




2 Green Living

My learning journey:

Reading

- A blog post and an infographic about careful recycling  Technology in Education (Materials & Structures)
- A letter to the editor about food waste  Geography (Food problems)
-  Working out the meaning of words and phrases (II)

Vocabulary

- Environmental problems
- Types of waste and ways to reduce waste


Language

- Connecting ideas (II)
(Connectives of reason, purpose, result and example)
- Comparing people, places and things
(Comparative and superlative adjectives)
- Comparing actions
(Comparative and superlative adverbs)

Listening

- A news report on complaints about an environmental group
-  Distinguishing fact from opinion

Speaking

- Discussing how to reduce waste in classrooms
-  Giving examples

Task

I will write a **problem-solution essay** about a type of waste.

-  Using formal language



Warm-up

Do you have green habits? Take this survey and find out.

Do you ...

1 sort your waste before throwing it out?

- Always
- Sometimes
- Not usually



2 use a reusable shopping bag?

- Always
- Sometimes
- Not usually



3 carry water in a reusable water bottle?

- Always
- Sometimes
- Not usually



4 reuse and recycle paper products?

- Always
- Sometimes
- Not usually



5 avoid buying things you do not need?

- Always
- Sometimes
- Not usually



6 turn off the tap while brushing your teeth?

- Always
- Sometimes
- Not usually



My score:

Scoring: Always = 2 points
Sometimes = 1 point
Not usually = 0 points

0–5 points: Try harder to be green.
6–9 points: OK, but you can be greener.
10–12 points: Great! You're very green!

What other things can you do to be green?

Pre-reading

1 Scan the text.

The writer is a volunteer at a _____.



Look at the first paragraph and the photographs.

2 Match these words (A–C) with their meanings.

- | | | |
|-----------------------------|--------------------------|---|
| A guidelines (n) (line 7) | <input type="checkbox"/> | making you happy for doing something useful |
| B waste (n) (line 8) | <input type="checkbox"/> | instructions |
| C rewarding (adj) (line 12) | <input type="checkbox"/> | unwanted materials |

Most of us try to recycle, but are we doing it the right way? Read this blog post to find out.

Mandy's Green Blog



Let's recycle more carefully

30 November 20__



1 When I became a volunteer recycler at my local recycling station last year, I thought I already knew a lot about recycling, but the experience has really opened my eyes!



2 Apparently my own recycling habits were not as green as I'd first thought. I learnt that I'd been 'wishcycling': putting all types of plastic and paper into recycling bins and wishing they could all be recycled. However, there are recycling guidelines to follow. Recycling the wrong waste can be worse than not recycling at all because of the damage it can cause to recycling machines. Plastic shopping bags, for example, often jam recycling equipment and must be removed before the equipment can be used again.



3 Being a volunteer is more rewarding than just recycling my own waste. When recyclable items arrive at the recycling station, they need to be sorted by type of waste, and I help people do this. I also give them tips on waste reduction, such as how to avoid single-use plastics. I think people grasp these things better if they hear them from a real person rather than by reading a poster or seeing a diagram.





4 Once I met an elderly woman who didn't understand why the station wouldn't accept the plastic shower curtains that she had brought in. I spent some time showing her what types of plastic waste can be recycled. She was very grateful and now takes care to bring in only recyclable waste.

5 Recently a young man showed up at the station carrying rubbish bags, but they were stuffed with things like dirty pizza boxes (they should be treated as organic not paper waste) and old computer parts (they should go to an e-waste recycling station). Therefore, I had to tell him we couldn't accept anything from him, even though he was understandably proud of himself for trying to recycle. It broke my heart!

6 In general, though, I've noticed people are recycling less carelessly than before. They're more aware of the meaning of recycling numbers on plastic products (you can see them in the table on the right). The best thing is they're upcycling more often too, like using old water bottles to create plant containers. I hope this means we're becoming greener!

The greenest action you can take is to avoid disposable plastic items. If you can't, look for these numbers on plastic products when you recycle.

Plastic number	Example(s)	Recycling method
1	Water bottles	Put in recycling bins.
2	Shampoo or detergent bottles	
3	Pipes, shower curtains 	These cannot be recycled.
4	Plastic bags	These may be accepted by some recycling stations.
5	Ketchup containers, drinking straws	
6	Polystyrene boxes and cups 	
7	Other plastics	

Values corner

Care for the environment

How can people be encouraged to be more careful about recycling?

Grammar in text

We can compare people and things using **comparative and superlative adjectives**.

*Being a volunteer is **more rewarding than** ...*

*The **greenest** action ...*

Can you find other examples in the text? Underline them.





Reading skill

Working out the meaning of words and phrases (II)

The part of speech of a word tells us its relationship with other words in the sentence. This will help us guess the word's meaning and help us answer related comprehension questions.

Electronic equipment must be disposed of carefully as it contains **toxic** materials that can injure or kill humans.

'Toxic' is an adjective. It describes the quality of 'materials'.

The context tells us what the quality is.

