9

Saving the Planet

Classroom Materials/Extra Practice CD 3 Tracks 9–14 Workbook Unit 9 Interactive Practice Unit 9

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- The past subjunctive with *wish*
- The past unreal conditional

Listening and Speaking

- · Discuss carpooling
- Talk about doing your share for the environment
- Communication Skill: Expressing Comparison and Contrast

Reading

- Read an article about how to protect the environment and save money
- Read a cross-cultural blog about recycling
- Reading Skill: Understanding the Style and Structure of Blogs (Web logs)
- Read an article about causes and effects of environmental problems
- Read about how to green a community
- *Reading Skill:* Using Visuals

Writing

- Write a personal narrative about the environment
- Writing Tip: Using time order

Life Skills

Discuss recycling rules

Preview

- Welcome students and have them look at page 165.
- Say: Look at the picture. What are the father and daughter doing? (Possible answers: The girl and her father are taking out plastic bottles to the recycling bin or center. They are recycling.)
- Ask: *How do you think the girl feels?* (Possible answer: She is happy and proud to be recycling.)
- Elicit a definition of *recycle*. (to reuse something instead of throwing it away) Ask students what types of things they can recycle. (newspapers, glass bottles, plastic containers, paper bags, paper rolls for toilet tissue and paper towels)
- Ask the second Preview question: *Do people do this in your home country?*
- Say: In this unit, we'll talk about recycling and other ways to help the environment. But first, I want to know how many of you recycle. Have students raise their hands.
- Ask: For those of you who answered yes to the last question, how do you recycle? Do you take out your recyclables once a week for pickup? Or do you take them to a recycling center?
- Say: In this unit, you'll learn more about recycling and other ways to protect the environment. You'll also learn about the causes and effects of environmental problems.

Unit Goals

- Ask students to read the Unit Goals.
- Explain unfamiliar vocabulary as needed. (For example: *carpooling*—sharing a ride somewhere, such as work; *environmental*—relating to the environment, or the natural world and its elements)
- Tell students to circle the goal that is the most important to them.
- Say: As we complete this unit, we will look back at this page and reread the goals. We will check each goal as we complete it.

Protect the environment—and save money

Getting Started

10 minutes

• Say: In this unit, we are going focus on saving the planet. Saving the planet means trying to lessen pollution, maintain biodiversity, and save endangered species, among other things. The good news is that there is some evidence that we can work on environmental problems and save or make money at the same time.

Language Note

- Ask if anyone can explain or give an example of a pun, or a play on words. Accept all responses. Explain, if necessary, that a pun is an amusing use of a word or phrase that has two meanings or of words with the same sound but different meanings. Write the word and the definition on the board for students to copy into their notebooks.
- Give an example of a pun: What's black and white and read all over? (a newspaper)
- Explain that in this unit, *green* is sometimes being used as a pun because *green* signifies being related to nature and environmental concerns, but it is also commonly refers to money (for example, I need some of that *folding green*)—the dual topics of the unit.

BEFORE YOU READ

CLASS. A carbon footprint is the...

- Ask students to read the directions. Rephrase the first sentence. Say: A carbon footprint is the total amount of carbon dioxide (CO₂) that a country, an industry, or an individual produces and releases into the environment.
- Explain to students that the term *carbon footprint* is being used often now because carbon emissions are a growing problem. Explain that *atmosphere* generally means the air that surrounds the earth.
- Confirm that students know that carbon dioxide is the gas produced when animals and people breathe out, when carbon is burned in the air, or when animals or vegetables decay.
- Ask if any students have scientific backgrounds and might be able to give a more in-depth explanation about how too much carbon adversely affects the atmosphere.

READ

Presentation



Listen to and read the article....

15 minutes

- Ask students to read the directions.
- Say: As you read the article, think about what the green route means.
- Tell students that r-o-u-t-e is pronounced differently in different parts of the country: to rhyme with either *boot* or *out*.
- Point out that the words and phrases in boldface (impact, natural resources, polluting, generations, electrical appliance, energy-efficient, emit, the environment, faucets, conserve, public transportation) are in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 3, Track 9, as students listen and read.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation; answer questions if any.

Answers will vary, but students should understand that the green route is a way of protecting our natural resources and reducing our carbon footprint.

Expansion: Vocabulary Practice for 2

- Divide the class into small groups.
- Ask students to make a list of the boldfaced words in the reading and to discuss the meaning of each. Encourage students to guess the meaning if they are not sure.
- Tell students to look for the words in the glossary and to compare the definitions there with what they discussed.
- Assign one or two words or phrases to each group and ask them to write one (or two) sentence(s) with their assigned word(s) or phrase(s).
- Ask groups to read their sentences to the class.
- After each group reads the sentence, ask if anyone has any questions about the word or phrase.

Protect the environment—and save money

Controlled Practice

10 minutes



CHECK YOUR UNDERSTANDING

Write the answers to the questions.

- Ask students to read the directions.
- Tell students to review the article if necessary to find the answers. Assure students that they only need to write short answers.
- Ask volunteers to read each sentence and answer. **Answers:** 1. replace standard lightbulbs with energy-efficient lightbulbs; 2. 330 gallons a month, 4,000 gallons per year; 3. pay bills online; 4. find people to carpool with or use public transportation; 5. walk or ride a bike, organize your schedule so that you can combine trips (such as going to the store on the way home from work or school), take public transportation

4

WORD WORK

GROUPS. Choose three words...

- Ask students to read the directions. Set up groups.
- Say: Remember when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the vocabulary log for words you read or hear outside of class.

Communicative Practice 25 minutes



Teaching Tip

Avoid making assumptions about students—their lives, experiences, and knowledge. For example, some students might have training and experience as environmental scientists while others might be too burdened with their daily lives to worry about the environment.

STEP 1. PAIRS. Take turns asking and...

- Ask students to read the directions.
- Rephrase and expand the questions: Say:
 - 1. Do you practice any of the tips we read about? If so, which ones, why, and how?
 - 2. Are there any tips that you might be able to adopt or begin to use? If so, which ones, why, and how might you adopt (and adapt) it as part of your daily life?
 - 3. Of the tips we've read and talked about, which ones might be the most difficult for you to do? Why?
- Set up informal pairs. Say: Talk with someone sitting near you; take turns asking and answering the questions. Remember there are no "right" or "wrong" answers—you are just sharing ideas.
- Assist as needed with content, context, and language.

