really trying to go green. I heard that many of the cars run on biofuels now.

**S1:** Really? Well, I read that many racing cars still use regular fuel – and almost twenty-thousand litres of it in a single race!

**S2:** All I'm saying is that the sport is trying to change. Not only are cars more efficient, but also many racetracks are powered by solar panels. And most racing organisations plant trees to improve air quality. It's not all bad!

**Track 049** **GRAMMAR** See Student's Book page 64.

**Track 050** 2 So you have been taught that some fun activities can harm the environment. But Jack Johnson is working towards his goal that the environment will not be impacted by his concerts. Water refill stations have been placed throughout his concert venues. Fans are being encouraged to bring their own reusable water bottles. And Jack's team works together with farms to be sure that sustainable food can be sold. Jack hopes that his message is coming through and that his fans will be transformed by their experience at his show.

**Track 051** 4 Recently, the worldwide demand for plastic has exploded. Plastic is all around us – our gadgets, dishes, furniture – almost everything is made of plastic these days! Plastic is convenient, but most of us never think about the damage caused by using too much plastic.

Jack says, 'Challenge yourself to reduce your plastic footprint'. Why should we do this? And how can we?

Litter from plastic products dirties our cities. Much of the plastic ends up in landfill, where it can last up to 500 years! But worse is that our oceans are being polluted by plastics. There are around 8 million tonnes of plastic waste in the world's oceans. Over 700 species of marine wildlife have been harmed by this pollution. Many animals mistake plastic for food. Over 100,000 marine animals die each year from eating plastic. Others might survive, but some of them end up on our plates. So, humans are also being harmed by plastic in the oceans.

To make a positive change, we can:

- Reduce the amount of plastic we use each day.
- Re-use by carrying our own water bottles and bags.
- Recycle any additional plastic we use.

Whether you're going to school, to the park or to a concert, think about your footprint.

**Track 052** 4 **LEARN NEW WORDS** **challenge** / Let's challenge ourselves to reduce our use of plastic products. **damage** / The over-use of plastic is causing damage to the environment. **demand** / The demand for bottled water is much higher than it was 50 years ago. **harm** / Litter in the ocean harms marine animals. **waste** / Plastic waste can stay in a landfill for 500 years.

**Track 053** 2 **LEARN NEW WORDS** **cost** / There are environmental and economic costs to hosting the Olympic Games. **development** / The Olympic Games brings development to a region. **maintain** / Workers maintain a building by keeping it in good condition. **venue** / Many large venues have been constructed for the Olympic Games.

**Track 054** 3 **WHILE YOU READ** See Student's Book pages 66–67.

**Track 055** **GRAMMAR** See Student's Book page 70.

**Track 056** 1 **Express Yourself** See Student's Book pages 74–75.

**Objectives**

- Students will
- identify elements and content of an invitation.
  - connect ideas about enjoying food and having fun in a sustainable way.

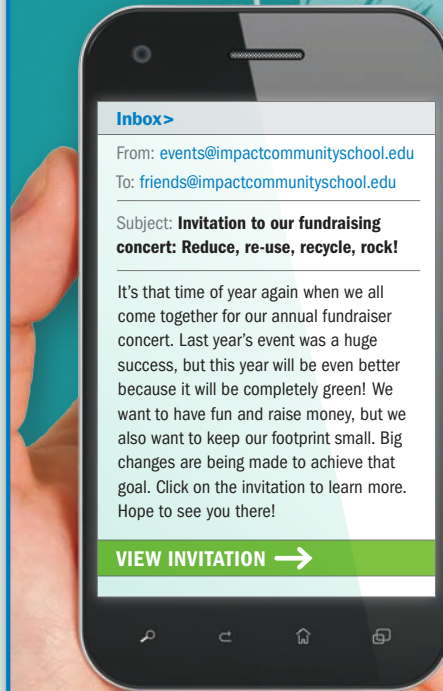
**Academic Language** *invitation***Content Vocabulary** *forward, power, raise money, utensil*

**Resources** Workbook pages 44–45/  
Online Workbook (Units 3–4 Review);  
Worksheet 4.4.8 (Teacher’s Resource  
CD-ROM/Website); Track 056 (Audio  
CD/Website/CPT); CPT: Express  
Yourself Units 3–4