Find a word in the paragraph above that has a similar meaning to 'harmful to people'.

toxic

This has a similar meaning to 'injure or kill humans', and 'harmful' is also an adjective. These clues help us work out the answer!


Part A Answer the questions using information from Reading 1. Blacken one circle only.


- 1 According to paragraph 1, when she first became a volunteer, the writer _____.
 - A did not like the recycling station
 - B felt she was good at recycling
 - C had some volunteering experience
 - D wanted to learn about recycling
- 2 In paragraph 2, when the writer was 'wishcycling', she was _____.
 - A following recycling guidelines
 - B improving her recycling habits
 - C not recycling any waste
 - D recycling incorrectly
- 3 In paragraph 3, avoiding single-use plastics is an example of _____.
 - A producing waste
 - B reducing waste
 - C sorting waste
 - D 'wishcycling'
- 4 In the writer's opinion, it is more effective to explain things to people by _____.
 - A making them learn by themselves
 - B showing them a diagram
 - C showing them a poster
 - D talking to them
- 5 In paragraph 4, the elderly woman _____.
 - A always knew what to recycle
 - B did not follow the writer's advice
 - C had no waste to recycle
 - D needed help with recycling correctly
- 6 In line 37, 'upcycling' means _____.
 - A making new things out of waste
 - B not buying plant containers
 - C recycling more water bottles
 - D sorting waste into different types
- 7 According to paragraph 6, the writer thinks the recycling situation will _____ improve.
 - A definitely
 - B never
 - C probably
 - D probably not
- 8 According to the table, the best thing to do with disposable plastic products is to _____.
 - A not recycle them
 - B not use them
 - C recycle them in bins
 - D take them to a recycling station

Part B Use information from Reading 1 to answer the following questions.

1 What or who do the following pronouns refer to in the article?

- a) they (line 6) _____
- b) it (line 8) _____
- c) this (line 14) _____

 2 Find a word in paragraph 2 that has a similar meaning to 'block'.

 3 Find a word in paragraph 5 that is similar in meaning to 'filled up'.

4 Why was the writer sad when she spoke to the young man?

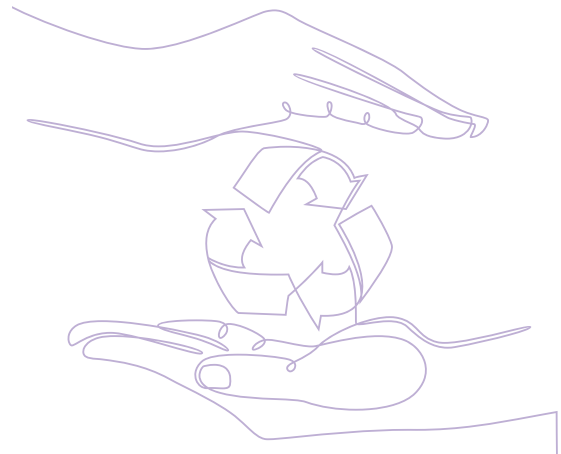
5 According to the table, which two items can go into recycling bins? Tick (✓) the correct boxes.



Part C Summary cloze Complete the following summary using words taken from Reading 1. Fill in each blank with one word only.

As a volunteer recycler, the writer learnt of guidelines that people should ¹ _____ when recycling. She also found out that some types of waste could cause ² _____ to recycling machines. Now she shows people how different types of recyclable waste need to be ³ _____, and gives them ⁴ _____ on reducing waste.

The station cannot ⁵ _____ all types of waste for recycling, and she sometimes needs to explain that to people. Luckily people are paying more attention to recycling information, for example, the ⁶ _____ on plastic items!



Pre-reading

1 Skim the text.

What problem is the letter to the editor about?



Read the first line of each paragraph.

2 Scan the text.

Who or what can help solve the problem, according to the letter writer?



Look at paragraphs 3 and 4.

Food waste is a problem. Read this letter to the editor and learn about some solutions.

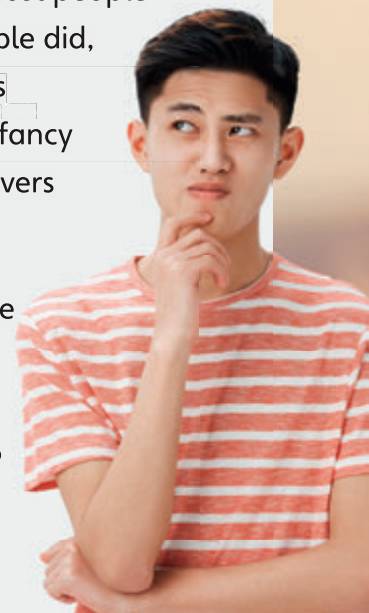
Dear Editor

1 Last night, I was at a restaurant when a young couple sat down near me. They spent a long time ordering. Then their first dish arrived, and another, and another. Finally, a total of five dishes were on their table! The couple sampled bits of each one and took photos, but most of the food was untouched when they left. The food waste was appalling.