STEP 2. GROUPS, Brainstorm: Add two or...

- Set up groups by telling two pairs (from the previous exercise) to form a group.
- Ask students to read the directions.
- Reiterate that the task is to think about other environmentally friendly suggestions for using electricity, saving water, eliminating paper waste as well as saving trees, and lowering transportation fuel costs.
- Pass out flipchart paper and markers to each group. Say: Discuss other possible suggestions in these four areas and write the suggestions on the flipchart paper.

Lesson 2

Discuss recycling rules

Getting Started

5 minutes

- Say: *In the last lesson, we talked about ways to reduce our carbon footprint.* Remind the class what a carbon footprint is. (the amount of carbon dioxide that you emit into the air)
- Say: We have talked about ways to reduce our carbon footprint and save the environment. Today we're going to focus on one of them—recycling.

Presentation

15 minutes

1

INTERPRET A RECYCLING CALENDAR

A CLASS. Discuss recycling...

- Say: *Let's talk about recycling. What is recycling?* (collecting, sorting, and processing of used or waste materials into new or useful products)
- Discuss the first question, offering prompts as needed to elicit answers. (For example: *Can you recycle plastic in your neighborhood? What about aluminum cans?*)
- Say: Today we're going to look at a recycling calendar. Some communities have calendars with information about what, when, and how to recycle. Do you have a recycling calendar where you live?
- Discuss the second question, offering prompts as needed to elicit answers. (For example: *Do you have a schedule for when recyclable items are picked up in front of your building, or for times when there is a special recycling pickup?*)

Controlled Practice 20 minutes

B PAIRS. Read the following calendar, key,...

- Ask students to read the directions and look at the calendar. Pair students.
- Read the first question aloud. (*What kinds of information do the calendar and key contain?*) Ask students to discuss the questions in pairs.
- Elicit answers from students about the kinds of information that the calendar includes. Explain as needed that the calendar presents the recycling schedule—that is, which days that different types of recyclables are picked up. It also lists the different items that may be recycled as well as the key to the abbreviations.

- Point to each abbreviation and ask: *What does this stand for?* Refer students to the key at the bottom of the calendar for the answers.
- Go through the abbreviations together, clarifying what *commingled* means. (putting different types of items together, such as plastics, metals, and glass)
- Call attention to the Saturday events on the calendar. Ask: What do you think a computer and electronics recycling event is? (when you bring old computers, computer parts, or electronic equipment such as TVs, printers, and video cameras and recycle them)
- Ask students to look at the second Saturday event. Elicit a definition of hazardous waste (trash that can be harmful to the environment). Ask: What are some things you might have in your house that would be hazardous waste? (leftover paint, certain types of cleaning solutions such as drain cleaner, battery acid, antifreeze, motor oil, fluorescent lightbulbs, gardening pesticides) What do you think a hazardous waste drop-off is? (a special time at a specific location when you may bring your hazardous waste items for disposal)
- Ask students what is happening on April 17. (a scrap tire drop-off day) Ask: *What do you think this is?* (a day when you may bring your scrap—or used—tires to a specific location for recycling)
- Draw students' attention to the list of recyclable items on page 169. Clarify unfamiliar vocabulary as needed. (For example: *junk mail*—catalogs, circular advertisements, and other mass mailings; *flattened*—to make something flat; *bin*—a large container used for storing items or trash; *trays*—something used to hold or carry food or plates; *tins*—small metal boxes.)
- Have pairs discuss the second question. Offer prompts as needed. (For example: What does the list tell you about paper products?)
- Elicit answers. Explain as needed that the list explains categories of recyclable items and tells you what types of items may be mixed together. (Metal, plastic, and glass may be commingled.)

Discuss recycling rules

Communicative Practice 20 minutes

Teaching Tip

- Bring in different types of recyclables (a can, a bottle, a milk jug, an old newspaper, a plastic container). Hold them up one by one and ask students what type each one is (paper, metal, plastic, or glass). Point out the number 1 or 2 on the bottom of a plastic container and explain this means it is a recyclable plastic item. Then mix the recyclables with other common items that are not recyclable.
- Have students take turns picking an item, showing it to the class, and saying whether or not it is recyclable.

Community Building

- We use the expression *going green* to refer to changing lifestyle practices to help protect the environment and conserve natural resources. In the U.S., many communities have initiatives and events to help make residents more aware of how they may go green. For instance, some municipalities have a Bike to Work day, encouraging residents to ride a bicycle to work instead of driving. Neighborhoods may have an annual cleanup day, when residents gather together to clear trash from a stream or park. Many places also have celebrations and community events to observe Earth Day (April 22 in the U.S.), which is designed to raise awareness of environmental problems and protection.
- Have students write a personal plan for going green. It should include the following: Ways I can save fuel or water, Ways I can reduce trash or waste, Ways I can keep my community clean.
- Tell students to form small groups and share their ideas.
- Have a representative from each group present the group's ideas to the class.

2 PRACTICE

PAIRS. Use the calendar, key, and list...

- Set up pairs.
- Have students complete the exercise. Walk around and check their work, directing students as needed to the explanations in the key.

MULTILEVEL INSTRUCTION for 2

Above-level Have students who finish the exercise while others are still working write a paragraph about the items they recycled in their home country (using the past tense); things they recycle now (using the present tense); and things that they would like to recycle in the future (using the conditional).

Teaching Tip

If your students have access to computers, have them locate the web page for their municipality. Tell them to work in pairs or groups, and have them locate the recycling information for their community and make a list of the recycling rules and practices as well as any related special events.

Expansion: Speaking Practice for 2

• Set up pairs and have students ask one another questions about the recyclable items described in the calendar. For example, *Can you recycle plastic soda bottles?* (Yes, but you should put the caps in the trash.) *What do I need to do before I recycle boxes?* (fold and flatten them) *Can I recycle containers with a number 3 on the bottom?* (no, just those with numbers 1 and 2)

Progress Check

Can you . . . discuss recycling rules?

• Say: We have practiced discussing recycling rules. Can you do this? If so, check the box.



Getting Started

10 minutes

Presentation

15 minutes

- Say: We've already discussed several ways each of us can help preserve our environment, from stopping leaky faucets to recycling. Now we are going to listen to and talk about an important energy and money saver—carpooling.
- Ask a volunteer to explain or give an example of carpooling.
- Ask: *How many of you drive to work?* After students respond, say: *How many of you carpool as drivers?* As passengers?
- Ask: How many of you walk, ride bikes, or take the bus (or subway, if applicable) to work or school?

