

Waste: Teacher's notes and tips

1 Pre-reading tasks

- a The students have won a competition – they can go shopping and buy 5 things. Give them 2 minutes to make a list of things they would like to buy.

Tip: create expectation

Don't explain why they have to do this. When they have finished ask them to put the list away without showing their neighbours. The students will be more intrigued to read.

- b Give each student a copy of the worksheet and get them to ask each other the first two questions (1 is about money, and 2 is about food). Explain what baked beans on toast are!

Tip: involve students in the subject

Even if the students don't cook, or rarely invite people to their homes, ask them to think of fairly basic meals that could be provided. The more involved they are, the more interested they'll be.

- c Do the students have dessert in their countries? Is it something cooked, or perhaps just fresh fruit?

Tip: encourage predicting

Do the students know what kinds of things are offered for dessert (or pudding as I say) in the UK/Ireland/USA/Canada/Australia/NZ? Is this different from their own countries?

2 Reading tasks

- a Ask students to read as quickly as possible. Tell them they will have an opportunity to re-read the text later. (Answer: bananas)
- b Students read the text more slowly and answer the questions. Really encourage lots of speaking here and debate. If you feel it is useful go through some of the answers open class but make sure everyone is contributing to the discussion. Small groups are probably better.

Tip: avoid 'testing' comprehension questions

Most of these answers are not in the text! Students either have to go 'beyond the text' to get the answers, or ask themselves.

Tip: provide thought-provoking texts

Students welcome texts that get them thinking and discussing rather than just testing their language. But support those who come from cultures where this is perhaps not the norm.

- c The title *Waste* uses both meanings.

- d Now ask students to look at the vocabulary and to work out meaning from context. Provide dictionaries to *confirm* their answers, not provide them.

Tip: think about how dictionaries are used

Students who rely on dictionaries a lot are less able to guess the meanings of words, and are therefore less efficient readers.

3 **Post-reading tasks**

- a Ask students to get out their shopping list from the start of the class. They can now ask the questions to their partner about the 5 items, does anyone change their mind about buying the things now?

Tip: link the reading to a speaking activity

There are two speaking activities here, one more and one less controlled. Encourage students to refer back to the reading while they are speaking each time.

- b Make a list of objects that you think *your* students would be interested in buying – add some amusing objects too. Divide the students into A and B and give students A one of the objects. Students B have to persuade them not to buy it. This is a mingling activity. Once one pair have finished get them to repeat the exercise with another student.

Tip: give clear instructions

Make sure the students really understand the task. Perhaps board the opening lines to get them going:

- A Guess what! I saw this lovely _____ for sale yesterday; I think I'm going to buy it!
B What on earth do you want one of those for?!

Tip: link the reading to a writing task

There is no writing task here – can you think of a good one? Why not put your idea on the onestopenglish forum and so share it with other teachers around the world? Or write to webeditor@macmillan.com with your ideas.