2 In Hong Kong, the amount of wasted food is growing more rapidly than ever. More than three thousand tonnes per day goes to our landfills. One third of this comes from businesses like restaurants and wet markets. Yet about twenty percent of Hong Kong's population live in poverty. These people may not even know if they will get three meals each day. It is vital that this problem is taken more seriously.

3 So, what can be done? First, restaurant customers can change their wasteful habits by ordering more carefully. Most people would agree that over-ordering, as the young couple did, is unacceptable. There are many ways to order less wastefully. For example, if customers do not want fancy side dishes like chips or salad, they can let their servers know so that unwanted food will not be served.

4 Restaurants can do their part, too. They can use 'ugly' produce, like apples with spots or carrots with funny shapes. Some may want to throw 'ugly' fruits and vegetables away, but they are as safe to eat as perfectly formed ones. Moreover, if



restaurants offer customers smaller portion sizes, less food will be sent back uneaten. They can also reduce waste by recycling uneaten but useful food items. For instance, instead of discarding day-old bread, which may no longer be good for making sandwiches, they can toast it to put into salads or soups.



5 In short, restaurants and their customers must take stronger steps in order to reduce food waste. Food waste does not just fill up our landfills. It is also terribly unfair to those less fortunate.

40 Yours faithfully
Marcus Wong

Grammar in text

We can compare actions using **comparative and superlative adverbs**.

*It is vital that this problem is taken **more seriously**.*

Can you find other examples in the text? Underline them.

Values corner

Be less wasteful

Do you think we can reduce food waste by letting restaurant customers decide their portion sizes? Why or why not?

Comprehension 2



Part A Text analysis Answer the questions using information from Reading 2.

1 Match the paragraphs in the letter to the editor with their functions. Write the letters (A–D) in the spaces provided. One letter can be used more than once.

Paragraph	
1	4
2	5
3	

Function

- A give details about the problem
- B introduce the problem in an interesting way
- C suggest a solution to the problem
- D summarise the solutions and give a call to action

2 We often use strong language to express opinions about a problem. Look at the words below. For each one, find a word in the letter to the editor that expresses the same idea in a stronger way.

a) bad	(adj, paragraph 1)
b) important	(adj, paragraph 2)
c) very	(adv, paragraph 5)

Comprehension 2



Reading skill

Working out the meaning of words and phrases (II)

See page 32 for details.

Part B Answer the questions using information from Reading 2. Blacken one circle only.

- 1 In paragraph 1, the writer sat near a young couple who _____.
 A ate all of their food
 B ate none of their food
 C ordered a little food
 D ordered too much food
- 2 According to paragraph 2, one-fifth of Hong Kong people _____.
 A almost always waste food
 B know that they will have enough food
 C may not always have enough food
 D waste very little food
- 3 According to paragraph 3, how can restaurant customers waste less food?
(i) by avoiding over-ordering
(ii) by choosing side dishes only
(iii) by telling servers what they do not want
 A (i) and (ii)
 B (i) and (iii)
 C (ii) and (iii)
 D all of the above
- 4 In line 26, the word 'ones' refers to _____.
 A customers
 B fruits and vegetables
 C restaurants
 D ugly food
- 5 In paragraph 4, the writer thinks day-old bread is _____.
 A always good to use
 B not often wasted in restaurants
 C sometimes useful
 D unsafe to eat
- 6 The main purpose of the letter is to _____.
 A complain about how both customers and restaurants waste food
 B explain why restaurants waste food
 C present facts about the amount of food restaurants waste
 D suggest ways to reduce food waste in restaurants

Part C Use information from Reading 2 to answer the following questions.



- 1 Find a word in the letter to the editor that has a similar meaning to each word or phrase below.

a) tried

(paragraph 1)

b) special and complicated

(paragraph 3)

c) throwing away

(paragraph 4)

- 2 Complete the sentence: Businesses in Hong Kong produce more than _____ tonnes of food waste every day.

A What are some other parts of speech of the words below? Write them in the correct spaces.

	Noun	Verb	Adjective	Adverb
a)	acceptance	accept	acceptable	
b)	care		careful	carefully
c)	rapidity			
d)	recycler		recyclable	
e)			safe	
f)	understanding	understand	understandable	
g)	waste	waste	wasteful	

B Now use some of the words in the table to fill in the blanks below.

- The landfill is going to be full. Soon it will not be able to _____ any more rubbish.
- Wrap broken glass in newspaper before putting it into the bin. This will keep everyone _____ from injury.
- The amount of plastic waste we produce has been increasing _____. What can we do to slow it down?
- It's _____ that recycling bins get filled up quickly in this large estate. We should add more bins for people to use.
- To show your _____ for the environment, you should use less water. For example, always turn off the tap while you are brushing your teeth.
- My cousin works as a ^a _____. When people come to the recycling station, he shows them which things are ^b _____ and which are not.
- We produce too much ^a _____ and that is bad for our environment. We need to live less ^b _____ by, for instance, using both sides of paper.

Vocabulary 1



Environmental problems

- | | | |
|--------------------------|------------------------------|--------------------------|
| A air pollution | D noise pollution | G wasting water |
| B global warming | E plastic pollution | H water pollution |
| C light pollution | F wasting electricity | |

A What are the following environmental problems? Write the correct phrase in each blank.