Teaching Tip

You may adapt the lesson according to the situation in your community and to the experiences and needs of your students. For example, if you teach in a large metropolitan area where most students take the subway or buses, discuss the pros and cons of taking subways vs. taking buses. (For example: *The* bus stop is closer to my home, but it only comes every half hour. I can catch the subway any time I want.)

BEFORE YOU LISTEN

A CLASS. "Greening" refers to...

- Ask students to read the directions.
- Explain to students that *greening* is an informal term for becoming more aware of environmental issues and acting to help protect the local and global environment.
- Rephrase the first question. Ask: *Do you know* of any environmental activities or programs in [your community]? If yes, ask students to tell the class about them. Give examples if necessary (recycling program, turning leaves into mulch, proper disposal of hazardous waste, etc.).
- Rephrase the second question. Ask: Do you have ideas about other environmental programs that would be good to set up in your community?

B CLASS. Discuss. Have you...

- Ask students to read the directions.
- Ask: Are any of you familiar with the carpooling programs or rules in your area? (For example: High Occupancy Vehicle lanes during rush hour on freeways, initiatives to organize carpooling)
- Accept all responses related to carpooling, traffic, the cost of gasoline, etc. Allow the discussion to continue for as long as students are engaged.

© PAIRS. Discuss the advantages...

- Ask students to read the directions.
- Set up pairs. Say: Talk about the advantages and disadvantages of carpooling. Also discuss carpooling from different perspectives—for example, how drivers, passengers, traffic police, gas station owners, and other groups might feel about carpooling.

D CLASS. Compare your ideas...

- Restate the directions. Say: *Now let's compare your* ideas with those of other pairs.
- Ask a representative from each pair to read the advantages and disadvantages they discussed. Discuss the different points of view.

LISTEN

A Listen to a talk show host...

- Ask students to read the directions.
- Play CD 3, Track 10.
- Have students answer the questions as they listen.
- Ask volunteers to read the questions and their answers.

Answers: 1. 600,000 gallons; 2. 12 million pounds

Discuss carpooling

Controlled Practice

15 minutes



B Listen again and take notes...

- Ask students to read the directions. Tell them to take notes as they listen to the interview again. Say: As you listen, fill in the chart. Don't worry about writing down what you hear word for word just use key words and phrases.
- Play Track 10 again.
- Make a copy of the chart on the board or a flipchart. Ask volunteers to go to the board and write their answers (each fills in one space).

Language Note

- Encourage students to take an interest in specific words—their origins and evolution. Use *green* as an example.
- Say: Language is always changing. Think about how green is used today to talk about environmentally friendly things. This is a new usage.
- Write these sentences on the board: I am greening my home.
- Elicit or give more examples of sentences using *green* in this new context. If possible, elicit or give other words with new meanings (for example, the word *text* used as a verb; wallpaper, a term referring to the background on your computer screen).

Communicative Practice 20 minutes



PRACTICE

CLASS. Imagine that you...

- Ask students to read the directions.
- Say: As you read the four tips in this article, think about how they apply to our community. Also think of other ways to help provide a healthier environment and save money at the same time.
- Ask students to comment on the four tips. Ask leading questions, if necessary. For example: Do you think these suggestions are realistic and practical? Which ones aren't? Explain your answers.

- Ask students for other suggestions for greening their communities.
- Write the suggestions on the board and keep them there for the duration of the unit.

Teaching Tip

- Writing important information and discussion notes on flipcharts and posting them around the classroom can be useful in helping students (and you) keep focused on key information about the lesson. For example, you could create the charts complete with students' answers on flipchart paper and you could post them around the classroom for the duration of the unit. Keeping the results of students' discussions on flipcharts conveys to students that their input during class, group, and pair discussions is valued.
- The flipchart sheets provide an effective way for pairs and groups to write their own notes and post them when they are finished for you and other pairs or groups to read.

MAKE IT PERSONAL

A PAIRS. Pick one particular way...

- Ask students to read the directions, and set up pairs.
- Tell pairs to think of a way they might improve the school or community. Say: Once you have an idea you agree on, figure out how you or the class could let the community know about your idea and start things moving.
- Pass out flipchart paper and markers. Ask pairs to write their ideas and possible steps on the paper.

B GROUPS. Meet with another pair...

- Ask students to read and follow the directions. Tell them to use their flipcharts and refer to them when they talk to the other pair.
- Keep the flipcharts posted throughout the unit.

Extra Practice



Interactive Practice

Read a cross-cultural blog about recycling

Getting Started

10 minutes

Presentation

15 minutes

- Say: We've been talking about environmental topics—tips on protecting the environment and saving money, rules about recycling, as well as the pros and cons of carpooling. Now we will be reading a blog that compares recycling in Sweden and in the U.S.
- Ask a volunteer to explain or give an example of what a blog is. If necessary, explain that *blog* is a contraction of the term web log and is a type of website, usually maintained by an individual with regular entries of commentary, descriptions of events, and graphics or video.

BEFORE YOU READ

CLASS. Discuss. When have you...

- Ask students to read the directions.
- Restate and expand the questions. Say: Do you read blogs? If so, what kinds of blogs do you read?
- Say: There are blogs on every topic imaginable. Some seem more like newspaper articles, and some seem more like personal journals.
- Ask: Have any of you written a blog? If so, can you talk about why you wrote it, what the topic is or was, and what audience you were or are writing for? Call on volunteers to talk about their blogs. If you yourself have written a blog, tell the class about it.

Reading Skill: Understanding the Style and Structure of Blogs (Web logs)

- Direct students to the Reading Skill box. Ask a student to read the text.
- · Discuss why blogs are written in a conversational style and are arranged in reverse time order.
- Point out that readers can post their comments or reactions to the blog.

READ



Listen to and read . . .

- Ask students to read the directions. Say: As you read the blog, think about what the writer, Todd Skinner, learned while in Sweden.
- Point out that the words and phrases in boldface (biodegradables, aluminum, categories) are in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 3, Track 11, as students listen and read.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation. Answer any questions.

Answers will vary, but students should mention that Todd learns about and comes to respect the comprehensive recycling practices in Sweden.

