

English

Level 1

Type of Pack: Taster/Introduction



Name:



**Prison
Education**

 HM Prison &
Probation Service

INTRODUCTION

Hello...

We hope you find this **Taster/Introduction Pack** easy to follow and interesting whilst in Lockdown.

This pack contains a variety of activities that you may see when starting on the course.

These activities should be easy to follow but where there are questions, we would encourage you to have a go without looking at the answers to see how you get on.

CONTENTS – A Introduction English L1

- **Developing reading skills**
- **Understanding texts**
- **Further reading activities**
- **Developing writing skills**

Developing skills activities

Right to recycle

Help Oakland Borough Council GO GREEN!

What can I put into my recycling bin?

Help us to recycle more by using your green bin correctly. Putting the wrong things into recycling bins sometimes means that entire collections can end up having to be sent to landfill sites as contaminated waste. By following the information contained in this leaflet, you can make sure reusable packaging and materials end up getting recycled.

Don't forget waste is not only about food, drink and papers. Did you know that when your mobile phone is no longer usable you can take it to a mobile phone provider and they will recycle it for you?

Now that shops charge every time you need a plastic bag, try to remember to use them more than once. When you need to replace a printer cartridge, think about buying one that has been made using old cartridges. All these little things will help us 'go green'.

So what can be put into your recycling bin? Look at your items to see if they are recyclable:

Glass bottles and jars

All types of jars and glass bottles without lids.



Plastic tubs and bottles

Margarine tubs, yoghurt pots and washing-up liquid bottles. Please remove their lids. Currently, no other plastics can be accepted.



Source document 1

Source document 1 (continued)

Cardboard and paper	
Cereal boxes, cardboard packaging, computer paper, newspapers, food sleeves, cartons, corrugated card, magazines, catalogues, brochures and envelopes. No wrapping paper. No card that still has food on it. Clean card only (please wash food off the card).	
Cans and tins	
Food tins (washed out), drinks cans, biscuit tins, chocolate tins and aerosol spray cans. Check spray cans are empty.	

When you are out shopping, buy products that have been made from recycled material. You can tell if a product is eco-friendly by looking at the label on the packaging.

Try to buy products that can be recycled, for example, glass jars and tin cans: if you have to buy something in a plastic bottle, try to use the bottle again.

Unfortunately, we do not accept any form of clothing for recycling in your green bin. To find a local clothing bank to recycle unwanted clothes, go to:
www.oaklandboroughcouncil.co.uk/clothingcentres

For more information on recycling please visit www.oaklandboroughcouncil.co.uk/recyclingadvice

**Thanks for helping us to reach last year's target
of 35% of waste to be recycled – now let's achieve
40% this year!**

12 High Rise Crescent
Oakland
OK3 6RT
Sanjay.Mistry@googlemail.com

25 January

Mr Terry Salford
Oakland Borough Council
Oakland
OK1 3QH

Dear Terry Salford,

Re: Missed Recycling Collection

I am writing about the poor service I have received regarding the collection of my rubbish. The refuse collectors have **not emptied (1)** my recycling bin twice in the last two months which I am not happy about. I know you are trying to **tell (2)** people to recycle more, but people in my street keep getting missed.

I left my recycling bin out for collection on Monday evening of this week ready for it to be collected on Tuesday morning. But when I returned home from work that night I **saw (3)** that it was still full. Everyone else on my street has had theirs emptied. To make matters worse, some cardboard boxes and a broken glass jar were left outside my house and they were not there when I left in the morning. I guess they must have fallen out of someone else's bin when it was emptied.

Your recycling service is getting worse. I have read in the local newspaper that you are thinking about having three different boxes for the various types of recycling and **stopping (4)** our current green recycling bin. That is going to make it much more difficult to recycle. I know there have been times when the wrong type of waste was left out on my street. It would surely be better to spend money on educating residents about how to recycle and start to collect it weekly instead of making the rules for waste management even more difficult.

Please arrange for my bin to be emptied as soon as you can. I will leave the bin outside my house until this has been done. I am not going to use a recycling point as you **suggested to (5)** a neighbour when their collection was missed.

