

4A That's rubbish!

Lesson plan

In this lesson, the topics are rubbish and recycling. Sts begin by reading and listening to a journalist talking about an experiment in which she tried living as a *freegan* – someone who tries to live off food they find in rubbish bins, which is still OK to eat but which people have thrown away. This leads into a vocabulary focus on rubbish and recycling, followed by pronunciation practice where the vowel sounds /ɪ/, /aɪ/, and /eɪ/ are contrasted. The first half of the lesson ends with Sts reading a questionnaire about waste and recycling, and then discussing their responses in small groups.

In the second half, Sts read an article about the benefits of recycling phones and the consequences of just throwing them away. Next, the grammar focus is on future forms: *will / shall* and *going to*. These forms are revised and contrasted, and then the uses (e.g. predictions, offers, plans, etc.) are extended. Finally, Sts talk about their own plans and predictions in small groups.

STUDY LINK

- Workbook 4A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable activities

- **Grammar** future forms p.146
- **Communicative** How green are you? p.174 (instructions p.162)
- **Vocabulary** Rubbish and recycling p.198 (instructions p.192)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Write the following dialogues on the board:
 - A** COULD YOU TAKE THE RUBBISH OUT, PLEASE?
B SURE, I'LL DO IT NOW.
 - A** I THINK I'VE PUT ON WEIGHT.
B RUBBISH. YOU LOOK EXACTLY THE SAME.
 - A** I THOUGHT THE FILM WAS RUBBISH.
B ACTUALLY, I LIKED IT.
- Ask Sts to decide what *rubbish* means in each dialogue. Elicit the answer for 1 (= things that people throw away), and elicit / explain that 2 and 3 are informal uses: 2 = I don't agree, 3 = very bad.

Now tell Sts that the topic of this lesson is the first meaning of rubbish.

1 LISTENING

- Books open. Do this either as an open-class activity or in pairs, and elicit as much information as possible. Try to elicit vocabulary for food, e.g. different kinds of fruit and vegetables, as this will help Sts later with the listening.

- Focus on the photo and the questions. Use the photos to pre-teach *bin* and *sell-by date*. Elicit answers from the whole class.

Encourage Sts to speculate about what the woman is doing and why, but don't tell them if they're right.

- Focus on the title of the article and the task. Elicit ideas as to what *freegan* means.

Now give Sts time to read the beginning of the article.

Check answers.

'Freegans' are people who look in rubbish bins for food to eat, not because they are poor or homeless, but because they are upset about how much good food is wasted.

You may want to point out that *freegan* rhymes with *vegan* /'vi:ɡən/ and that a *vegan* is someone who doesn't eat any animal products. Not all freegans are vegans, but freegans tend to eat a lot of fruit and vegetables as this is what people often throw away.

Extra support

- Ask more questions about the text, e.g. *How much good food is thrown away in Britain? (Four million tons every year.) What does the journalist decide to do and for how long? (Live as a freegan for three days.)*

- 2 29)) Tell Sts they are now going to listen to the journalist talk about her experience as a freegan.

Focus on the instructions and give Sts time to read the questions for Sunday and Monday. Play the audio once all the way through. Elicit / explain that *chilli con carne* (in 3) is a hot, spicy Mexican dish made with meat, beans and chillies, and that it is very popular in the UK.

Play the audio again for Sts to mark the first set of questions T (true) or F (false).

Get Sts to compare with a partner. Play the audio again, pausing if necessary after each answer is given.

Check answers, making sure (where relevant) Sts say why an answer is true or false.

Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

Sunday					
1 T	2 F	3 F	4 F	5 F	6 T
Monday					
7 F	8 T	9 F	10 T		

2 29))

(script in Student's Book on p.125)

N = Narrator, **L** = Liz, **A** = Ash, **R** = Ross

N Sunday

L Dave and I meet Ash and Ross, two London freegans who will train us how to find food in the rubbish. Ash is 21, and his friend Ross is 46. This is Ash.

- A** First, you need the right equipment. Take gloves and a torch. Also, you have to know where to go. Small to medium-size shops are probably best. The larger shops lock their bins.
- L** We're in the car park behind a supermarket. It's 5.00 p.m. and dark, so people don't notice us. Ash and Ross walk confidently to the bins, lift the lids, and start looking for food. The first bin bag we open contains frozen meals, including chicken curry and *chilli con carne*. The meals haven't been opened and the sell-by date is today. Underneath are ten tubs of ice cream, with the same sell-by date. At the bottom is a carton of eggs. The sell-by date is next week. Ross says this isn't surprising.
- R** We get a lot of eggs. Sometimes, if one breaks, they just throw away all of them. But, er, you know, just be careful when choosing what to eat. If the packaging is open or it's past the sell-by date, don't take it. Oh, and wash everything you find before you eat it.
- N** Monday
- L** Now it's time for Dave and me to try freeganism on our own. As we begin, it's freezing cold. After an hour and a half of searching, we still haven't found one unlocked bin. Eventually, we go behind a smaller supermarket and... success! The bins are open. There's a plastic bag full of vegetables at the bottom. So, while Dave holds the lid open, I reach in. A couple of people are watching us, and I'm so embarrassed. But the bag's full of potatoes, apples, and carrots, and there's nothing wrong with them. We'll make a nice soup with them. Now, we just need bread. We look inside a coffee shop's bin and there is some. But we're right outside the station and it's rush hour. We're too embarrassed to take it. So we go to the bins outside a nearby supermarket, where we find a plastic bag of sliced bread. The bag is unbroken and the sell-by date is today. At home, after washing the vegetables, we cook a delicious soup, which we have with the bread. Dessert is baked apples. Wonderful.