Expansion: Vocabulary Practice for 2

- Set up small groups.
- Ask students to make a list of the boldfaced words in the reading and to discuss the meaning of each.
- Tell students to look for the words in the glossary and to compare the definitions there with what they discussed.
- Pass out learners' dictionaries to each group. Give each group two or three (different) computer- or Internet-related words or phrases on index cards (for example, browser, hyperlink, bookmark, toolbar, URL, subject line, SPAM, search engine, .pdf, download, crash).
- Have each group look up the new words and phrases, discuss their meanings, and write sentences using the new words and phrases.
- Have a student from each group write the sentences on the board or on flipchart paper.
- Clarify any questions about the vocabulary. Have students write the new words and sentences in their vocabulary logs.

MULTILEVEL INSTRUCTION for 2

Cross-ability. Set up groups so that each group has an above-level student who has strong vocabulary knowledge, grammar, and dictionary skills.

Read a cross-cultural blog about recycling

Controlled Practice

15 minutes



CHECK YOUR UNDERSTANDING

Write the answers to the questions.

- Ask students to read the directions and complete the exercise.
- Explain that students will probably need to reread (or at least skim) the blog to find the answers to the questions.
- Ask volunteers to read aloud the questions and their answer to each question. Allow students to disagree and negotiate; intervene only if students don't arrive at the correct answers.



WORD WORK

GROUPS. Choose three words...

- Keep the same groups.
- Ask students to read the directions.
- Say: Remember, when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the vocabulary log for words you read or hear outside of class.

Communicative Practice 20 minutes



MAKE IT PERSONAL

GROUPS. Discuss the questions.

- Keep the same groups.
- Ask students to read the questions.
- Say: These are all important questions. Choose one or two questions for your group to discuss. Alternatively, assign one question to each group.

Culture Connections

- Students are usually very interested in comparing and contrasting their home countries and the U.S. and/or other students' home countries.
- Set up clear boundaries for cross-cultural activities of any kind. Let students know that these activities are a "two-way street" (that is, each side has information, skills, and knowledge worth sharing, and each side should be willing to learn from the other side).

Expansion: Writing Practice for 5

- Ask students to take the idea from question 5 and write a blog-style informal essay about their crosscultural experiences.
- Brainstorm a list of possible cross-cultural topics, but tell students they can write about any related topic they wish as long as it is specific and focused.
- Reassure the students. Say: Writing is a good way to organize your thoughts about a particular topic.
- Have students read their essays aloud either at the end of this class or at the beginning of the next class. Give one overall positive comment. If possible, also give one substantive comment on structure and one comment on usage or mechanics.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page Txv to evaluate vocabulary, grammer, mechanics, and how well students complete the task. You may want to review the completed rubric with students.

Extra Practice Interactive Practice pages 108–109

Getting Started

10 minutes

- Say: We've been talking about a variety of topics
- related to the environment. So far, we've focused on personal and local environmental issues. In this lesson, we will be reading about environmental issues on the global level.
- Ask: Before we go further, what do you think are the biggest environmental issues facing our world? Who or what do you think is responsible for these problems?
- Accept all responses; write the environmental issues and possible causes on the board or a flipchart. Keep the list posted for the rest of the unit, if possible.

BEFORE YOU READ

CLASS. Discuss. How is our environment...

• Ask a student to read the question. Say: We just identified some environmental concerns, but this question connects the global concerns with our daily lives. Ask: Can you give specific examples of how our daily activities affect the world's environment? Accept all student responses.

Teaching Tip

- Repeating and rephrasing language helps students understand the topic at hand.
- Repeating content—in a natural manner, not just saying the same thing over and over—allows students in a diverse class to become comfortable with the content and language at their own pace. For example, a topic (and related language and issues) can be introduced in the Getting Started segment of the lesson and then repeated when reading the direction line for Exercise 2. Less proficient listeners then have two chances to be introduced to the topic before the listening and reading activities. Higher-proficiency students, who already understand the content and vocabulary, can benefit from hearing the variations in language patterns involved in rephrasing the content and questions.

Presentation

15 minutes



READ



Listen to and read the article...

- Ask students to read the directions. Say: As you read, think about your own observations and *experiences—here and in your home country or* other places you've lived in—about changes in the environment.
- Point out that the words and phrases in boldface (power plants, fossil fuels, greenhouse gases, absorb, atmosphere, decay, current, agriculture, crops, fertilizers, global warming) are in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 3, Track 12, as students listen and read.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation. Answer any questions.

Answers will vary, but students should say that the following five human activities are changing our environment for the worse: (1) heavy reliance on electricity, which produces greenhouse gases; (2) excessive waste that pollutes land and water; (3) destruction of forests that used to remove CO₂ from the air; (4) transporting people and goods via cars and other vehicles that cause air pollution; and (5) use of fertilizers in agricultural production, which contributes to pollution and global

Expansion: Vocabulary Practice for 2

- Set up small groups.
- Ask students to make a list of the boldfaced words in the reading and to discuss the meaning of each. Encourage them to guess the meaning if they are
- Tell students to look for the words in the glossary and to compare the definitions there with what they discussed.
- Assign one or two words or phrases to each group and ask them to write one or two sentences with their assigned words or phrases.
- Ask groups to read their sentences to the class.
- After each group reads the sentence, ask if anyone has any questions about the word or phrase.

Controlled Practice

15 minutes

Communicative Practice 20 minutes

3

CHECK YOUR UNDERSTANDING

A PAIRS. Write the answers to the questions...

- Ask students to read the directions and to write the answers in their notebooks. Say: *You will probably have to reread or skim the article to answer the questions.*
- Set up pairs. Say: After you answer the questions, work with someone sitting next to you and compare your answers.
- Explain further only if pairs have any questions or unresolved disagreements.

Answers: 1. electricity from power plants; 2. They emit huge amounts of greenhouse gases and other pollutants. 3. 251.3 million tons of garbage per year; 4. via types of transportation that run on fossil fuels; 5. There will be less land available for agriculture.

B Use the information in the article...

- Ask students to read the directions and look at the chart.
- Review the categories *Causes* and *Effects*. Say: *Causes* are why something happens. *Effects* are what happen as a result. When you review the article, you will be looking for the causes of environmental problems and the effects.
- Model the first answer. Say: Our use of electrical power causes an environmental problem. It results in the release of greenhouse gases into the atmosphere.

© GROUPS. Compare your charts...