## Express Yourself

- 1 Read and listen to the online invitation. 056

REDUCE,



74

**Present** 1

- **Preview** Tell students to turn to pages 74–75. Say *Look at the image on the page. What is it?* (an invitation) *How is it being delivered?* (on the Internet) Then ask *Have you ever received an online invitation? What was it for? What type of information did it give?*
- **1 Read together** Say *We're going to hear and read information about an event and an invitation to attend it.* Play **Track 056** and tell students to follow in their books. Pause after the introductory paragraph and ask questions such as: *Who is the invitation for?* (the school community) *What is the goal of the event?* (fundraising) *Who benefits from the event?* (the school) *Why is this year's event going to be better than last year's?* (because it will be green) Continue playing **Track 056**. At the end, call on a student to summarise the event's details.

**Practise** 2

- **2 Discuss** Say *Re-read the invitation. Would you like to attend this festival? Why or why not?* Tell students to discuss the first question in small groups. Then invite groups to share their responses. Then ask *Does it matter to you if events you attend are green? What's more important – being green or having fun?* Discuss these questions as a class.
- Direct students' attention to the second item. Give them several minutes to brainstorm their ideas in groups. Then ask groups to share their suggestions with the class. List the different responses on the board and discuss how realistic each one would be to carry out. Then ask the class to determine the two best responses.
- To extend this activity, review how to politely make suggestions. Then tell students to write their recommendations in a formal e-mail.

# RE-USE, RECYCLE, ROCK!

**WHEN:** 22<sup>nd</sup> April at 3.00 p.m.

**WHERE:** Impact Park

**COST:** €15.00 in advance,  
€20.00 at the event

(Remember, all of the money raised benefits Impact Community School!)

### We're reducing our festival footprint by:

- using biofuel tour buses for band transport
- powering lights with solar energy
- offering only local organic food options
- providing compostable plates and utensils

### You can reduce your festival footprint by:

- not printing this invitation
- bringing your own refillable water bottle
- walking, cycling or car sharing to the venue
- forwarding this invitation to a friend

### 2 Discuss in groups.

1. Does the invitation make you want to attend the festival? Why or why not?
2. Name two other ways that the festival organisers could help guests reduce their footprint of fun.

### 3 Connect ideas.

In Unit 3, you learnt about sustainable eating. In Unit 4, you learnt about having fun responsibly. What connection can you see between the two units?

### 4 YOU DECIDE Choose an activity.

1. Choose a topic:
  - sustainable fun
  - sustainable food
2. Choose a way to express yourself:
  - an online invitation
  - a slideshow
  - a poster
3. Present your work.

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## Our World in Context

The event mentioned in the invitation is being held on 22<sup>nd</sup> April, Earth Day. Each year, events are held worldwide on this day to raise awareness for environmental causes. The first Earth Day was on 22<sup>nd</sup> April, 1970. Earth Day became a global movement in the 1990s. Today, hundreds of millions of people from over 180 countries participate.

## Cumulative Review

Hand out Cumulative Review Worksheet 4.4.8.

## Formative Assessment

Can students

- identify elements and content of an invitation?

Ask students to list four key pieces of information to include in an invitation.

- connect ideas about enjoying food and having fun in a sustainable way?

Ask *What are two ways that both food and fun can harm the environment?*

**Workbook** Assign pages 44–45.

**Online Workbook** Units 3–4 Review

## Connect 3

- **3 Critical thinking** Read the Activity 3 text aloud. As students discuss, walk around the room to check their understanding and the logic of their ideas.
- When time is up, ask *How can you make better food choices when you're having fun at a park, a concert or a sporting event?* Ask students to share their ideas with the class.

## Prepare 4

- Review the instructions for Activity 4. You may want to assign this activity in advance so that students have time to work on it in class or at home.
- **4 YOU DECIDE** Tell students to choose an activity. Remind students who choose the invitation that they should provide details about a real or imagined event.

- Encourage students who choose the slideshow to be creative. Slideshows might contain a narrative about sustainability. Or, they might provide a more general overview of the chosen topic, including statistics and facts.
- Tell students who design a poster about sustainability to make copies of it to be hung in the school. To extend the project, ask students to show their posters to peers and interview them to identify how the poster is changing students' attitudes and/or behaviours.

## Share

- Set aside time for students to share their work with the class. Remind students to listen actively by focusing on the speaker or presenter. Tell students to write at least one question that they have for the presenter. Then allow several minutes for questions and answers.