

# Unit 3: Recycling

## Overview of topic

Learners find information in a local area recycling leaflet, recognise different recycling symbols and practise giving and receiving recycling instructions.

**Put paper in the green box.**

## Skills

### Speaking and listening

- Take part in a discussion on the topic of recycling (Sc/E1.4a, Sd/E1.1c, Lr/E1.5d).
- Answer simple questions with answers: *Yes, I can. No, I can't.* (Sc/E1.4b, Lr/E1.1d).
- Give and receive instructions (Sc/E1.4c, Lr/E1.3a).

### Reading, writing and phonics

- Recognise recycling symbols (Rw/E1.1a).
- Follow the gist and get information from a recycling leaflet (Rt/E1.1b, Rt/E1.2a).
- Spell simple words associated with recycling (Ww/E1.1b).
- Write an instruction on how to recycle (Ws/E1.1a).
- Sound out words with short vowel sounds (Rw/E1.2a).

## Language points

- Modal verb – can: *Can you recycle this? Yes, I can. No, I can't.*
- Give instructions: verb + noun + preposition + place: *Put paper in the green bin.*
- Vocabulary linked to recycling, e.g. *bin, box, caddy, plastic, glass* + colours used for bins and recycling containers in your area.

## Materials

**N.B.** To make this session as relevant as possible for learners, prepare the following in advance:

Pick up enough local area recycling leaflets to give one to each learner and use the leaflet to plan Activity 3 in advance.

Collect packaging – at least enough for one item for each learner. Make sure it has varied recycling information and include some packaging that is not recyclable.

Collect rubbish or images of rubbish, as appropriate (recyclable and non-recyclable) for Activity 4. Choose items that go in different recycling boxes or are non-recyclable from your local area, e.g. paper, empty can, nappies, electrical items, old teabags.

### Activity 1

A regular and a recycling bin in classroom/centre. For higher level learners, Resource 2.3.1 (Images). Project images on screen or print one copy to show group.

### Activity 2

Resource 2.3.2 (Recycling symbols) - project image on screen or print one copy to show group. Packaging realia to demonstrate different recycling symbols: at least one item per learner with varying recycling instructions.

### Activity 3

Local area recycling leaflets – at least one leaflet for each pair/group.

#### Activity 4

Leaflets (as in Activity 3). One bag of rubbish/ recycling and/or images for each group. Bins/ boxes/caddies/bags – one of each that is given to each household locally and/or colour coded boxes/ bags to represent them.

#### Activity 5

Resource 2.3.3 (Vocabulary, spelling and phonics) - print one per learner,

#### Activity 6

Resource 2.3.4 (Sentence completion) - print and cut up at least two per learner.

## Activity 1

### Introduction to recycling (speaking and listening)

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- Show learners a regular bin that is in the room and elicit the word *bin*. Now show a recycling bin (or an image) and ask what is different?
- Elicit the words *recycle/recycling* and elicit/say: *This is a bin. This is a recycling bin*. Ask concept check questions to check difference: What can you use? Encourage first language use/ translation apps.
- Ask learners: *Do you recycle?* and elicit/practice answers: *Yes, I do. No, I don't.*

#### Differentiation

For learners with stronger speaking and listening skills, start the session with Resource 2.3.1 (Images). Elicit what is happening in the pictures and support with topical vocabulary, e.g. *planet, dying, pollution, plastics, waste* and discuss what we can do to stop this. This will lead onto the topic of recycling.

## Activity 2

### Finding recycling information on packaging (reading symbols)

- Display the images of recycling symbols (Resource 2.3.2). Ask learners if they know these symbols and where they see them (e.g. bins, packaging).



May be recyclable.



Recyclable.



Not currently recyclable.



May be recyclable.

- Ask learners which symbol means that you can't recycle. Introduce sentences: *You can recycle this. You can't recycle this.* Concept check *can* and *can't*.
- Hand out packaging realia and demonstrate with one item where to find the recycling information. Model sentences: *Can you recycle this? Yes, you can. No, you can't.* Practise and drill these responses, focusing on the pronunciation of *can* and *can't* in short answers.
- Ask learners to find the recycling information on their packaging. Go around the room and ask: *Can you recycle this?* Learners look at their packaging and respond: *Yes, you can* or *No, you can't*.
- Repeat with more packaging.
- In pairs learners ask and discuss whether items can be recycled and then swap packaging for more practice.