- Ask students to read the questions. Set up groups.
- Reread the questions aloud. Say: Discuss the questions. Give reasons for your opinions.

4

WORD WORK

GROUPS. Choose three words...

- Keep the same groups. Ask students to read the directions.
- Say: Remember, when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the vocabulary log for words you read or hear outside of class.

Show what you know!

GROUPS. Talk about specific environmental...

- Ask students to keep the same groups.
- Pass out flipchart paper and markers to each group.
- Say: We've been talking about global environmental issues. Now let's bring the discussion back down to our local community. Talk about specific problems here in ______. It's easy to talk about problems, but it's more difficult to talk about realistic solutions. So discuss problems and realistic solutions. Use the flipchart paper to write down local environmental issues and possible solutions. Make a chart with two columns, using these as heads: Problems and Solutions.
- Tell students to post the flipchart paper when the groups are finished talking and writing. Say: *I'll ask someone from each group to explain the problems you identified and possible solutions.*
- Ask a representative from each group to explain (using the flipchart as a reference) what the group discussed. Keep the flipchart sheets posted for the rest of the unit, if possible.

Progress Check

Can you . . . note causes and effects of environmental problems?

• Say: We have noted causes and effects of environmental problems. Now look at the question at the bottom of the page. Can you note causes and effects of environmental problems? If so, check the box.

Getting Started

10 minutes

- Say: Doing your share is a common phrase and sentiment. For example, parents might explain to their children that they are required to wash the dishes, clean their bedrooms, and empty the garbage to do their share as part of a family. Donating blood, donating money for cancer research or to support a children's hospital are other examples of doing your *share for the community.*
- Explain that many individuals and local, state, national, and international organizations work to alleviate—to lessen or to fix—environmental problems, but many more people are needed to do their share to fight global warming, save the oceans and forests, and work on other environmental problems.
- Say: In this lesson, we will be listening to and talking about how people can do their share on the local level.

BEFORE YOU LISTEN

A CLASS. Discuss. Does this picture...

- Ask students to read the directions and to look at the picture. Read the questions aloud.
- Ask: Do you think local recycling can help lessen global warming and the pollution of air, land, and water? Encourage students to come up with their own questions about doing their share, recycling, and working locally to help solve global environmental problems.

Culture Connection

- If possible, go to the Wikipedia website (http://en.wikipedia.org) and search under the keywords Walt Kelly 1971 Earth Day *Poster.* Then locate and print out the famous poster and comic strip by cartoonist Walt Kelly in which the cartoon character Pogo, looking at a scene of environmental degradation in his home (the Okefenokee Swamp in Georgia), says, "We have met the enemy and he is us."
- Ask students what they think the statement means and if they agree with it.

Presentation

10 minutes

B What do you do in these situations?

- Ask students to read the directions and skim the questions.
- Ask them to write what they would do in each situation.

GROUPS. Discuss. Compare your answers...

- Set up groups, and have students compare all their answers.
- Restate the question. Say: Which answers do you think are best for the environment? Why?

Teaching Tip

Be sensitive to possible situations in which students may not be able to do their share even though they know what is "right." For example, some students may have limited autonomy within their families and cultural groups and are constrained to do what their families or their cultures require. Be careful not to make assumptions about what students can do or inadvertently make them feel guilty about what they cannot do.

Controlled Practice

10 minutes



LISTEN



Listen to a conversation...

- Have students read the directions and write the answers to the questions in their notebooks as they
- Play CD 3, Track 13.

Answers:

1. Yes, he does. 2. "Always look in front of Tony's house," because he is always the first one to put out the recycling. 3. No they weren't. 4. Joseph wishes that they had the same type of regulations as in his current community because in the former place "so much garbage was thrown away without being recycled." 5. He wishes they had started recycling earlier because they used to throw away a lot of junk without sorting. 6. His 13-year-old son, who makes sure that the family keeps the trash sorted. 7. His daughter did. 8. If his parents had been aware of the damage they were doing, they would have done things differently.

Talk about doing your share for the environment

Controlled Practice

15 minutes



PRACTICE

GROUPS. Hector mentions...

- *Note*: Before class make sure you know the local or state return policy on cans and bottles. Research other local policies, such as which grocery stores give cash back when customers use their own bags, so you can explain them to students.
- · Ask students to read the directions.
- Go over the examples to make sure that everyone understands the three Rs and types of examples.
- Set up groups. Say: Work together to think about ways people can reduce, reuse, and recycle, which will help the environment and probably save money. List examples for each category.
- Post flipchart paper: Label one sheet *reduce*, one sheet *reuse*, and one sheet *recycle*. As groups finish working on their lists, ask them to post their ideas for each category on the chart paper. Tell groups that if another group has already listed one of its ideas, to mark a large checkmark (✓) next to it.
- Ask volunteers to read the lists on the flipcharts.
 Ask other volunteers to summarize how they can reduce, reuse, and recycle. Keep the lists posted for the rest of the unit.

Communicative Practice 15 minutes

Communication Skill: Expressing Comparison and Contrast

- Direct students to the Communication Skill box, and ask a student to read the text.
- Say: Comparing and contrasting is probably something we do naturally, almost subconsciously. However, when you are writing or speaking—or even thinking to yourself—it's important to know the proper words to use.
- Discuss the words and phrases for comparing and contrasting mentioned in the box, and encourage students to mention others.
- Say: When you listen and read outside of class, record other compare and contrast words that you come across.

• Say: In Exercise 4, you will be comparing and contrasting the ways in which people in this country and your home countries deal with environmental issues. Please try to be aware of the words you use, and try out some of the new compare and contrast words.

4

MAKE IT PERSONAL

GROUPS. Do any of the suggestions about...

- Keep the same groups as in Exercise 3.
- Ask students to read the directions.
- Reread each question aloud.
- Recognize that sometimes it might seem difficult to talk about a particular issue in one's home country. A student may not have been in his or her home country for many years. He or she may have been a child when he or she was in his or her home country. Or, a student might have been more focused on other life issues when he or she lived in the home country. So offer help and prompts when needed.
- Give a time limit for the discussion.

Teaching Tip

Make sure that the classroom is a comfortable and safe place where students feel they can discuss possibly controversial topics. For example, in this unit, students should feel free to express an opinion. If a student expresses a controversial opinion, don't respond to it yourself; instead, make it an opportunity for a small-group or whole-class discussion, which will give more opportunities for students to express opinions and compare and contrast.