1



2



3



4



5



6



7



8

B Justin is discussing environmental problems with his science teacher. Complete the conversation using the phrases from the box above.

Ms Mak, do you think ¹ _____ is a serious problem?

Plastic waste can also get into the ocean and add to ³ _____ ...

Definitely, Justin. Single-use plastic is filling up our landfills, but if we burn it instead, it may release toxic gases and cause ² _____.

That's right. There are many types of pollution harming the environment.

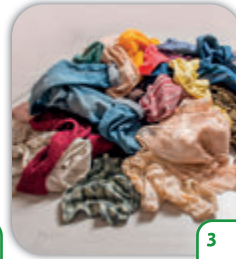
My family often suffers from ⁴ _____. The sound of traffic near our flat is so loud. There are bright flashing signs outside my window too! The ⁵ _____ makes it hard to get a good night's sleep.

That must be hard for you, Justin. Flashing signs are annoying, and they use so much energy! We really should switch them off to avoid ⁶ _____.

A What do the following pictures represent? Write the letters (A–H) in the boxes.

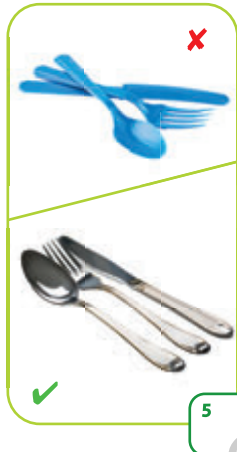
Types of waste

- A household waste
- B paper waste
- C plastic waste
- D textile waste



Ways to reduce waste

- E buy products with less packaging
- F stop using single-use cutlery
- G upcycle to create new items
- H use cloth handkerchiefs instead of tissues



B You are preparing a poster about reducing waste for your school's Green Club. Complete the poster using the phrases from the boxes above.

How you can help to reduce waste

- Use your own spoons and forks when you have take-away meals. To reduce ¹ _____, we should ² _____.
- Don't throw away that old T-shirt — turn it into a trendy shopping bag! To reduce ³ _____, we should ⁴ _____.
- Used paper tissues can't be recycled. To reduce ⁵ _____, we should ⁶ _____.
- Stop filling the rubbish bin at home with paper boxes and plastic wrapping. To reduce ⁷ _____, we should ⁸ _____.



Connecting ideas (II) (Connectives of reason, purpose, result and example)

We use **connectives** to link two or more ideas together. We use different connectives for different purposes:



	Connectives	Examples
Introducing reason(s)	as, since	Since this old bag is still in good condition, I will not buy another one yet.
	because	Products with lots of packaging are bad because they produce waste.
	because of, due to	Millions of sea animals die every year due to water pollution.
Introducing purpose(s)	in order to	In order to reduce textile waste, buy new clothes less frequently.
	so that	Always bring a shopping list so that you do not buy too much.
Introducing result(s)	so	We ordered too much food so a lot of it was wasted.
	therefore, thus	This waste is not correctly sorted. Therefore , it can only go to a landfill.
Introducing example(s)	for example, for instance	Many cities have policies to discourage waste. For example , Seoul charges people for the waste they produce.
	like, such as	Yellow recycling bins are for metal such as aluminium cans and tin cans.

Let's practise Look at the notes for a short speech on plastic waste and sea life. Then complete each section of the speech based on the notes. Use **connectives** to help you connect the ideas.

Tip

Which connectives can replace these symbols in the notes?

- •
- ••
- ••
- →

Intro:

- floating plastic waste in ocean: bottles, bags, lunch boxes
- use plastics • convenient & disposable
- BUT plastic doesn't break down • lasts for 100s of yrs
- plastic waste in ocean can kill sea animals • must reduce plastic waste

Go and have a close look at the ocean that surrounds our city. You'll probably see floating plastic waste ¹ _____ bottles, bags and lunch boxes. We use plastics ² _____ they are convenient and disposable. However, there's a big problem. Plastic waste doesn't break down ³ _____ it lasts for hundreds of years. It can also kill sea animals if it gets into the ocean. ⁴ _____, we must reduce plastic waste.

Ways to reduce plastic waste:

- use reusable water bottles
- buy more from wet markets
 - use less plastic packaging
- bring own lunch; fast-food not green
 - use of single-use cutlery & plastic packaging

Luckily, there are lots of ways to reduce plastic waste, ⁵ _____
 _____ . We can also buy more food from wet markets ⁶ _____
 _____ . We can bring our own lunches to school or work rather than buy every lunch at fast-food restaurants. Fast food lunches are not very green ⁷ _____
 _____ .

Conclusion:

- try harder to reduce amount of plastic waste in ocean → sea animals can live

Let's all try harder to reduce the amount of plastic waste in the ocean ⁸ _____
 _____ !

