# Caring for the environment Part 3 [Language] Stage 3 Student workbook

Name:

Class:

## Overview

During these lessons you will engage with texts in [Language] to learn vocabulary and expressions about things you can do to protect the environment. You will complete a questionnaire on your attitude to nature and then write an article about the benefits of recycling for the school newsletter.

## Resources (lessons 1-4

* Workbook, pen, pencil, colour pencils
* Images, scissors and glue

## Lesson 1

During this lesson you will engage with a text in [Language] to learn vocabulary and expressions about things you can do to protect the environment.

### Are you a planet protector?

Figure 1 Adventure-clouds-environment



["Adventure-clouds-environment"](https://commons.wikimedia.org/wiki/File%3AAdventure-clouds-environment-672358.jpg) by [Pranjal kukreja](https://commons.wikimedia.org/wiki/File%3AAdventure-clouds-environment-672358.jpg) is licensed under [CC BY-SA 4.0](http://creativecommons.org/licenses/by-sa/4.0)

### Activity 1

 Read the questions

Last year, the Year 6 class did a survey to find out if students care for the environment. These are some of the questions included in the questionnaire they had prepared. Before you are able to answer the questions, you need to read them carefully to see if there are words or phrases that you don’t understand.

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| [Are you a planet protector?] |
| 1. [Do you turn off the light when you leave your bedroom?] |
| 2. [How do you usually travel to school?] |
| 3. [What do you usually do with your rubbish from a picnic?] |
| 4. [Do you use both sides of a piece of paper when you write?] |
| 5. [Do you ever use recycled paper?] |
| 6. [What do you usually do if there is rubbish on the beach?] |
| 7. [Do you buy plastic cups, knives or forks?] |
| 8. [Do you watch TV programmes about the environment?] |
| 9. [Do you leave the water running when you brush your teeth?] |
| 10. [Do you help your school or city to plant trees?] |

### Activity 2

  What is the English word?

Use the table below to write the [Language] words you don’t understand and the questions or phrases that include those words. Have a guess on the word’s meaning in English and then check your print/digital dictionary before you write the English words in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| Write the [Language] word you don’t understand | Write the question or phrase that has this word | Write your guess. What do you think this [Language] word means? | Check a print or digital [Language] – English dictionary to find the English word  |
| [recycled] | […**recycled** paper] | Your guess… | recycled |
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#### Students with prior learning and/or experience

Create sentences in [Language]

Select any 5 [Language] words from the list above and make your own sentence.

1. [Word]

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1. [Word]

1. [Word]

1. [Word]

5 [Word]

## Lesson 2

During this lesson you will use the vocabulary and expressions you learnt in the previous lesson to respond to the questionnaire. Then, from your responses, you will get information about your attitude to nature.

### Activity 1

  Answer the questionnaire

Read the questions carefully and circle [a], [b], or [c]. Remember to be honest!

|  |
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| [Are you a planet protector?] |
| 1. [Do you turn off the light when you leave your bedroom?]a. [Yes, always]b. [Sometimes]c. [No, I don't] |
| 2. [How do you usually go to school?]a. [By car]b. [On foot]c. [By bus] |
| 3. [What do you usually do with your rubbish from a picnic?]a. [I leave it there ]b. [I put it in a rubbish bin]c. [I take it home] |
| 4. [Do you use both sides of a piece of paper when you write?]a. [Sometimes]b. [Never]c. [I usually do] |
| 5. [Do you ever use recycled paper?]a. [What's that?]b. [Usually]c. [Sometimes] |
| 6. [What do you usually do if there is rubbish on the beach?]a. [I take it and put it in the litter bin]b. [I leave it on the beach]c. [I throw it in the sea] |
| 7. [Do you buy plastic cups, knives or forks?]a. [Yes, I do. I hate washing up]b. [Sometimes]c. [No, never] |
| 8. [Do you watch TV programmes about the environment?]a. [No, never]b. [Very seldom]c. [Yes, always] |
| 9. [Do you leave the water running when you brush your teeth?]a. [Yes, I do]b. [Sometimes]c. [No, never] |
| 10. [Do you help to plant trees at home, school or other places?]a. [Yes, sometimes]b. [No, never]c. [Yes, I usually do it twice a year] |

Source: [ebooks.edu.gr](http://ebooks.edu.gr/modules/ebook/show.php/DSDIM-E103/440/2920%2C11563/)

### Activity 2

  How many points did you score?

