[Language] Stage 3

Caring for the environment!

Student workbook

Name:

Class:

# Overview

During these lessons you will engage with the script of an interview about recycling. You will learn vocabulary and expressions related to recycling and obtain and organise specific information from the text. Then, you will recreate the interview by putting phrases in the correct order. You will act out the interview with the help of a family member or a classmate and finally you will record a podcast or video of the interview.

## Resources

### Lesson 1 – 3

* workbook
* blue and red or green pen

### Lesson 4

* camera/mobile phone

# Lesson 1

During this lesson you will engage with the script of an interview about recycling. You will learn vocabulary and expressions related to recycling and obtain and organise specific information from the text.

## Activity 1

 Read the interview

Ask and adult to help you read the interview below.

|  |  |
| --- | --- |
|  | An interesting project! |
| John | Hi, Helen. Welcome to our magazine! |
| Helen | Oh, hi John! Thank you for the invitation. |
| John | Is it true that your class is working on an interesting project? |
| Helen | Yes! Our teacher wants us to think of ways to protect our environment. So, we are going to organise a project on recycling. |
| John | That sounds interesting! What are you going to do? |
| Helen | Well, we’re going to try to persuade the students and teachers in our school to recycle paper, glass and plastic. |
| John | Wow, that’s great, Helen! |
| Helen | We all need to work together if we want to save our planet. So, tomorrow morning we’re going to hand out leaflets to encourage everyone at our school to recycle. We all need to do something about our future. |
| John | That’s a terrific idea! Good luck! |
| Helen | Thank you! |

## Activity 2

Find the unknown words

Write a list of words from the interview that you don’t know and use a print or digital dictionary to find their meaning in English

|  |  |
| --- | --- |
| [Language] | English |
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## Activity 3

True (T) or False (F)

|  |  |  |
| --- | --- | --- |
|  | True | False |
| 1. Helen is a teacher. |  |  |
| 1. Their teacher wants them to think about ways they can save the environment. |  |  |
| 1. Helen’s class is going to organise a project on recycling. |  |  |
| 1. They're handing out leaflets about recycling tomorrow evening. |  |  |
| 1. John thinks that this is a bad idea. |  |  |

## Activity 4

 Complete the sentences

Use words/phrases from the table below to complete the sentences.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| environment | our planet | paper, glass and plastic | idea! | the invitation |

1. That’s a terrific …………………………………………………………………
2. Thank you for…………………………………………………………………..
3. We need to save……………………………………………………………….
4. Ways to protect our………………………………………………………….…
5. We need to recycle…………………………………………………………….

### Students with prior learning and/or experience

Fill in the paragraph

Use the words in the table below to fill in the paragraph which summarises the interview you have read. There is an extra word that you don’t need to use.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| planet | teacher | recycle | luck | terrific |
| organise | plastic | leaflets | class | persuade |

Helen’s ……………….. wants her class to …………………… a project on recycling. So, Helen and her classmates are going to give out …….………… as they want to …………………… pupils at their school to …………………… paper, glass, and ……………….. Helen thinks that we all need to work together to save our ……………. John finds Helen’s idea ………………… and wishes her good ……………!

# Lesson 2

During this lesson you will recreate the interview from Lesson 1 by putting phrases in the correct order.

## Activity 1a

 Put the words/phrases in the correct order

Follow the example and rewrite the words/phrases in the correct order. If you need some help you can refer to the interview on page 2.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| John: |  |  |  |  |
| our | Welcome | magazine! | to | Hi, Helen. |

John: Hi, Helen. Welcome to our magazine!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Helen: |  |  |  |  |
| Thank you | for | John! | Oh, hi | the invitation. |

…………………………………………………………………………………………………………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| John: |  |  |  |  |  |
| your class | on an interesting | that | Is it true | is working | project? |

…………………………………………………………………………………………………………

|  |  |  |  |
| --- | --- | --- | --- |
| Helen: |  |  |  |
| wants us | to think of | Yes! | to protect |

|  |  |  |
| --- | --- | --- |
| Helen: |  |  |
| Our teacher | ways | our environment. |

…………………………………………………………………………………………………………

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Helen: |  |  |  |  |
| a project | we are going | So, | to organise | on recycling. |

…………………………………………………………………………………………………………

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| John: |  | | |  | |  |  | |  | |
| interesting! | | sounds | to do? | | are you going | | | That | | What |