Language 2



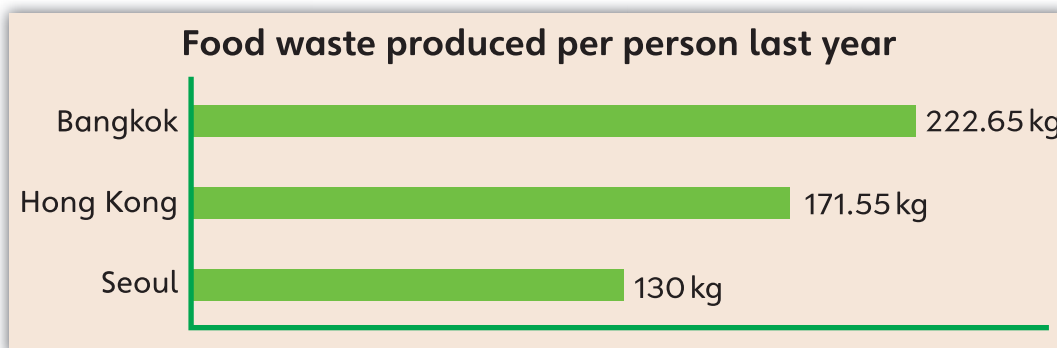
Comparing people, places and things (Comparative and superlative adjectives)

We can make comparisons like this:

Two different (groups of) people / places / things	<p>Use comparative adjectives:</p> <p>Recycling waste is greener (than sending it to a landfill).</p> <p>E-waste can be more harmful (than other types of waste).</p> <p>Reusable forks and spoons are less wasteful (than disposable cutlery).</p>
Two (groups of) people / places / things that are the same	<p>Use as + adjective (+ as):</p> <p>These upcycled products are as useful (as newly made ones).</p>
Three or more different (groups of) people / places / things	<p>Use superlative adjectives:</p> <p>The easiest way to reduce food waste at home is to use leftovers.</p> <p>Reducing waste is the most important thing we can do.</p> <p>Ugly fruits and vegetables are some of the least popular produce at supermarkets, but they are still good to use.</p>



Let's practise Read the following infographics. Then complete the report below using **comparative** or **superlative adjectives**.



	Bangkok	Hong Kong	Seoul
Percentage of food waste that is recycled	2%	3%	95%
Compulsory food waste recycling programme	✗	✗	✓

Food waste in Bangkok, Hong Kong and Seoul

This report will look at food waste in three Asian cities: Bangkok, Hong Kong and Seoul.

1 Amount of food waste produced

Last year, Seoul produced ¹ _____ amount of food waste per person while Bangkok produced ² _____ amount. The amount produced in Hong Kong was not quite ³ _____ in Seoul, but it was not large like in Bangkok either.

2 Recycled waste

This year, Seoul recycled ⁴ _____ percentage of food waste of all three cities. Bangkok recycled a slightly ⁵ _____ percentage of food waste than Hong Kong, but both were much ⁶ _____ Seoul at food waste recycling.

3 Food waste programme

Seoul requires all households to pay for each bag of food waste they produce. Neither of the other two cities do. Clearly Seoul is ⁷ _____ of the three in discouraging food waste and encouraging food recycling. Bangkok and Hong Kong will have to take ⁸ _____ action if they want to match Seoul's food recycling rate.

You can use these **adjectives**. Two of them can be used more than once.

- active
- large
- small
- strong
- successful

Comparing actions (Comparative and superlative adverbs)

We often describe the actions of people, places or things using adverbs. We can compare actions like this:

Two different actions	Use comparative adverbs : <i>Our landfills are filling up faster (than landfills in other cities).</i> <i>Steve can explain recycling rules more clearly (than Mark can).</i> <i>Class 2D uses the recycling bins less often (than other classes).</i>
Two actions that are the same	Use as + adverb (+ as) : <i>I should learn to sort my waste as carefully (as you do).</i>
Three or more different actions	Use superlative adjectives : <i>In my estate, my family tries the hardest to reduce household waste.</i> <i>People often eat the most greedily when they are at a buffet.</i> <i>The Green Cafe prepares food the least wastefully of all restaurants nearby.</i>



Let's practise Three residents in Happy Hills Estate are candidates for the Greenest Resident Award. Look at the information below. Then complete the report using **comparative and superlative adverbs**.

	May Chen	Ken Hung	Patti Wong
Sorts waste carefully	☆☆	☆	☆☆☆
Tries hard to save electricity	☆☆	☆	☆☆☆
Donates used clothing often	☆☆☆	☆☆	☆
Uses leftovers well	☆☆	☆☆	☆☆☆

Report on the candidates for the Greenest Resident Award

We interviewed the three candidates about their green habits. May Chen sorts her waste

¹ _____ Ken Hung, but ² _____ Patti Wong. May tries

³ _____ Ken to save electricity and she donates used clothing

⁴ _____ of all three. Ken uses leftovers ⁵ _____ May, and

donates used clothing ⁶ _____ Patti. It is true that Patti donates clothes

⁷ _____. However, of the three candidates, she sorts waste

⁸ _____, tries ⁹ _____ to save electricity and uses leftovers

¹⁰ _____ of all the candidates. Therefore, we think Patti should win the award.

