

Task 1 – Long reading: Reduce, reuse, recycle

Level: ISE II

Focus: Task 1 – Long reading

Aims: To develop reading strategies by reading a short article about the three Rs (reduce, reuse and recycle) and answer three sets of questions

Objectives: To scan an article for gist, to skim an article and answer 'true/false/not given' questions and to skim an article to complete sentences with information from the text

Skill: Skimming and scanning

Subject area: Natural environmental concerns – Recycling

Language functions: Giving advice, and giving opinions, preferences and reasons

Lexis: Environmental concerns

Materials needed: One student worksheet per student, dictionaries, and slips of paper prepared as below

Timing: 60 minutes

Preparation

1. Print or copy one worksheet per student.
2. Prepare slips of paper and write one of the following categories on each slip of paper: *a group of teenagers, a group of elderly people, a group of very young children, a group of students, a group of soldiers, a group of wives/husbands*. There needs to be one slip of paper per two students. You can repeat the categories if necessary.

In class

1. Explain to the class that today in class they will be doing a reading activity that will help them to prepare for the Long reading task of ISE II.
2. Tell the class they are going to learn about what we should do with the waste and rubbish we produce. Write '**waste**' and '**rubbish**' on the board and ask what they mean (elicit). Ask students to work in pairs and discuss what they do in their daily life to reduce waste. Carry out feedback as a group. Write suggestions on the board.
3. Put the following words on the board: '**deal with**', '**packaging**', '**refuse**', '**borrow**', '**durable**', '**collection points**', '**create**', '**fibre**'. These words are in a text about the environment they are going to read later. Tell the students to discuss the meaning of each word in pairs. Let them look up any unknown words in a dictionary if possible.
4. Go over the answers in open-class. Ask concept-check questions for one or two more challenging words. (Examples of concept-check questions: '*Do you say "yes" or "no" when you refuse to do something?*', '*What is another word for "create"?*')
5. Tell the students they are going to read about the three Rs of the environment. Write '**The three Rs**' on the board. Give each student one worksheet and tell them they have two minutes to read the article. Tell the students they need to answer 'A. What are the three Rs of the environment?' Stop the students after two minutes and let them write down the answers. Then ask the students to compare their answers in pairs.
6. Go over the answer together as a class. (Answer: Reduce, reuse, recycle)
7. Tell the students they are going to read the article again but now they have more time. Ask the students to do task B. Tell the students that there are five statements and that they need to say whether each statement is true, false or not given. Check the students' understanding of true, false and not given.
8. After four to five minutes, ask the students to compare their answers with their partner. Ask five students to come to the board and tell them to each write down one answer.

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9. Go over the answers together as a class.
10. Tell the class they now need to complete task C which involves them completing the sentences by looking for the information in the text. Do one example together as a class. Ask the students to compare answers once they have finished.
11. Write the following words on the board as headings: **'teenagers'**, **'the elderly'**, **'very young children'**, **'students'**, **'soldiers'**, **'wives/husbands'**. Elicit for each group of people one example of items they use or buy on a regular basis and write it under the corresponding heading. (Examples: teenagers – fashionable clothes, the elderly – newspapers, very young children – toys, wives/husbands – a mop.)
12. Now ask the students to work in pairs. Give each pair one of the slips of paper that you prepared before the class. Tell them they cannot show their slip of paper to the other students. Ask each pair to think of a lot of ideas (brainstorm) on what this particular group uses on a daily basis. Then ask the students to brainstorm ideas on how this particular group can reduce, reuse and recycle.
13. After 5 to 10 minutes ask the students to present their ideas for the class. The other students guess which group the presentation is for.

Extension activity

For students who finish the task early, tell them to write one or two true/false questions for the text. They can then ask their partner the questions and give feedback on their answers to their partner.

Further support activity

1. Ask students to check the answers of students who are finding the task difficult.
2. Number the lines in the text and ask the students finding the task difficult to locate the answers in the text. Alternatively ask them to underline the answers in the text.
3. Tell the students finding the task difficult that the answer for the gist task can be found in the first paragraph.
4. Give students finding the task difficult more time to complete the true/false/not given questions.

Homework

1. Ask the students to look online or in a book for more ideas on how to reduce, reuse and recycle. Ask the students to report back in the next class.
2. Ask students to find the video of the song 'Reduce, Reuse, Recycle' by Jack Johnson and the lyrics on the internet. Tell the students to listen to the song while following the lyrics. Ask the students in the next class if they liked the song.



Student worksheet: The three Rs

The three Rs of the environment

People everywhere in the world produce a lot of rubbish but there is not enough space, and landfills are filling up quickly. If we want to save our planet, then the so-called three Rs are essential for learning how to deal with the waste we produce. The three Rs are reduce, reuse, and recycle. Here are a number of tips on what you can do to save the environment.

Reduce

A good place to start is by buying things that don't have a lot of packaging. Then there are items you may not use very often, so you might as well borrow them from someone instead of buying them. Nowadays, newspapers can be read online so buying the paper edition is not necessary. The same goes for emails and hence it is usually not necessary to print them out. Generally, the use of electricity can be greatly reduced by, for example, turning off lights that are not used.

Reuse

When you go shopping, refuse plastic bags and bring a bag with you instead. If you're not buying a lot, a bag is not necessary to begin with. Reusable bags should be heavier and more durable. If you prepare your lunch at home, put it in a plastic lunch box. I always keep shoe boxes as they are great to store stuff. Many cities have collection points for used clothes. If you have clothes that are still in good shape, you can bring them to the collection points rather than throwing them away.

Recycle

Recycling is a process that makes it possible to create new products out of old ones. Paper, aluminium, glass and plastic can often be recycled.

Glass has been used for thousands of years and is relatively easy to recycle. Aluminium can be repeatedly recycled quickly and easily. Paper is recyclable but it cannot be recycled forever. The small fibres in paper eventually become very weak so that they can't be recycled into good paper anymore. Also, not every type of paper is recyclable as some high-quality paper is too expensive to recycle.

- A. Read the text quickly. What are the three Rs of the environment?
 B. Read the text again. Are the statements True, False or Not Given?

Statements	True, False or Not Given?
1. The author suggests borrowing certain items rather than buying them.	
2. According to the author, shoe boxes can be very useful to store things.	
3. Used clothes can be donated.	
4. It's not possible to recycle aluminum over and over again.	
5. Empty plastic bottles are relatively easy to recycle.	

- C. Complete the sentences with information from the text.

- are almost to full capacity.
- If possible, try to buy items with little or no
- Bring your own bag but make sure it is and
- It's a waste of paper if you print your
- Many cities have where people can take used garments that are then redistributed to people in need.
- There is a limit to how many times paper can be recycled because it is made of

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Answers: The three Rs

A. Reduce, Reuse, Recycle

B. 1. True 2. True 3. True 4. False 5. Not Given

C. 1. Landfills 2. Packaging 3. Heavy, durable 4. Emails 5. Collection points 6. Small fibres