

Lesson 1 – Understanding Reuse and Recycling

1. Warm-up Discussion

Ask students to discuss in pairs:

1. What items do people usually throw away too quickly?
2. Do you ever reuse things instead of throwing them away?
3. What are the environmental benefits of reusing materials?

Then collect ideas as a class.

2. Vocabulary: Reuse and Waste

Task A – Match the words with definitions

Word	Definition
1. landfill	a. using something again instead of throwing it away
2. reuse	b. to change waste into new materials
3. recycle	c. a place where rubbish is buried in the ground
4. durable	d. able to last for a long time
5. waste	e. materials that are thrown away

Answers:

1-c, 2-a, 3-b, 4-d, 5-e

Task B – Fill in the gaps

Use the words: **reuse, landfill, recycle, waste, durable**

1. Many plastic bottles end up in _____.
2. Instead of buying new jars, you can _____ old ones.
3. Glass and paper are easy to _____.
4. We produce too much _____ every day.
5. Metal products are usually very _____.

3. Reading

Text: *Why Reusing Materials Matters*

Every year people produce millions of tons of waste. Much of this waste ends up in landfills or oceans, where it damages the environment and wildlife. However, one effective way to reduce waste is to reuse materials instead of throwing them away.

Reusing materials means using an item again for the same purpose or for a different one. For example, glass jars can be reused to store food, and old clothes can be turned into cleaning cloths. This helps reduce the need to produce new materials.

Another advantage of reuse is that it saves energy. Manufacturing new products usually requires raw materials, transportation, and large amounts of energy. When people reuse items, fewer resources are needed.

Many communities now encourage reuse through repair cafés, second-hand shops, and creative recycling projects. These initiatives help people understand that waste can often become a valuable resource.

If more people choose to reuse materials, the amount of waste in landfills will decrease, and the planet will benefit.

Reading Comprehension

Task A – True or False

1. Most waste is recycled successfully.
2. Reusing materials can save energy.
3. Glass jars cannot be reused.
4. Repair cafés help people fix items instead of throwing them away.
5. Reusing materials can reduce landfill waste.

Task B – Answer the questions

1. Why is waste a problem for the environment?
2. What are two examples of reusing materials?
3. Why does reuse save energy?
4. What are repair cafés?

4. Grammar Focus – Passive Voice

Explain that **environmental processes are often described using passive voice.**

Example:

- People recycle glass → Glass **is recycled**.

Task A – Change to Passive

1. People throw away millions of plastic bottles.
2. Companies produce large amounts of packaging.
3. Many communities organise repair cafés.
4. Factories recycle aluminium.

Task B – Complete the sentences

Use the correct passive form:

1. Glass bottles _____ (reuse) many times.
2. Old furniture _____ (repair) in many workshops.
3. Paper _____ (recycle) in special factories.
4. Plastic bags _____ (use) by millions of people every day.

Lesson 2 – Creative Reuse and Sustainability

1. Warm-up

Ask students:

- What unusual things can be made from recycled materials?
- Have you ever made something new from old items?

2. Vocabulary: Collocations

Match the verbs with nouns.

Verb	Noun
reduce	materials
save	energy
protect	rubbish
reuse	waste
throw away	the environment

Students make sentences using the collocations.

Example:

"We should reduce waste at home."

3. Reading

Text: *Creative Ways to Reuse Materials*

Many people think recycling is the only solution to waste, but creative reuse can be even more effective. Around the world, artists, designers, and communities are finding innovative ways to reuse materials.

For example, some designers create furniture from wooden pallets. Others make fashionable bags from old advertising banners. These ideas show that materials that seem useless can still have value.

Schools and community centres often organise workshops where people learn how to repair broken items or transform waste into useful products. These activities not only reduce waste but also teach practical skills.

Creative reuse also encourages people to think differently about consumption. Instead of buying new items, people learn to repair, redesign, and reuse what they already have.

As a result, creative reuse supports both environmental protection and sustainable lifestyles.