Judy Chan, the president of the Green Club, wrote a speech about the club's work but there is one mistake in each numbered line. Underline the mistakes and write the correct words or phrases in the spaces provided. Use what you have learnt **in this unit** and **previously**.

Hint

Remember what you have learnt in previous units and books:

- Countable and uncountable nouns
- Question tags
- The passive voice



A busy month for the Green Club

- 1 Our club members did a lot last month since they deserve some thanks.
- 2 First, we organised two beach clean-ups. Unfortunately, the first had a lowest
- 3 number of participants because a lack of planning, but the second was more
- 4 successful. What I've learnt is that we need to plan these events more careful
- 5 in the future but students know about them in advance.

Anyway, I'd like to give a special mention to Jerry Fung of 2D. He worked the

- 6 hard of anyone on the beach during the second clean-up. Let's give a clap to
- 7 Jerry and all the other students who helped out. It was fun, was it?

- 8 Then we had our upcycling workshop. This was most popular than last year's
- 9 waste-sorting workshop, probably therefore upcycling is a lot more fun. It was
- 10 also more entertaining! The Green Band's music sounded as good of ever
- 11 when it came out of a speaker that was make from a plastic detergent bottle.
- 12 The workshop was educational too. We learnt how to upcycle things the old
- 13 books, water bottles, and lots of other household item.

That's all I've got to say. Thanks again to everyone!

so



Listening skill

Distinguishing fact from opinion

A fact can be proven true. An opinion is someone's point of view; we can agree or disagree, but we cannot say it is true or false.

A speaker may not use words to signal facts or opinions, but we can still tell them apart by asking ourselves, 'Can this be proven true?'

Facts

Used tissues can't be recycled.

Over one third of all food produced around the world is wasted.

High air pollution can harm people's health.

Opinions

It's better to use cloth handkerchiefs than paper tissues.

Restaurants should offer smaller portions of food.

It is quite easy to live with air pollution in Hong Kong.



Let's listen A local green group, Green Life, received some complaints for a workshop it held. Listen to a news report about the situation and complete the note sheet below.

Purpose of the workshop: To show the public how to be ¹ _____

What did Green Life do?

- Printed hundreds of leaflets to ² _____
- Made 'Green Life' T-shirts but had to ³ _____ them because of a ⁴ _____ in the group's name



What were the complaints?

- Printing leaflets is the ⁵ _____ way to promote the workshop. It would have been better to promote it ⁶ _____.
- T-shirts are ⁷ _____ than paper or plastic. It would have been better to ⁸ _____.



What will happen next?

	A fact	An opinion
Green Life will lose a lot of donations.	✓	
⁹ Green Life will become a much smaller group.		
¹⁰ Green Life will break up.		
¹¹ The head of Green Life will apologise.		
¹² Green Life will not hold any more workshops.		



Speaking skill

Giving examples

When we state our opinions in a discussion, we should support them. One way we can do that is to give examples. We can use **connectives of example** to introduce the examples.