Extra Practice



Interactive Practice

Identify ways to protect the environment

Getting Started

5 minutes

• Say: Today we're going to talk more about ways to protect the environment. To do so, we'll practice the past subjunctive and the past unreal conditional.

Presentation

15 minutes

The Past Subjunctive with Wish

- Ask students to read the first Grammar Watch.
- Say: When we make statements, ask questions, or talk about facts, we use the indicative mood, for example, I have a dog. When we talk about actions or conditions that are not facts but rather things that we wish for, we use the subjunctive, for example, I wish I had a dog. Write the sentence on the board and ask: Does had express a past action in this sentence? (No, it means contrary to fact or not true.) Elicit or give an example of the subjunctive. (For example, I wish you were feeling better. I hope you pass the test.)
- Explain that the subjunctive can be used to talk about a past situation—something that you regret or something that you wanted to happen but didn't.
- Say: Let's look at some examples of past situations that contain wishes for things to have happened differently. Read the examples in the first grammar chart.
- Ask: In the first example, what was the actual situation? (They didn't start recycling years ago.) What is the author's regret? (He or she wishes that they had started recycling years ago.)
- Direct students to the second example. Ask how the past subjunctive is formed in that sentence. (*I... wish we had had.*) Ask: *Why is* had *used twice*? (The first time, it is used with *wish* to form the past subjunctive; the second time, it is used to form the past participle.)

The Past Unreal Conditional

- Say: To talk about regrets—or things that you wish had happened differently—use the past subjunctive. To talk about something you would have done differently in the past—or something that was possible in the past but didn't happen—use the past unreal conditional.
- Ask students to read the second Grammar Watch.
- Ask: What are the two parts of a conditional sentence? (An if clause describing a condition and a result clause describing the consequence)

- Say: In the last chapter, we used future unreal conditionals to talk about something that could possibly happen in the future. Today we'll use past unreal conditionals to talk about something that could have happened in the past—but didn't.
- Explain that the past unreal conditional has an *if* clause and a result clause. The *if* clause describes something that was not true in the past. It uses *had* and the past participle. (*If I had known* . . .) The result clause describes what would have happened if that condition were true in the past. It uses *could have*, *might have*, or *would have* plus the past participle. (*I would have* . . .)
- Say: Let's look at some examples of the past unreal conditional. Read aloud the examples in the bottom grammar chart.
- Have students complete the exercise.
- Have students turn to page 225 of the Grammar Reference for the list of irregular past participles.

Controlled Practice

25 minutes



PRACTICE

Read the dialogue. Underline sentences...

- Ask students to read the directions. Clarify any difficulties about the activity.
- Have students complete the exercise.
- Call on students to say the answers.

MULTILEVEL INSTRUCTION for 1

Pre-level Offer prompts to help students start the exercise. (For example: *Let's look for phrases introduced by* wish. *Is* wish *followed by* had *and the past participle? Underline these sentences. Next, let's look for* if clauses *with* the past perfect. *Are they followed by* result clauses *with* would *or* wouldn't have? *Double underline these sentences.*)

Above-level After they finish the exercise, have students list the actual facts next to the examples of the past subjunctive and unreal conditional. Then have them share these with pre-level students to help them understand both verb forms.

Identify ways to protect the environment

2

PRACTICE

A Read the sentences about actual...

- Read the directions and the example.
- Remind students that they will use the past subjunctive to talk about the **opposite** of the actual fact—that is, Lupita threw away the containers but wishes she hadn't.
- Tell students that for the purposes of this exercise, they may change the verb, as in the example, or use the same verb to express regret.
- Have students complete the exercise. If students need help, refer them to the lists of past participles on page 225.
- Note that in forming the third-person past perfect, one may say *he/she had* or *he'd/she'd*.

B Complete the sentences using...

- Tell students that they will now practice using the past unreal conditional.
- Read the directions, noting that the *if* clause may be placed at the beginning or in the middle of the sentence.
- Have students complete the exercise.

Community Building

- For an entertaining way to practice the grammar point, have students do a creative group activity. Tell them to imagine that they are hosting a dinner party. Make a list of the following prompts, one per index card: you were a vegetarian; you loved chocolate; you were married; you were allergic to peanuts; you played the accordion; you won an Olympic gold medal.
- Each small group gets a set of index cards, one per group member. A student makes an *if* statement with the past perfect, based on the card's prompt, and points at another student to complete the sentence. That student says *I would have* or *I wouldn't have* and finishes the sentence with a verb in the past participle. Example:

A: If I had known that you were married . . . B: I wouldn't have invited your ex-girlfriend.

Communicative Practice 15 minutes

Show what you know!

STEP 1. Based on what you have learned...

- Read the directions. Tell students to write in their notebooks anything they remember from previous lessons about ways to improve the environment. (For example: carpooling, composting, recycling, using alternative sources of energy.)
- Have students complete the exercise.
- Ask volunteers to share ideas with the class.

STEP 2. Take notes about how...

- Say: Now that you've thought of ways to improve the environment, think about what you might have done differently if you had known these tips before.
- Ask students to read the directions. Tell them that they may use the past subjunctive with *wish* or the past unreal conditional with *if*.
- Elicit an example, such as *I* wish *I* had known about composting when *I* was growing up.
- Have students complete the exercise.

STEP 3. GROUPS. Use your notes...

- Ask students to read the directions. Say: Now you'll talk about the ideas that you wrote in the last step and respond to other group members' ideas.
- Note ways to give feedback on the board. For example: *I agree with you. I also wish I had known about . . . I feel the same way. If I had . . . I see your point, but I think it depends on whether . . .*
- Set up groups and have students do the exercise.
- Ask for volunteers to share ideas with the full class.

Progress Check

Can you . . . identify ways to protect the environment?

• Say: We have practiced identifying ways to protect the environment. Can you do this? If so, check the box.

Extra Practice Interactive Practice pages 112–113

Read about how to green a community

Getting Started

10 minutes

• Say: We've been talking about a variety of topics related to the environment—conserving energy while saving money, rules for recycling, comparing recycling in the U.S. and Sweden, carpooling, learning about environmental problems and possible solutions on global and local levels, and doing our share to protect the environment. In this lesson, we are going to read and talk about one city that became green.