Check the answers in the answer key to see how many points you scored.

|  |  |  |  |
| --- | --- | --- | --- |
| Answer key |  |  |  |
| [Question] 1 | a. 3 [points] | b. 2 [points] | c. 1 [point] |
| [Question] 2 | a. 1 [point] | b. 3 [points] | c. 2 [points] |
| [Question] 3 | a. 1 [point] | b. 2 [points] | c. 3 [points] |
| [Question] 4 | a. 2 [points] | b. 1 [point] | c. 3 [points] |
| [Question] 5 | a. 3 [points] | b. 1 [point] | c. 2 [points] |
| [Question] 6 | a. 3 [points] | b. 1 [point] | c. 2 [points] |
| [Question] 7 | a. 1 [point] | b. 2 [points] | c. 3 [points] |
| [Question] 8 | a. 1 [point] | b. 2 [points] | c. 3 [points] |
| [Question] 9 | a. 1 [point] | b. 2 [points] | c. 3 [points] |
| [Question] 10 | a. 2 [points] | b. 1 [point] | c. 3 [points] |

Write your score here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Activity 3

  What’s your planet protector score?

Read the text below to find out what your score says about your attitude to nature.

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| [Are you a planet protector?] |
| 24-30 [points: Congratulations!!! Keep up the good work! You are an excellent planet protector. And try to encourage other people to follow your example.]17-23 [points: You take care of our planet, but maybe you could do more. Our planet needs your help!]10-16 [points: You’re nearly there! Choose one question and change a ‘no, never’ answer to a ‘sometimes’ answer and you will be on your way.] |

Source: [ebooks.edu.gr](http://ebooks.edu.gr/modules/ebook/show.php/DSDIM-E103/440/2920%2C11563/)

### Activity 4

  What does your score say?

In the space below, write in [Language] what your score says about you as a planet protector and if you could do more to protect our planet.

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| --- |
| [I protect the planet by…] |
| [I … |
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#### Students with prior learning and/or experience

Planet protector habits

Do you have some good habits that you would like to keep and some habits that you would like to change so that you can become a better friend to our planet? List three habits you would like to keep and others you would change in the tables below.

|  |
| --- |
| [Habits to keep] |
| 1. |
| 2. |
| 3. |

|  |
| --- |
| [Habits to change]  |
| 1. |
| 2. |
| 3. |

## Lesson 3

During this lesson you will further develop your vocabulary and understanding of the benefits of recycling by engaging with a text in [Language].

### Activity 1

 The benefits of recycling

Read the text [Recycling] and highlight in different colours the words you think you know and the words you can’t understand.

|  |
| --- |
| [Recycling]  |
| There are many reasons why we should recycle. Here are just a five of them.Firstly, we protect natural resources and use less energy by recycling. Fewer trees are cut down and less water is wasted. Secondly, by recycling, we will put less in our rubbish bins. This means we will not need so much space for landfill.Thirdly, a lot of pollution is caused by making things from plastic and metal. If we recycle these materials, pollution will be reduced.Fourthly, it can be creative and fun to make new things from rubbish. You can do it as a job or a hobby.Fifthly and finally, Lots of people are needed to recycle our stuff. That means there will be a lot of jobs, which is important for the economy. |

### Activity 2

What’s the English word?

Use the table below to write the [Language] words you don’t understand from the text ‘[Recycling]’ and the sentences or phrases that include those words. Have a guess on the words’ meaning in English and then check your print/digital dictionary before you write the English words in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| Write the [Language] word you don’t understand | Write the sentence or phrase that has this word | Write your guess. What do you think this [Language] word means?  | Check a print or digital [Language] – English dictionary to find the English word |
| [energy] | […we save lots of **energy**] | Your guess… | energy |
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#### Students with prior learning and/or experience

Create sentences in [Language]

Select any 5 [Language] words from the list above and make your own sentence.