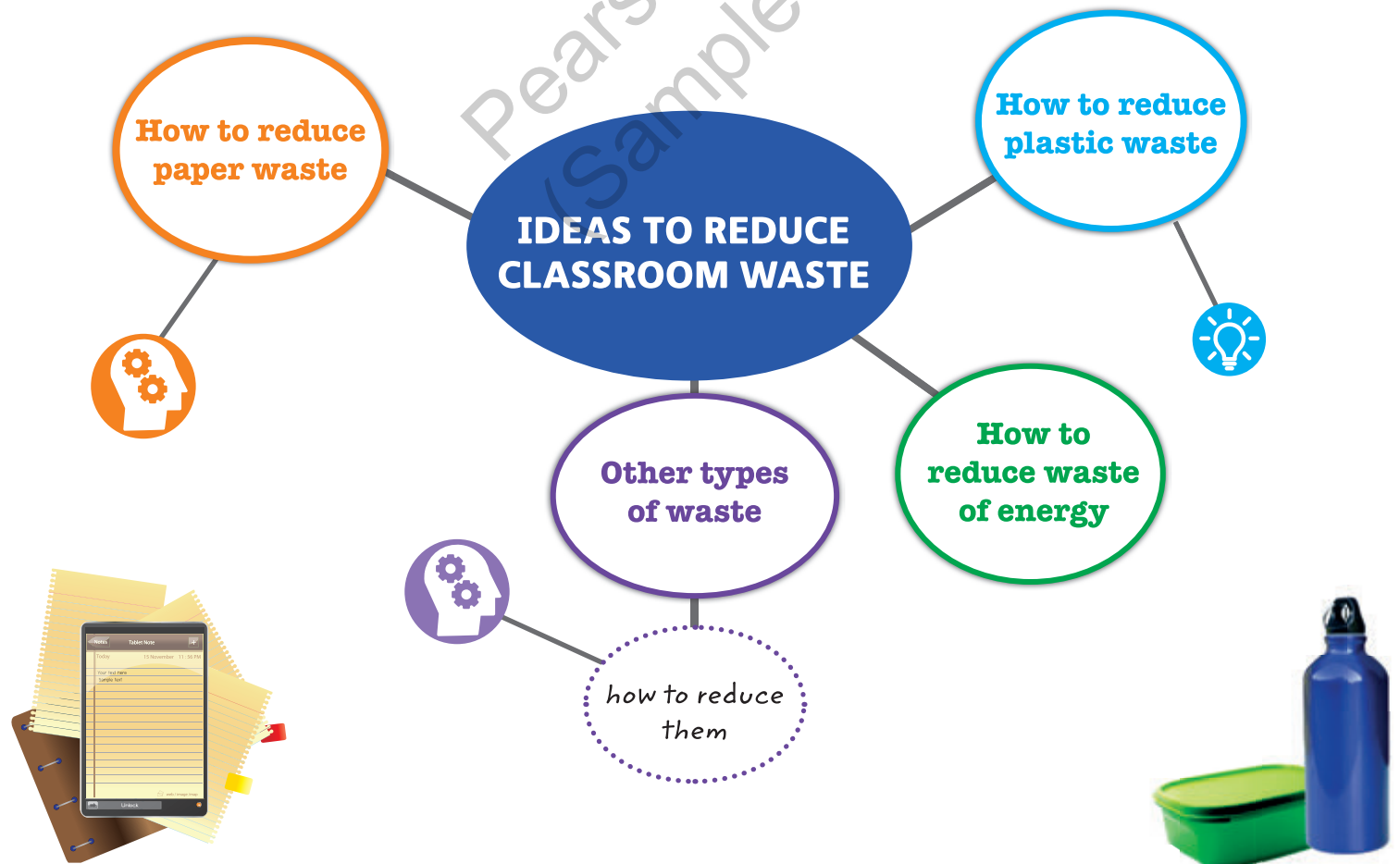


*In my opinion, using recycled paper products is a good way to save trees. **For example**, we can buy notebooks made of recycled paper.*

*Recycled paper products are often expensive, but there are other ways we can reduce paper use, **such as** using both sides of a sheet of paper.*

*That's a good idea. We can also avoid using paper when there are other options, **like** saving information on a computer.*

Can your classroom be greener? It probably can. Think of some ways that you could reduce waste in your classroom. Tell a classmate about your ideas and find out his / hers.



Write a problem-solution essay about a type of waste



We are producing waste faster than ever. What can we do about it? Write a problem-solution essay for your school newspaper on a type of waste that you have seen at home, at school or in your neighbourhood, and some ways we can reduce it.

STEP 1 Get ready

Let's look at the genre and audience and work out the purpose(s) and style for this task. Tick the correct boxes.

G.A.P.S.

Genre: Problem-solution essay

Audience: Students (and teachers)

Purpose(s):

- to entertain readers
- to give information about a waste problem
- to explain how waste is recycled
- to suggest solutions to a waste problem

Style:

- informal
- semi-formal
- formal

In a problem-solution essay, the writer usually wants the reader to help solve the problem. The tone of the essay is, therefore, _____.

- friendly and humorous
- informative and unemotional
- persuasive and serious

STEP 2 Read and analyse

- A The editor of your school newspaper has given you guidelines on writing a problem-solution essay. Read the sample essay below and complete the guidelines with the phrases given on the next page. Write the correct letters (A–G) in the spaces provided.



1 • The real cost of clothing

Everybody loves buying clothes, and trendy fashion is cheaper than ever. However, clothing is more expensive than we think because of its environmental costs. Discarded textiles are sent to landfills every day. Transporting clothing from overseas burns fuel and adds to global warming. Luckily, there are ways we consumers can solve the huge problem of textile waste.

2

3 First, we should not buy fast fashion that we wear once and discard. We should shop more thoughtfully so that the items we buy can be worn for a longer time. Another solution is to upcycle old clothing. For example, we can take old jeans and turn them into shoe holders or bags. This is more enjoyable and more environmentally friendly than simply disposing of them.

10 If we must get rid of unwanted clothes, we should make sure we recycle them. We can take them to places such as recycling shops and charities that accept used clothing in good condition.

4 15 Textile waste makes landfills overflow and global warming worse. We should, therefore, reduce, upcycle and recycle in order to cut clothing waste.

Tip!

Use a clear **topic sentence** to introduce the main idea (e.g. a problem or a solution) in each paragraph.

Challenge yourself

Find the topic sentence of each paragraph. Underline them in red.

Tip!

Remember to use **connectives of reason, purpose, result and example** to link ideas in the sentences.

Challenge yourself

What connectives of reason, purpose, result and example can you find in the essay? Underline them in blue.

A a summary

B facts, reasons
or examples

C give more information

D introduce the problem

E persuade the reader

F refer to the main topic

G suggest a solution

- 1 The **title** should catch the reader's attention and _____.
- 2 The **opening paragraph** should _____ in a way that can interest the reader.
Then it can _____ about the problem.
- 3 In the **body**, each paragraph should _____ to the problem.
Each **solution** should be supported by _____.
- 4 The **conclusion** should give _____ of the solutions and _____ to help solve the problem.