## Activity 3

### Reading a recycling leaflet (reading)

This activity needs to be adapted to suit the local area recycling leaflet being used. Here are some suggestions:

- Show images (not words) from 2.3.3 (or realia) of a bin, box, bag and caddy (whichever are used in your area). Elicit the words (e.g. caddy if appropriate).
- Ask learners to spell the words aloud for you to write up on the board, sounding them out if necessary. Ask learners to find these words/images in the leaflet.
- Check learners understand the meaning of a tick and a cross in most recycling leaflets which show what can and can't be recycled.
- Elicit colours associated with the containers used in the local area, e.g. *green, brown, blue, grey* and ask learners in pairs to find the colour words in their leaflet.
- Teach a few key words needed to understand a simple part of the text.
- If the leaflet has images with words, ask learners to find key words relating to images about recycling items, e.g. *bottles* (see image).
- Choral read a few simple sentences of text from a poster/leaflet.
- Ask learners to work in pairs to find and name two items that can and two items that can't be recycled.



### Differentiation

Include more challenging questions for those with a higher literacy level. For example, if there is a timetable, ask learners about which day food waste is collected.

## Activity 4

### Giving and receiving instructions (reading, speaking and listening)

- Divide the class into groups and give each group a bag of rubbish items/images of rubbish. Put the containers (bins, boxes, bags and/or caddies) used in local area in middle of room, equally accessible by teams. (If you are unable to bring these in, colour code and/or label old cardboard boxes/bin liners to represent each container).
- Introduce the instruction *Put the (item) in the (colour) (container)*. Check understanding by asking one learner from each team to follow an instruction you give. Explain that each group needs to put everything from the bag into the correct container following the instructions on the leaflet. Encourage learners to work and talk together, saying: *Put the (item) in the (colour) (container)* with each other. Support as necessary.
- When all the groups have finished, learners can take it in turns to take an item out of a container and name it. The rest of the class confirm if the item is in the correct container.

#### Differentiation

- Final step can be made more challenging for some learners by asking them to put the item into a short sentence using plurals, e.g. *Plastic bottles go in the green recycling box.*
- If learners would enjoy a sense of competition, set up as a race between teams with a point for each correct item in the final task.

## Activity 5:

### Spelling and phonics (reading and writing)

- Using Resource 2.3.3, read the words aloud as a whole group. Ask for volunteers to read the words aloud, supporting as necessary. Elicit words with a short vowel sound and focus attention on *box, bin, bag, caddy and plastic*. *Glass* also has a short vowel in some accents.
- Practise sounding out the consonants and vowels in these words and demonstrate how to blend the sounds.
- Ask learners to look at the words, then cover them. Select a word for learners to write and spell in the third column. Learners check and then repeat.

#### Differentiation

- For additional practice, cut up Resource 2.3.3 for picture-word matching activities.

## Activity 6

### Writing an instruction (writing)

- Using the local area recycling leaflet, repeat the spoken instruction practised in Activity 4, e.g. *Put the paper in the blue bin* and write sentence on the board.
- According to level, learners can:
  - practise reading, copying and writing a few key words, e.g. *plastic, bottle*
  - use Resource 2.3.4 (sentence completion) to practise writing short simple sentences
  - choose one or more items which they sorted in Activity 4 and write an instruction, using the local area recycling leaflet to help.
- Learners swap, compare and check each others' writing.
- Check learners' work, correct if necessary and then ask learners to write a full sentence in their exercise books or on a separate sheet of lined paper.

#### Differentiation/extension

- Learners use the words in Resource 2.3.3 for support in writing.
- Use the sentences and images to create a poster to show visitors what goes in each bin in the classroom/centre.

### Additional differentiation/extension activities

- Ask learners who recycle to share how to get boxes/bins/caddies from local council/authority with those who do not currently recycle.
- Include words and information on garden waste and compost – especially if you live in an area where most learners have gardens.
- Demonstrate how to find the relevant pages on the council website.
- Share top tips on other ways to reduce waste, e.g. use less plastic, don't use face wipes.
- Encourage learners to write more instructions using the local area recycling leaflet to help.
- Bring in or show some items that are not good to buy/use, e.g. face wipes for learners to discuss and identify alternatives. This can be extended to create a Top Tips list to share with other learners at the centre.

### Follow up

- If they don't already, encourage learners to start recycling and to promote recycling with their family and friends. Learners can use the instructions they have written in their homes, e.g. *Put paper in the blue bin*.
- Learners can share ideas about how they can help improve recycling at their centre or other community groups they are part of.









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