

Teacher's notes Unit 8 Fair trade

Level: Upper-intermediate

The slides in this PowerPoint presentation focus on:

Fair trade products (Slide 1)

The mission statement generator (Slide 2)

In addition, Slide 3 gives you a model dialogue for *Practice 6* on page 103 of the Student's Book, Slides 4–7 the letter of complaint for *Complaining assertively 2* on page 104 of the Student's Book, Slides 8–11 a model answer to *Writing 8* tasks on page 105 of the Student's Book and Slide 12 the completed grid for *Listening 3* on page 106 of the Student's Book.

Slide 1: Fair trade products

These photos are provided to start *Discussion 1* on page 96 of the Student's Book. Typically, fair trade products are craft products – bags, rugs, jewellery – and food and drink such as fruit, tea, coffee, chocolate, wine, which are often unprocessed or grown by hand. However, increasingly concerned consumers are turning their attention to clothes manufacturing and making sure the clothes they buy have been manufactured in conditions that are fair to the factory workers. Also, the concept is being applied to service industries as well, for example holidays in some South African hotels where there is a commitment to staff and community development.

Display the photos one by one as an aid or lead-in to the first Discussion question.

[5 minutes]

Slide 2: Mission statements

The *Internet Research* topic on page 99 of the Student's Book is the mission statement generator.

Use these photos to ask your students what they would think the mission statements for these four industries might contain.

Commentary:

Here are some possible mission statements.

Winter sports: to provide the best skiing experience to our customers whatever their level of ability

Coffee growing: to provide the best tasting coffee at the same time as protecting the interests of our growers

Oil extraction: to safeguard our energy supplies for future generations

Banking: to offer our customers the full range of financial services and peace of mind

[5 to 10 minutes]

Slide 3: Model dialogue for *Practice 6* on page 103 of the Student's Book

This model dialogue based on the first situation in *Practice 6* is provided to make it clear to students what they are supposed to do.

Display the first line of the dialogue and ask your students to predict line by line how the conversation continues, following the instructions in *Practice 6*.

Slides 4–7: Letter of complaint on page 104 of the Student's Book

This letter is provided to enable you to analyze the letter with your students more easily. You have the two versions: the first with the inappropriate words and phrases highlighted, the second with the appropriate words and phrases.

Slides 8–11: Model answer to *Writing 8* tasks on page 105 of the Student's Book

These are provided so that when you give feedback on the students' versions you have a model to refer to. Of course, there is an infinite number of ways to write and respond in these two situations.

Slide 12: Completed grid for *Listening 3* on page 106 of the Student's Book

This is provided so you can check the answers with your students more easily.

Acknowledgements:

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