

### CLASS PROJECT: A LISTICLE

#### Step 1: Plan

#### THE PROJECT

In groups, you're going to create a listicle of advice for how to deal with stress. A listicle is an article, usually online, that is in the form of a list. First, you will think of ideas for how to deal with stress and then research celebrity advice for dealing with stress. Then you will write the listicle. Finally, you will read the listicles of different groups and decide on the most useful advice.

#### 1 Read the project description and answer these questions with a partner.

- 1 What is a listicle? Have you ever seen one? What was it about?
- 2 What is your listicle going to be about?
- 3 What two things are you going to do before writing your listicle?
- 4 What are you going to decide at the end?

#### 2 Complete the gaps in the questions with a word from the box. There are some adjectives that you don't need. Then ask and answer the questions.

worried	nervous	impressed	serious	
anxious	surprised	disappointed	jealous	satisfied

- 1 Have you ever been really ..... by something amazing that a friend did? What was it and why was it so great?
- 2 Have you ever been ..... by a present? What was it and why didn't you like it?
- 3 Do you get ..... just before an exam? What do you do to calm down?
- 4 Have you ever been really ..... by an exam mark? What mark were you expecting to get and what did you actually get?
- 5 Some people are very ..... about posting photos on social media. Why do you think this is?



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## GREAT TIPS

for dealing with the stresses of teenage life



Important exams, problems with friends and sudden changes. These are just some of the things that can make teenage life stressful. A little stress can help us to focus, but too much stress makes us unhappy and unhealthy. Our readers have given us their advice for dealing with the stresses of teenage life. Here are our favourite ideas.

**1** Don't be **(a)** afraid / jealous of saying 'no'. Sometimes your friends will put pressure on you to try something you don't want to do. It can be difficult not to join in with everyone, but that's better than saying 'yes' and then feeling really **(b)** satisfied with / anxious about it.

Gloria, an Italian high school student.



**2** When you're busy, make a list of all the things you have to do. When you've finished one thing, cross it out. Instead of feeling stressed by everything you haven't done, you'll feel **(c)** serious about / satisfied by what you have done.

Maya, a university teacher from the Philippines.



**3** Take up a creative hobby. When you're **(d)** worried about / surprised by something, doing art can really help you forget about your problems and feel calm.

Yoshi, a high school student from Osaka.

**4** Try not to get **(e)** disappointed with / annoyed by silly things.

When something isn't perfect, ask yourself 'Is this really important?' If it's not, don't get angry. Take a deep breath, then smile and forget about it. Life goes on!

Simone from France, mother of a teenage son and daughter.

**5** Think positively. For example, when you have to do something difficult, don't think 'I can't do this', but instead think 'I can't do this yet, but if I keep trying and trying, one day I'll be able to.'

Bradley, a university student from London.



**4** Put the sections of the listicle in order.

- a One paragraph for each of piece of advice, including some examples. ....
- b A title with the number of pieces of advice. ....
- c An introduction. ....

**5** With a partner, put the five pieces of advice from the listicle in exercise 3 in order from the most to the least useful. Explain your reasons to each other.

I think the most useful piece of advice is the third one. I often get stressed when I'm busy. A list could really help, so art is an excellent idea.

That's true, but some people don't like lists. I think the last one is important, because positive thinking can help everyone.

### CLASS PROJECT: A LISTICLE Step 2: Develop

**1** In groups, think of four or more ideas for dealing with stress.

**2** Imagine you're giving a friend your advice from Exercise 1. Use the phrases from the *Useful Language* to help you.

**3** Celebrities such as actors and sports stars often have lots of stress from their jobs and from being famous. Find three or more pieces of celebrity advice for dealing with stress.

**4** How useful for teenagers is the celebrity advice from Exercise 3?

**5** You're going to write a listicle like the one on page 2. It should include your ideas from Exercise 1 and any celebrity advice you have found. Use the *Useful Language* below to help you and don't forget to:

- include a title with the number of pieces of advice.
- an introduction.
- one paragraph for each piece of advice, including some examples.
- different phrases from Exercise 2.
- the names and jobs of any celebrities you mention, e.g. *Tom Brent, actor*

**6** When you have finished writing the listicle together, copy it into your notebooks for the next part of the project.

#### Useful Language: Giving advice

Why don't you... ? Try (not) to...  
My / our advice is to... You should / shouldn't...

(Don't) do / make / take / get... etc.



#### Useful language: Writing together

We should write...

We haven't written about... yet.

Why don't we say / add...

I think 'try to...' sounds better here than 'you should...'

That sentence is really good / too long / not very clear etc.

Have we spelled that correctly?

Let's check with the teacher.

### CLASS PROJECT: A LISTICLE

#### Step 3: Present

#### PRESENTATION

**1** Work with a student from another group. Swap your listicles, read them, then answer these questions together.

- 1 Are your listicles similar or different? How?
- 2 Which three ideas are the most useful? Why?
- 3 Would you like to try any of the ideas? Why? Why not?

#### SELF-EVALUATION

**1** With the members of your original group, answer these questions together. 1 = not very well, 6 = very well

#### COLLABORATION

**1** How well did we work together?

1  2  3  4  5  6

#### COMMUNICATION

**2** How well did our listicle explain the advice for dealing with stress?

1  2  3  4  5  6

#### EMOTIONAL DEVELOPMENT

**3** How useful is the advice we wrote about?

1  2  3  4  5  6

**2** Answer these questions about yourself. 1 = not very much, 6 = a lot

**1** How well did I contribute to the project?

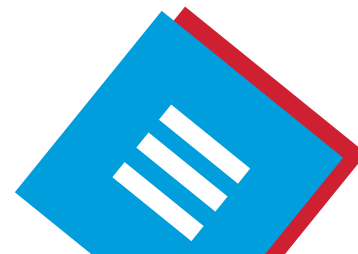
1  2  3  4  5  6

**2** How much English did I use to do the project?

1  2  3  4  5  6

**3** Thinking about your answers above, how could you improve the next time you do a project?

# TEACHER'S NOTES



## PROJECT OVERVIEW

In this project, students work in groups to create a listicle of advice for how to deal with stress. First, they think of their own ideas. Then they have the opportunity to research advice from celebrities which they can add to their listicle. After they have written their listicle, they make a poster of it for other groups to read. Finally, they compare listicles and decide on the most useful advice.