Writing skill

Using formal language

When we write essays, we normally use formal language. It shows the reader that we are writing about a serious topic.

When we write in formal language, we should:

- Use formal **punctuation**. Avoid exclamation marks (!) and dashes (—).
- Use the **full forms** of words.

should not

First, we ~~shouldn't~~ buy fast fashion ...

- Avoid informal **words and phrases**.

more enjoyable

disposing of them

This is ~~more fun~~ and ~~greener~~ than simply ~~throwing them out~~.

more environmentally friendly

B The following sentences are in informal language. Rewrite them using formal language.

1 We're really worried about waste!

2 Don't ask for single-use stuff like plastic forks & spoons.

STEP 3 Brainstorm

Here are some useful ideas, words and phrases to help you with your writing. You can also look at the Vocabulary section and the Task Sheet for words to use.



Describing problems



- a huge / major / serious problem
- A shocking amount of ... goes to waste every year.
- It is challenging / difficult to ...
- Our future looks grim because ...



Proposing solutions



- One solution is to ... /
One way to solve the problem is to ...
- Another solution is ...
- We can also ...

Talking about waste reduction



- ... can launch a campaign to ...
- Instead of discarding unwanted materials, ... /
Rather than disposing of unwanted materials, ...
- The government should pass laws to ...
- The practice of ... should be banned.
- This is an environmentally friendly way to ...
- To raise awareness of ..., we need to publicise the impact of ...
- We should change the wasteful habit of ...

Linking ideas



- Firstly, ... Secondly, ... Lastly, ...
- Moreover, / Furthermore, ...
- However, ...
- In conclusion, / In short, ...



STEP 4 Write

Write your problem-solution essay.

STEP 5 Evaluate

Read your essay and tick the statements below that you agree with. Revise your essay if necessary.

G.A.P.S.

- I know the purpose(s) of writing the problem-solution essay.
- My essay appeals to my intended audience.
- I used a formal, persuasive and serious style in my essay.

You can also ask a friend to evaluate your essay!

Content

- I included information about the problem.
- I suggested solutions to the problem.
- I supported the solutions with facts, reasons or examples.
- I concluded by summarising the solutions.
- I tried to persuade the reader to help solve the problem.

Organisation

- I included a catchy and relevant title.
- I introduced the problem in a way that gets the attention of the audience.
- I used different paragraphs for suggesting solutions to the problem.
- I used topic sentences and supporting sentences to offer my solutions.

Language

- I used connectives of reason, purpose, result or example to connect ideas.
- I used comparative and superlative adjectives to compare people, places or things.
- I used comparative and superlative adverbs to compare actions.

Vocabulary Bank

Environmental problems

air pollution (*n phr*) p. 38

noise pollution (*n phr*) p. 38

wasting water (*n phr*) p. 38

global warming (*n phr*) p. 38

plastic pollution (*n phr*) p. 38

water pollution (*n phr*) p. 38

light pollution (*n phr*) p. 38

wasting electricity (*n phr*) p. 38

Types of waste

e-waste (*n*) p. 31

organic waste (*n phr*) p. 31

textile waste (*n phr*) p. 39

food waste (*n phr*) p. 34

paper waste (*n phr*) p. 31

household waste (*n phr*) p. 39

plastic waste (*n phr*) p. 31

Examples of waste

aluminium can (*n phr*) p. 40

drinking straw (*n phr*) p. 31

polystyrene box (*n phr*) p. 31

water bottle (*n phr*) p. 29

container (*n*) p. 31

fast fashion (*n phr*) p. 48

shower curtain (*n phr*) p. 31

detergent bottle (*n phr*) p. 31

leftovers (*n*) p. 41

tin can (*n phr*) p. 40

Ways to reduce waste

buy products with less packaging (*v phr*) p. 39

order more carefully (*v phr*) p. 34

shop more thoughtfully (*v phr*) p. 48

stop using single-use cutlery (*v phr*) p. 39

upcycle to create new items (*v phr*) p. 39

use cloth handkerchiefs instead of tissues
(*v phr*) p. 39

offer smaller portion sizes (*v phr*) p. 35

recycle (*v*) p. 30

sort your waste (*v phr*) p. 29

turn off the tap (*v phr*) p. 29

use 'ugly' produce (*v phr*) p. 34

Other vocabulary

appalling (*adj*) p. 34

discourage (*v*) p. 40

fortunate (*adj*) p. 35

landfill (*n*) p. 34

stuff (*v*) p. 31

unwanted (*adj*) p. 30

wishcycle (*v*) p. 30

awareness (*n*) p. 51

disposable (*adj*) p. 31

grim (*adj*) p. 51

publicise (*v*) p. 51

toxic (*adj*) p. 32

volunteer (*n*) p. 30

discard (*v*) p. 35

dispose of (*v phr*) p. 32

jam (*v*) p. 30

reusable (*adj*) p. 29

understandably (*adv*) p. 31

wet market (*n phr*) p. 34

Self-assessment

How much have you learnt in this unit?
Go to the online platform to find out!