

Waste not, want not

Language

Vocabulary connected with reusing unwanted or broken items through recycling and upcycling.

Level

Intermediate (equivalent to CEF level B2)

Comment

This eLesson looks at recycling and the increasingly popular trend of upcycling.

How to use the lesson

- 1 Set the context for the reading: reusing rubbish. You could ask students what type of things they throw away and why. Find out what happens to their rubbish. Ask if any of their rubbish is recycled or reused, and ask for more details. This could be done as a whole class activity or in pairs / small groups followed by class feedback.
- 2 Show students a few pictures of different items which might be thrown away (eg a fridge, an old TV, bottles, cereal boxes, tyres, clothing) and ask them to discuss in pairs / groups what happens to each item when it is thrown away in their country. What do they think should happen to each, and why? Elicit ideas, writing them on the board if appropriate. Students then read the text to see which items are talked about in the text and what uses are given. Set a brief time limit, eg 1–2 minutes depending on students' level, to encourage fast reading. When the time limit is up, take feedback and tick the ideas mentioned in the text on the board if appropriate.
- 3 Before setting exercise 1, you may wish to pre-teach *reuse*, *recycle* and *upcycle*. When the time limit is up, students can discuss their answers in pairs if appropriate. Take feedback.
- 4 Exercise 2 focuses on vocabulary from the text. Students could try to complete the sentences first alone or in pairs. Take feedback. If appropriate for your students, you could highlight the fact that *minimum* and *value* have the stress on the first syllable, *consumer*, *desirable*, *appeal*, *attractive* and *creative* have the stress on the second syllable, and *individual* has the stress on the third syllable.
- 5 Exercise 3 provides practice of the words in exercise 2. If appropriate, students could check answers in pairs before going through them as a class. Students then ask and answer the questions in pairs. Monitor pairs and help if needed before taking feedback.
- 6 Exercise 4 focuses on referencing words. You could give an example to demonstrate what to do: *Recycling is good as it reduces how much rubbish has to be burned or buried*; *it* refers back to the act of recycling. You could ask students to scan the text quickly, find the underlined words from the exercise and circle them. They then decide which word(s) it refers back to. You could ask them to draw an arrow back to the word(s) *it* refers to in the text. Take feedback.
- 7 Sound / spelling connections are particularly difficult for some students. With stronger students you could let them try and guess the odd one out without support for exercise 5. With weaker students, model the first one with them (*saving* is the odd one out as it has the /eɪ/ sound). In feedback it would be useful to drill the words to help students with the pronunciation; or you could model the pronunciation using the Macmillan online dictionary by clicking on the pronunciation icon, eg for *glass*: www.macmillandictionary.com/dictionary/british/glass.
- 8 Exercise 6 gives students personalised speaking practice on the topic of recycling and upcycling. Set the discussion task for small groups if appropriate. Take feedback.

Reading eLesson

Answer key

1

- 1 paragraph 4
- 2 paragraph 3
- 3 paragraph 5
- 4 paragraph 1
- 5 paragraph 2

2

- 1 attractive
- 2 value
- 3 minimum
- 4 individual
- 5 consumer
- 6 desirable
- 7 creative

3

- 1 consumer
- 2 individual, minimum
- 3 value
- 4 desirable
- 5 creative
- 6 attractive

4

- 1 these materials: waste materials such as glass and paper
- 2 they: the individuals who collect rubbish
- 3 these: the richer countries
- 4 it: upcycling
- 5 original: the original product, ie the first product bought

5

- 1 saving /eɪ/
- 2 culture /ʌ/
- 3 relax /ɪ/
- 4 products /b/

6

Students' own ideas.

Related websites

The following websites might be useful for either you or your students.

<http://homeguides.sfgate.com/recycling-vs-upcycling-79761.html> (article on differences between recycling and upcycling)

<http://www.upcycling.co.uk/> (article on why upcycling is becoming popular)

<http://www.upcyclethat.com/> (ideas for upcycling)

http://articles.timesofindia.indiatimes.com/2013-06-09/pune/39849461_1_household-waste-landfill-sites-food-scrap (article on upcycling as a new eco-friendly way of living)

<http://www.entrepreneur.com/article/219310> (article on how upcycling is new money spinner for Green business ideas)