The project helps students to develop the following life competencies, which form part of the **Cambridge Framework for Life Competencies**:

### COLLABORATION

Taking personal responsibility for own contribution to a group task

### COMMUNICATION

Participating with appropriate confidence and clarity

### EMOTIONAL DEVELOPMENT

Empathy and relationship skills

## STAR QUALITY

Compact B1 Preliminary for Schools Unit 4

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### CLASS PROJECT: A LISTICLE Step 1: Plan

Estimated time: 40–50 minutes

- 1** Ask students to do the exercise in pairs. This will help them to understand what the project involves and how they will do it.  
*[AK: 1 A listicle is an article, usually online, in the form of a list; 2 how to deal with stress; 3 think of ideas of how to deal with stress; research celebrity advice for dealing with stress; 4 decide on the best advice.]*
- 2** Ask students to complete the exercise. Make sure they know that for some of the gaps there is more than one possible answer. Then pair students and ask them to ask and answer the completed questions. Elicit some responses as feedback  
*[AK: 1 amazed; 2 disappointed; 3 nervous / worried; 4 surprised / disappointed; 5 serious; Students' own answers.]*
- 3** Before students do this exercise, tell them that the text on the page is a listicle. Ask them if they know what this means (they may remember from the project description, but don't worry if they don't). Remind them, if necessary, what a listicle is and ask them if they have ever seen one and, if so, where and what it was about. Then ask them to read the listicle and do the exercise.  
*[AK: a afraid; b satisfied; c amazing; d worried about; e annoyed by]*
- 4** Ask students to do the exercise. This exercise draws their attention to the structure of a listicle, which will help them later when they come to write their own.  
*[AK: b, c, a]*
- 5** Ask students to do this exercise in pairs. This exercise allows students to consider and comment on the content of what they have read.  
*[AK: Students' answers]*

**Note:** This is the end of Stage 1 of the project: Plan. You can continue now or in a future lesson.



**CLASS PROJECT: A LISTICLE**  
**Step 2: Develop**

**Estimated time: 60 minutes**

- 1** Put students into groups. Tell them they are going to write a listicle about dealing with stress that is similar to the one they saw earlier. Ask them to brainstorm some ideas for dealing with stress. If they have difficulty coming up with ideas, prompt them with these ideas: music, sport and exercise, friends and family, diet, having a routine.
- 2** Ask students to do this exercise together. The phrases they use here are ones they can use when they write their listicle. If you think the list is too long for your group, choose a small number of phrases from the list, write them on the board and tell the students to use those. Alternatively, if you think the students can deal with more challenge, you can add extra phrases such as: *A good / great / excellent way to deal with stress is to...; -ing is a good / great / excellent way to deal with stress; -ing can be really helpful / useful when you are stressed.*
- 3** This exercise gives students the opportunity to do some research into celebrity advice which they can add to their ideas from Exercise 1. This could be done online during class time, but if that isn't possible, it can be set as homework. You can help students to develop their digital literacy by giving them some guidance on how to search effectively. For example, keep the search terms simple: in this case, 'celebrity stress advice' or '(name of celebrity) stress advice' should be sufficient.
- 4** Ask students to do this exercise together. It encourages them to make connections between what they have learned and their own lives.

**Note:** If you wish to stop here and continue in a future lesson, this stage of the project can be split at this point.

- 5** Students now plan and write the listicle together. Draw their attention to the checklist and tell them these are the things they need to include. They should also refer to the listicle on Worksheet 1 as a guide. Encourage them to write together and to use the *Useful Language* to talk about the process in English. You can specify the number of pieces of advice on the listicle, with fewer items as appropriate for lower level groups and more items for groups that can handle more challenge.
- 6** This exercise is a necessary step to ensure each student has a copy of their listicle for the next stage of the project, when they will swap listicles with a student from a different group.

**Note:** This is the end of Stage 2 of the project: Develop. You can continue now or in a future lesson.

**CLASS PROJECT: A LISTICLE**  
**Step 3: Present****Estimated time: 30 minutes****PRESENTATION**

- 1 Pair students so that everyone is with a student from a different group. They then swap their listicles (if they have copied them into their notebooks, they can simply swap notebooks). They read each other's listicle and answer the questions together. This exercise encourages them to think critically about what they have written and to make connections with their own lives. At the end of this exercise, elicit some feedback for a class discussion; for example, you can board some of the advice and have the class vote on the most useful.

**SELF-EVALUATION**

- 1 Explain that students are going to think about how well they did the project as a group, as this will help them to understand their strengths and their areas for improvement in future projects. Students discuss the questions together and give their group a score from 1–6 for each question. Ask for some examples as feedback for the entire class.
- 2 Explain that students are going to reflect on their own personal contribution, as this will help them to understand their strengths and their areas for improvement in future projects. Students consider the questions individually and give themselves a score from 1–6 for each question. Ensure that students understand that this is self-reflection and is not in any way a formal mark.
- 3 Students reflect on their answers in Exercises 1 and 2 and discuss as a group how they feel they could improve for the next project.