- e** **2 30**) Now focus on the questions for Tuesday and Wednesday and give Sts time to read them. Play the audio once. Then get Sts to compare answers with a partner, and play the audio again if necessary.

Tuesday

- 1 She didn't feel ill.
- 2 avocados and bread
- 3 vegetables and fruit – potatoes, peppers, a melon, and some salad
- 4 She doesn't understand it.
- 5 spicy pasta soup with vegetables, and a baked apple
- 6 No, they bought the pasta.

Wednesday

- 7 They smelled terrible.
- 8 sausages, cabbage, lemons, and some onions
- 9 A lot of food is thrown away for no good reason, and is the same as what you could buy in a shop.

2 30)

(script in Student's Book on p.125)

N = Narrator, L = Liz

N Tuesday

L I don't feel ill – a good start – so we enjoy a freegan breakfast of avocados, which were a present from Ash and Ross, and we have the rest of yesterday's bread. We decide to visit the bins by the supermarket where we found the vegetables yesterday. Again, we find lots of vegetables and fruit – potatoes, peppers, a melon, and some salad. The salad is close to the sell-by date, but if it were in your fridge, you'd eat it. Other sell-by dates are not for another week. I don't understand why they were thrown away. After a lunch of yesterday's soup, we search at bakeries but find nothing. Luckily, we've found enough food this morning for dinner and tomorrow's breakfast. We've decided that it's OK to use a few shop-bought ingredients such as pasta, so on the menu tonight is a spicy pasta soup with green peppers and the carrots from yesterday. For dessert we have another baked apple.

N Wednesday

L Today, after a breakfast of melon, we head off to check out the bins in the market, which smell terrible compared

with the supermarket rubbish. We find enough food to eat like kings: sausages, cabbage, lemons, and some onions. Although three days is a short time to live as a freegan, I've already learned that a lot of food is thrown away for no good reason. Perhaps I should continue with my freegan lifestyle? After all, the food we found, after a good wash, was the same as the food you buy in a shop. Except, of course, it was free.

- f** Do this as an open-class activity. Encourage Sts to give reasons to justify what they say, and tell them what you think.

2 VOCABULARY rubbish and recycling

- a** Focus on the instructions and the three sentences from the listening. Put Sts in pairs to see if they can remember any of the words.
- b** **2 31**) Play the audio for them to check their answers. Model and drill pronunciation.

2 31)

- 1 Ash and Ross walk confidently to the **bins**, lift the **lids**, and start looking for food.
- 2 At the bottom is a **carton** of eggs.
- 3 If the **packaging** is open or it's past the **sell-by date**, don't take it.

- c** Tell Sts to go to **Vocabulary Bank Rubbish and recycling** on p.156.

Focus on **1 Rubbish: nouns and phrasal verbs** and get Sts to do **a** individually or in pairs.

2 32) Now do **b**. Play the audio for Sts to check answers. Then play it again pausing after each word or phrase for Sts to repeat.

2 32)

1 Rubbish: nouns and phrasal verbs

Nouns

- | | |
|-----------|----------------------|
| 1 rubbish | 5 waste-paper basket |
| 2 waste | 6 dustman |
| 3 bin | 7 landfill site |
| 4 bin bag | |

Focus on **c**. Sts complete the sentences individually or in pairs.

2 33) Now do **d**. Play the audio for Sts to check answers. Play it again, pausing after each sentence for Sts to repeat.

2 33)

Phrasal verbs

- 1 If that pen doesn't work, just **throw it away**. I hate having pens around that don't work.
- 2 Please could you **take out** the rubbish? I did it yesterday.
- 3 I'm moving house in a few weeks, and I've decided to **give away** a lot of books and clothes to a charity shop.
- 4 In many countries there are special containers for used glass and cardboard. People then come and **take it away** to be recycled.

Highlight that all four phrasal verbs are separable, i.e. they can have an object after the particle or between the verb and the particle. Remind Sts that if the object is a pronoun (e.g. *it*) then it **must** go between the verb and the particle, e.g. *Throw it away*.

Now focus on **2 Packaging**. Make sure Sts know the meaning of *packaging* (= materials used to wrap or protect goods that are sold in shops). Model and drill