1. [Word]

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1. [Word]

1. [Word]

1. [Word]

1. [Word]

### Activity 3

True (T) or False (F)

Read again the text ‘[Recycling]’ and write T (True) or F (False) next to each statement.

|  |  |  |
| --- | --- | --- |
|  | True | False |
| 1. [When we use fewer raw materials, we save lots of energy.]
 |  |  |
| 1. [Trees, water and minerals are all examples of natural resources.]
 |  |  |
| 1. [Recycling means more landfills.]
 |  |  |
| 1. [Recycling causes pollution.]
 |  |  |
| 1. [Recycling creates new jobs.]
 |  |  |

### Activity 4

  Create a picture dictionary

To better remember the new [Language] words you’ve learnt, make your own picture dictionary. Put the [Language] words/phrases in alphabetical order and draw a picture or paste/glue an image that represents each word/phrase.

|  |  |
| --- | --- |
| [Language] word or phrase | image |
| [rubbish on the beach] | Ugly Rubbish On A Otherwise Beautiful Island | Daniel Pietzsch ...["Ugly Rubbish On A Otherwise Beautiful Island"](https://www.flickr.com/photos/pie4dan/8247731568) by [Daniel Pietzsch](https://www.flickr.com/photos/pie4dan/) is licensed under [CC BY-NC 2.0](http://creativecommons.org/licenses/by-nc/2.0) |
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## Lesson 4

During this lesson you will write about the benefits of recycling for the school newsletter.

### Activity 1

### This is a writing activity.The benefits of recycling

You have been asked to write about the benefits of recycling for the school newsletter. Use vocabulary you have learnt in these lessons to write about two of the benefits of recycling. Use the success criteria below to help you with your writing.

**Success criteria**

I will be successful if I can:

* use the correct words or phrases to express my ideas
* write sentences with correct spelling, grammar and punctuation
* write sentences with the words in the correct order
* write neatly and clearly.

|  |
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| Benefit 1 |
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| Benefit 2 |
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#### Students with prior learning and/or experience

**Part 1** – You have been asked to write about the benefits of recycling for the school newsletter. Write about four of the benefits of recycling. Use the success criteria below to help you with your writing.

**Success criteria**

I will be successful if I can:

* use the correct words or phrases to express my ideas
* write sentences with correct spelling, grammar and punctuation
* write sentences with the words in the correct order
* write neatly and clearly.

|  |
| --- |
| Benefit 1 |
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| Benefit 2 |
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| Benefit 3 |
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| Benefit 4 |
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**Part 2** – Record yourself presenting four benefits of recycling to your class using language and images. Use the success criteria below to help you with your presentation.

**Success criteria**

I will be successful if I can:

* use a range of sources to gather information
* start the presentation with an appropriate greeting
* use correct sentences with correct grammar
* speak clearly and pronounce the words correctly
* speak in a well-paced manner without long pauses
* use appropriate images
* keep the other students engaged
* end the presentation in an appropriate way, for example, [Thank you for listening].

### Activity 2

Reflection

Think about the language you used to complete Activity 1. Think about the questions below and complete the table.

* Did you use the correct words to express your ideas?
* Did you spell the words correctly?
* **Did you use correct sentences with correct grammar and punctuation?**
* Did you write neatly and clearly?
* Are there any words or phrases you could learn in [Language] that could help you with this activity?

Use the two stars and a wish structure to guide your reflection.

|  |  |  |
| --- | --- | --- |
| StarSomething that went well! | Star Something that went well! | WishA goal for next time… |
|  |  |  |

#### Students with prior learning and/or experience

Think about the language you used to complete Activity 1. Think about the questions below and complete the table.

**Part 1**

* Did you use the correct words to express your ideas?
* Did you spell the words correctly?
* **Did you use correct sentences with correct grammar and punctuation?**
* Did you write neatly and clearly?
* Are there any words or phrases you could learn in [Language] that could help you with this activity?

Use the two stars and a wish structure to guide your reflection.

|  |  |  |
| --- | --- | --- |
| StarSomething that went well! | Star Something that went well! | WishA goal for next time… |
|  |  |  |

**Part 2**

* **Did you use a range of sources/texts to gather information?**
* **Did you start the presentation with an appropriate greeting?**
* **Did you use correct sentences with correct grammar?**
* **Did you pronounce the words correctly?**
* **Did you speak in a well-paced manner without long pauses?**
* **Did you use appropriate images?**
* **Were the students engaged? Did they enjoy your presentation?**
* **Did you end the presentation in an appropriate way, for example, [Thank you for listening]?**

Use the two stars and a wish structure to guide your reflection.

|  |  |  |
| --- | --- | --- |
| StarSomething that went well! | Star Something that went well! | WishA goal for next time… |
|  |  |  |