

# The Environment and Rubbish: Teaching Suggestions

**N.B. In these notes 'TT' means 'Teaching Tip'. These tips are written in plain, jargon-free English and are designed to help new teachers. They are available on TEFL.NET**

## Activity 1

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1. Get a student to read the instructions and the vocabulary out loud (TT2) and check that the students understand the instructions (TT3).
2. Tell the students to start doing the exercise on their own.  
Tell them to guess the answers if they don't know some of them (TT6).
3. Stop the activity (TT7).
4. Get the students to check their answers together in pairs or small groups (TT13).
5. Get feedback (TT8).

**Answers:**      **dustmen/women**                      **bottle bank**                      **replanting schemes**  
                         **recycle rubbish**                      **environmentally friendly**  
                         **throw away**                      **nuclear waste**                      **rubbish tip**

6. Check pronunciation (TT4).

**N.B. You don't need to explain the new vocabulary to the class - the students will discover the meaning of the new words as they do the next exercise.**

## Activity 2

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1. Get a student to read the instructions out loud (TT2) and check that they are clear (TT3).

**N.B. You don't need to explain the new vocabulary to the class - the students will discover the meaning of the new words as they do the exercise.**

2. Get the students to read all the sentences first without writing anything (TT14).
3. Tell the students to start doing the exercise on their own.  
Tell them to guess the answers if they don't know some of them (TT6).
4. Stop the activity (TT7).
5. Get the students to check their answers together in pairs or small groups (TT13).
6. Get feedback (TT8).

**Answers:**      **1. dustmen/women...rubbish tip**                      **2. recycle rubbish**  
                         **3. environmentally friendly**                      **4. replanting schemes**  
                         **5. throw away...bottle bank**                      **6. nuclear waste**

7. Consolidate pronunciation (TT4).

8. Then show them how to make questions from the statements:

Example:

1. Sometimes the dustmen/women forget to collect the rubbish bags from our street and take them to the local rubbish tip?  
*Do the dustmen/women ever forget to collect the rubbish bags from your street and take them to the local rubbish tip?*
9. Elicit (TT12) follow-on questions to keep the conversation going.
10. Do the other ones together if necessary or let the students do it spontaneously as they have their conversation together. Whatever you think best.
  2. *Do you think we should recycle rubbish?*
  3. *Are the aerosol sprays you use environmentally friendly?*
  4. *Do you think furniture companies should all have replanting schemes?*
  5. *Do you throw away glass bottles?*
  6. *Do you think disposing of nuclear waste is very difficult?*
  7. *In your town, do you have to separate rubbish?*
11. Let the students begin their conversation, speaking together in English (TT5). Encourage students to build the conversation in a natural way by asking supplementary questions of their own as long as they are relevant to the topic (TT16).

**(Activity 2 is continued on the next page)**

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## **Activity 2 (continued)**

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12. Monitor (TT10).
13. Stop the activity (TT7).
14. Get feedback (TT8).
15. Do some error correction (TT11).
16. Consolidate pronunciation (TT4).

## **Activity 3**

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1. Put the students into pairs or small groups (TT1).
2. Get a student to read the instructions out loud (TT2) and check that they are clear (TT3).
3. Let the students read the questions then deal with vocabulary queries (TT9).
4. Give the students time to brainstorm vocabulary (TT15).
5. Let the students begin their conversation, speaking together in English (TT5).
6. Monitor (TT10).
7. Stop the activity (TT7).
8. Do some error correction (TT11).
9. Consolidate pronunciation (TT4).

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How can you improve this lesson next time you teach it? Why not use the space below to make some notes?

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