Reading Tasks

Task A – Multiple Choice

1. Creative reuse is
 - a) less useful than recycling
 - b) another way to reduce waste
 - c) only used by artists
2. Designers sometimes make furniture from
 - a) glass bottles
 - b) wooden pallets
 - c) plastic bags
3. Workshops teach people how to
 - a) repair items
 - b) throw things away
 - c) buy new products

Task B – Discussion

- Why do people buy new things instead of repairing old ones?
- Is creative reuse popular in your country?

4. Grammar Focus – Modal Verbs for Advice

Explain:

- **should / shouldn't**
- **can / could**

Example:

- People **should reuse** materials.
- We **could repair** broken furniture.

Task A – Complete the sentences

1. People _____ reduce plastic use.
2. We _____ reuse glass jars at home.
3. Governments _____ encourage recycling programmes.
4. People _____ throw away usable items.

Task B – Write advice

Give advice about waste reduction.

Example:

- People should bring reusable bags.

Students write **4–5 sentences**.

5. Speaking Activity (Optional Final Task)

Project task

Students work in small groups and design a **creative product made from reused materials**.

They must explain:

- What materials they will reuse
- What the product will be
- Why it is useful

Groups present their ideas to the class.

Engaging speaking games for B2 students on the topic *Reuse of Materials*.

1. “Trash to Treasure” Pitch (Creative Speaking)

Time: 15–20 min

Skills: persuasion, creativity, fluency

Instructions:

1. Put students in small groups (2–3).
2. Give each group 3–4 “waste items”:
 - plastic bottles
 - old clothes
 - cardboard boxes
 - glass jars
3. Task: Invent a **new product** using these materials.

They must present:

- What the product is
- Who it is for
- Why it is useful
- Why it is eco-friendly

Add competition: class votes for:

- Most creative
- Most useful
- Most realistic

2. “Would You Throw It Away?” (Discussion Game)

Time: 10–15 min

Skills: expressing opinions, justification

Instructions:

Present situations:

1. A T-shirt with a small hole
2. A cracked phone screen
3. Old textbooks
4. A broken chair
5. A plastic container

Students must say:

- Keep / reuse / repair / throw away
- Explain WHY

👉 Encourage:

- “I would keep it because...”
- “It could be reused as...”

3. “Reuse Debate” (Mini Debate)

Time: 20 min

Skills: argumentation, critical thinking

Topics:

- “Recycling is better than reusing.”
- “People are too lazy to reuse materials.”
- “Companies are responsible for waste, not individuals.”

Instructions:

1. Divide class into **for/against teams**
2. Give 5 minutes to prepare
3. Students debate

Add roles:

- speaker
- note-taker
- summary speaker

4. “Find Someone Who...” (Movement Game)

Time: 10–15 min

Skills: question formation, fluency

Worksheet prompts:

Find someone who:

- reuses plastic bags
- has repaired something
- buys second-hand clothes
- avoids plastic packaging
- has made something from waste

Students ask:

- “Have you ever...?”
- “What did you do?”

5. “Eco-Problem Solver” (Role Play)

Time: 15–20 min

Skills: functional language, problem-solving

Scenario:

“You are part of a city council. Your city produces too much waste.”

Roles:

- environmental expert
- business owner
- student
- mayor

Task:

Discuss and agree on:

- 3 solutions to reduce waste
- how to encourage reuse

Useful language:

- “We should...”
- “What if we...?”
- “That might work, but...”

6. “Guess the Object” (Speaking + Vocabulary)

Time: 10 min

Skills: describing, paraphrasing

Instructions:

1. Student thinks of an object made from reused material
2. Describes it WITHOUT naming it

Example:

- “It’s made from plastic bottles and used to grow plants.”

Others guess:

“Is it a vertical garden?”

7. “Ranking Game” (Critical Thinking)

Time: 10–15 min

Task:

Rank these from most to least useful:

- reusing clothes
- recycling plastic
- repairing electronics
- using reusable bags
- buying second-hand

Students must:

- agree as a group
- justify decisions

8. “Speed Chat” (Fluency Practice)

Time: 10 min

Students rotate every 2 minutes and answer:

- How can we reduce waste at home?
- What do you reuse regularly?
- Should governments punish waste?
- Is recycling enough?

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