Reading Skill: Using Visuals

- Direct students to the Reading Skill box, and ask a student to read the text.
- Explain that while we naturally turn toward photos or drawings to help with comprehension, we should also carefully read any captions or labels because they sometimes contain important information that is either not in the text or is not obvious from the visuals.
- Ask: Have any of you heard the saying "A picture is worth a thousand words?" or do you have a similar saying in your native language? Accept all comments. Ask students whether they agree or disagree with the statement and to explain why.

Expansion: Speaking Practice

- Bring in copies of several famous evocative photographs or drawings—enough to distribute one to each group. Set up informal groups.
- Say: Here are some famous visuals—photographs or drawings. Look at the visual and share your ideas and feelings about it with the members of your group. For example, think about who the people, places, or things might be in the picture or drawing; what's going on in the picture; what the story behind it is; and how looking at it makes you feel.
- Assure students that there are no right or wrong responses and that this is an informal opportunity to share ideas and feelings.
- Note: Possible choices for visuals include photographs from the Library of Congress's American Memory website, or photos from news magazines or *National Geographic*.

Presentation

15 minutes

BEFORE YOU READ

CLASS. Imagine that you are...

- Ask students to read the directions.
- Rephrase and extend the question. Say: We have talked about ideas for greening our communities and the whole world to make it environmentally friendly and sustainable. If you didn't have to worry about money or laws, what kind of a green community would you design? For example, what would the houses and streets look like, what would the transportation system be like, what kind of clothes would we wear, and what would we eat?
- Encourage all or most of the students to respond.
- If students seem especially interested in this topic, pass out blank paper, colored pencils, or thin markers. Give students the option of either drawing and labeling the imaginary green community or writing a detailed description of it.
- Post the drawings and descriptions on a bulletin board or wall (if possible).

READ



Listen to and read...

- Ask students to read the directions. Say: As you read, think about what happened in Greensburg, Kansas, and what the result has been.
- Show Kansas on a map of the U.S., and if possible show Greensburg.
- Point out that the words and phrases in boldface (traditional, twister, residents, civic leaders, reconstructing, turbines, standards, insulation, solar energy) are in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 3, Track 14, as students listen and read.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation; answer questions.

Answers will vary, but students should mention that the town of Greensburg was nearly destroyed by a tornado; as a result, civic leaders, environmental activists, and residents decided to rebuild the city according to strict energy-efficient, environmentally friendly principles.

Read about how to green a community

Controlled Practice

20 minutes

3

CHECK YOUR UNDERSTANDING

A Write the answers to the questions.

- Ask students to read the directions.
- Tell students to review the article if necessary to write the answers.
- Ask volunteers to read each sentence and its answer. Allow students to disagree and negotiate about answers; intervene only if they don't arrive at the correct answers. Encourage students to continue to talk about the article or questions as long as they are engaged.

Answers: 1. tornado/twister; 2. Nine residents were killed and most of the town's homes and businesses were destroyed. 3. about 30 to 50 percent savings on energy bills; 4. to think about energy-saving lights and rainwater-collection systems; 5. local recycled materials; 6. native plants that don't need so much watering and that give natural shade; 7. how to improve the energy efficiency of their homes and to do more with less

B PAIRS. Write the answers...

- Ask students to read the directions.
- Say: You will probably need to reread or skim the article to answer the questions. Assure students that short answers are OK.
- Set up informal pairs. Say: After you answer the questions, compare them with someone sitting near you.

Answers: 1. May 4, 2007; 2. about 1,500; 3. water-saving toilets; 4. tinted windows

GROUPS. The people of Greensburg...

- Ask students to read the directions and think about another difficult situation that had a positive result.
- Set up groups.
- Say: In your group, take turns giving examples of a bad situation that turned out well. If you can't think of an example at first, listen to the other members of the group, and maybe their examples will help you think of one of your own.
- Ask each group to share one example with the class.

4

WORD WORK

GROUPS. Choose three words...

• Keep the same groups as above. Ask students to read the directions and complete the exercise.

Community Building

- Take a tour of the school building and grounds. Ask students to take notes about what is eco-friendly and what isn't.
- Explain that adult education programs are usually on tight budgets but that there might be some simple and inexpensive ways to make the school environment more ecofriendly, pleasant, and safe—for example, planting trees and native plants, if possible; reusing paper in class when possible; and organizing a campaign to stop littering.
- After the tour, ask students to share their ideas of what the class might do to help make a more healthy, eco-friendly, and beautiful school and also save money. Ask students to vote on their favorite idea and, if feasible, develop a project in which students can improve their environment as they work together and continue to learn more English.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Discuss what you...

- Keep the same groups as in Exercise 3.
- Ask students to read the directions and questions.
- Clarify any questions about the activity.
- Tell students to also discuss any eco-friendly initiatives they know about in the local community, region, or state and whether or not they seem effective.



Write a personal narrative about the environment

Getting Started

5 minutes

• Say: We have been talking in depth about the environment. We have practiced vocabulary and grammatical structures while identifying ways to protect the environment and green a community. Today you are going to apply all of this knowledge as you write a personal narrative about how you have tried to help the environment.

Presentation

5 minutes



BEFORE YOU WRITE

A You are going to write...

- Read the directions aloud. Ask: What is a personal narrative? (an essay that tells a story about yourself or your experiences) Say: Let's read some tips about writing a personal narrative.
- Ask students to read the FYI note and Writing Tip aloud.
- Say: One way to organize your personal narrative is to put events in chronological order. What words can you use to signal the order in which events occur? Elicit time order words and phrases from students. (For example: for a long time, before, a month ago, later, soon, as soon as, afterwards, ever since, since then)

Controlled Practice 10 minutes

B Brainstorm about the writing topic...

- Ask students to read the directions. Say: Think about some things that you have done to help the environment. You might want to consider some of the topics we talked about in this unit, such as carpooling, recycling, and cleaning up your neighborhood. Make a list of these things. Don't worry about grammar or organization right now; just get as many ideas on paper as you can.
- Have students complete the exercise. Offer prompts as needed. (For example: Let's think about nonrenewable resources such as gas and electricity. Have you made any changes to your lifestyle to use less gas and electricity?)
- *Optional:* Have students form pairs, discuss their lists, and give each other feedback.

@ Read the writing model of a...

- Tell students that they will now read a personal narrative that a student wrote about reducing her carbon footprint. Have students turn to page 210 and read the essay.
- Clarify unfamiliar vocabulary as needed.
- Ask: How is Anka's narrative structured?