…………………………………………………………………………………………………………

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Helen: |  |  |  |  |
| the students | to try | in our school | to recycle | we’re going |
| to persuade | paper | Well, | glass and plastic. | and teachers |

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|  |  |  |  |
| --- | --- | --- | --- |
| John: |  |  |  |
| great, | Helen! | Wow, | that’s |

…………………………………………………………………………………………………………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Helen: |  |  |  |  |  |
| to work | our planet. | to save | We all need | if we want | together |

…………………………………………………………………………………………………………

|  |  |  |
| --- | --- | --- |
| Helen: |  |  |
| we’re going | to encourage | So, tomorrow morning |

|  |  |  |  |
| --- | --- | --- | --- |
| Helen: |  |  |  |
| to hand out leaflets | at our school | to recycle. | everyone |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Helen: |  |  |  |  |
| to do | about | our future. | We all need | something |

…………………………………………………………………………………………………………

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| John: |  |  |  |  |
| idea! | luck! | a terrific | That’s | Good |

…………………………………………………………………………………………………………

Helen: Thank you!

## Activity 1b

 Self-assessment

Now that you have rewritten the script of the interview, compare your answers with the interview script on page 2 and check to see if you have done a good job.

Pretend you are the teacher. Using your answers and a different colour pen, correct any mistakes and copy the correct answer from the interview script on page 2.

### Students with prior learning and/or experience

Write a script for an interview

You have been invited to give an interview about your class’ project on recycling. Using the interview from Activity 1 Lesson 1 as an example, write your own script for the interview.

Interviewer: ......................................................................................................................

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You: ………………………………………………………………………………………………...

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Interviewer: ......................................................................................................................

………………………………………………………………………………………………………

You: ………………………………………………………………………………………………...

………………………………………………………………………………………………………

Interviewer: ......................................................................................................................

………………………………………………………………………………………………………

You: ………………………………………………………………………………………………...

………………………………………………………………………………………………………

Interviewer: ......................................................................................................................

………………………………………………………………………………………………………

You: ………………………………………………………………………………………………...

………………………………………………………………………………………………………

Interviewer: ......................................................................................................................

………………………………………………………………………………………………………

You: ………………………………………………………………………………………………...

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# Lesson 3

During this lesson you will act out the interview about recycling.

## Activity 1

 Acting out

You have been invited to give an interview about your class’ project on recycling.

* Ask a member of your family who speaks the language or reach out to a classmate in an online format to help you practise reading the script of the interview from Activity 1 Lesson 1 using correct pronunciation and intonation.
* Pretend you are Helen. Rehearse your role as many times as you need until you are able to act out your role without referring to the script.

### Students with prior learning and/or experience

Acting out

You have been invited to give an interview about your class’ project on recycling.

* Use the script for the interview you wrote in Lesson 2.
* Ask a member of your family who speaks the language or reach out to a classmate in an online format to help you rehearse your role as many times as you need until you are able to act out your role without referring to the script.

# Lesson 4

During this lesson you will record a podcast or video of the interview about recycling.

## Activity 1

 Record the interview

* After rehearsing Helen’s part from the interview in Activity 1 Lesson 1 record a podcast or a video of the interview between you and another person using a camera or mobile phone.
* When you are happy with the recording send it electronically to your teacher.

### Students with prior learning and/or experience

Record the interview

You have been invited to give an interview about your class’ project on recycling.

* Using your own script that you wrote in Lesson 2 and rehearsed in Lesson 3 record a podcast or video of the interview between you and another person, using a camera or mobile phone.
* When you are happy with the recording send it electronically to your teacher.

## Activity 2

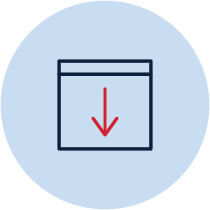
Reflection

Think about your language use in the interview. Listen to or watch the recording, think about the questions below and complete the table.

* Did you pronounce all the words correctly?
* Were the words in the correct order?
* Is there a word or words you could learn in [Language] that could help you with this activity?
* Use the two stars and a wish structure to guide your reflection.

|  |  |  |
| --- | --- | --- |
| Star Something that went well! | Star  Something that went well! | Wish A goal for next time… |
|  |  |  |



Do not forget to send your wonderful work to your teacher!

You could:

1. Post your workbook to your school.
2. Scan or take photos of your workbook and email them to your teacher or upload them to your class digital learning platform.
3. Email your recording to your teacher or upload it to your class digital learning platform.