Answer: in time order, or the order in which events occurred

2

ANALYZE THE WRITING MODEL

PAIRS. Discuss the questions.

- Say: Now I'd like you to read the narrative a second time and find answers to the questions in pairs.
- Have students form pairs and discuss the questions and answers.

Answers:

- 1. The narrative is about the changes that the author's children convinced her to make in order to help reduce her carbon footprint.
- 2. using cloth bags and a reusable coffee cup instead of plastic bags and cups; recycling paper products and using rechargeable batteries; maintaining her car and using less fuel and air conditioning
- 3. Answers will vary but should include ever since, a few months ago, at first, after awhile, as soon as, before, soon, still.

Language Note

- Ask students to reread the first paragraph of the essay. Say: *The author talks about two things that started in the past and have continued to the present. What verb forms does she use?* (the present perfect continuous and the present perfect) Write the phrases with these verb forms on the board:
 - Ever since . . . they've been trying to convince me to change my ways.

 My kids have convinced me to make a few changes . . .
- Remind students that specific actions that started and were completed in the past take the simple past. However, ongoing conditions or actions that began in the past take the present perfect or the present perfect continuous.

Write a personal narrative about the environment

Communicative Practice 40 minutes

3

THINK ON PAPER

A Before Anka wrote her...

- Ask students to look at the sequence-of-events chart and read the directions.
- Say: Something happened to make Anka want to learn about the environment. What happened? (Her kids began learning about the environment.)
- Point out that each box in the chart describes a change that she made and that the changes are listed in chronological order, with time signal words (*a few months ago, soon, finally*).

B Use the notes you made...

- On the board, draw a diagram similar to Anka's—but leave the boxes blank.
- Say: Now you are going to use the notes that you made earlier to organize ideas for an essay that describes what you have done to help the environment. You can use a chart like Anka's, with each box describing one step that you took, or some other graphic organizer.
- Remind students to use time signal words.
- Have students complete the exercise.

Language Note

Reiterate that a personal narrative should include memories and details that help the writer's personality to come through. Ask students to look back at the model essay for details that help readers to imagine what the author is like as a person. Elicit examples from students and list them on the board. Examples: She describes her life as hectic and admits that she often forgot to bring bags with her, so we know that she is busy and forgetful.

She writes that she drives a "big old car," so we know she is unpretentious and down-to-earth. She uses informal phrases like "I can't believe how much stuff I was throwing away," so we know she is friendly and relaxed.

4 WRITE

Use your graphic organizer to write...

- Read the directions, emphasizing that students should use words to signal the sequence in which events occurred.
- Have students write the first draft of a personal narrative.
- Remind students to include details to help the reader imagine the writer's personality.
- Say: When you finish writing, you're going to read your paper and revise it. What does revise mean? (changing your work by adding, deleting, or rewriting details)

5 CHECK YOUR WRITING

A STEP 1. Revise your work.

- Say: Read over your personal narrative a first time and answer the questions in Step 1. If any answers are no, revise your work.
- *Optional:* Have students form pairs, exchange narratives, and give each other feedback.

B STEP 2. Edit and proofread.

- Say: Then you'll read over your personal narrative a second time and edit and proofread your work. Direct students to check their personal narratives for grammar, spelling, punctuation, and typos.
- *Optional:* Have students complete a "clean" second draft of their personal narratives at home, incorporating revisions and corrections from the revision and editing steps.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page Txv to evaluate vocabulary, grammar, mechanics, and how well students complete the task. You may want to review the completed rubric with students.

Extra Practice





Interactive Practice

page 116



Show what you know!

1

REVIEW

For your grammar review, go to page 231.

- Say: Today we're going to review the skills that we have practiced in this unit and apply them to a problem. What are some of the skills we have practiced? Elicit answers, noting them on the board. (For example: reading about recycling rules, discussing carpooling, identifying causes and effects of environmental problems, analyzing ways to protect the environment.)
- Ask students to complete the grammar review exercise at the top of page 231.

2

ACT IT OUT

GROUPS. You are part of a panel discussion...

- Ask students to read the directions. Explain
 that they will imagine that they are part of a
 panel discussion about ways to improve their
 community's environment. Working in groups,
 they will review and summarize different lessons.
- Say: Student A will look back at Lessons 1 and 5 and discuss the causes and effects of common environmental problems, as well as the meaning of carbon footprint and ways to reduce this. Student B will reread Lessons 3 and 6 and present some tips for greening a community, such as carpooling. Student C will review Lessons 2 and 4, talk about the importance of recycling, and write a comment about Todd Skinner's blog entry and share it.
- Have students complete the exercise.
- Have volunteers share their opinions with the class.

3

READ AND REACT

STEP 1. Read about Francesca.

- Say: Now we're going to apply our knowledge from this unit to a problem involving a character, Francesca. Let's read about Francesca.
- Have students read the story.

STEP 2. GROUPS. What is Francesca's problem?

- Ask students to form small groups.
- Say: In your group, you will discuss Francesca's problem and what she can do.

- Give each group a sheet of flipchart paper and markers, or ask them to make notes on a sheet of paper. Tell them that they will write a brief description of Francesca's problem and list at least three possible solutions.
- Ask students to review the Communication Skill box on page 177 about expressing comparison and contrast. Elicit things to say to introduce a similar or related idea (similarly, in the same way, like, still, at the same time) and to present a contrast (instead, however, on the other hand, on/to the contrary, but, in contrast). Encourage students to introduce similar or different ideas with these structures.
- Ask groups to choose a representative to present the group's ideas to the class.
- Have students discuss the questions.
- Have a representative from each group present the group's ideas.
- After each presentation, encourage feedback, prompting students as needed. (For example: What do you think about Group 1's suggestions for Francesca? Which idea do you like best?)

Possible answers: *Problem:* Francesca's problem is how to make her office more green and energy efficient. *Solution:* She could start a rideshare program, install energy-efficient lightbulbs and recycling bins, and fix any leaky faucets.



CONNECT

Turn to page 220 for your Study Skills Activity. See page Txii for general notes about teaching Study Skills activities.

Progress Check

Which goals can you check off? Go back to page 165.

Ask students to turn to page 165 and check off any remaining goals they have reached. Call on them to say which goals they will practice outside of class.

CD-ROM Practice



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 9, encourage them to review the activities on the CD-ROM.