Yours sincerely,

Sanjay Mistry

Source document 2

Developing reading skills

Activity 1

This activity will help you to work on the skills and strategies you need for effective reading.

1. Look at Source document 1. What sort of document is it?

2. How do you know?

What are
the key
features of
this
document?

3. Find the **words** in the text which match the following **definitions**:

Definition

Word in text

- a container in which unwanted or used items go
- unwanted material
- can be used again (adjective)
- something which is not harmful to the environment
- materials often used to protect goods
- an objective or goal

4. How do the words you have found in question 3 (above) help you to understand what the text is about?

5. List **four** layout features that make information stand out to the reader.

6. Which layout features support your answer to question 1?

7. Do you think this is a **formal** or **informal** document? Why?

Reading more deeply – sometimes called reading for detail.

8. Why do we need to read documents for detail?

9. People read for detail in different ways using different techniques, e.g. using highlighters or pens to highlight important information, making notes at the side, asking themselves questions about each paragraph. What strategies or techniques do you use?

You don't have to know every word you have read. Use other clues too.

Activity 2

Understanding texts – Source document 1

This activity will check your understanding of what you have read.

1. According to the leaflet what are the **four** main groups of waste for recycling?

2. Where can you find out more information about recycling in Oakland?

3. Name **two** types of plastic the council say can be recycled.

4. What could happen if the wrong waste is put into a recycling bin?

5. Name **two** of the things Oakland Borough Council state residents should do to items before they are put in recycling bins?

6. Where does the council say you can recycle clothing?

7. Apart from food waste, drink and clothing, what suggestions are given for 'going green'?

8. What is the target percentage of waste the council wants to recycle this year?



Activity 3

Understanding texts – Source document 2

This activity will help you to work on the skills and strategies you need for effective reading.

1. Look at the letter from Mr Sanjay Mistry.

Note! Some words are in *italics and numbered*; don't worry, you will look at these later.

Skim the letter and answer the questions below:

- a Is it formal or informal?


- b What is the purpose of the letter?

Skimming is reading briefly to get an impression of the text.

2. Now **scan** the letter to pick out words or information that support your answer to question 1 above (list these below):

- ---
- ---
- ---
- ---
- ---

Scanning is reading to look out for key words and information to get a general understanding.

3. Now go back to the words in italics in the text. These are not the writer's original words. Draw a line  to connect the words below to the number, to choose which words you think Sanjay actually wrote:

getting rid of

advised

discovered

encourage

missed

(1)

(2)

(3)

(4)

(5)

4. The words presented in texts can indicate how the reader is feeling or the point they are trying to make. Write about how you think Sanjay is feeling and find some words in the text that support this.

5. Identify **three** ways in which the letter has been laid out that makes it clear for the reader.

6. Now read the letter again, this time in detail. Ask yourself some questions before reading. What are you hoping to find out?

You may need to check unknown words to help your understanding.

Main points:

When reading for detail you are looking for specific information and features to get a full understanding of the text.



Activity 4

Understanding texts – further questions.

This activity will check your understanding of what you have read.

1. Why has Sanjay written this letter?

Tick **one**

- a To ask the council to provide more recycling bins. ☐
- b To give feedback about a new recycling scheme. ☐
- c To suggest a timetable for residents' collections. ☐
- d To complain about the current recycling service. ☐

2. List **three** actions Sanjay wants the council to take.

3. Give **three** examples of the writer's view of Oakland Borough Council's recycling service.

4. Give **three** examples of what has been happening at High Rise Crescent.

5. According to Sanjay, what is the council possibly going to do that he disagrees with?

6. Where did the writer find out about possible changes in the recycling service?

7. What is Sanjay not prepared to do now?

When reading:


- ✓ skim to gain an idea of the text
- ✓ scan to look for specific information
- ✓ read in detail, one section at a time, for deeper understanding.

Remember!

Developing writing skills

Activity 5

1. You need to contact the council to request a bigger bin size for your family. The council will only accept a written request from residents by email. Here is their advert:




City Council

Contact us to obtain a **larger bin**.

If there are six or more permanent residents in your household, or if a member of your household has a medical condition that results in the creation of additional **waste**, you may be eligible for a **larger bin**.

Contact Kier via our contact email contactwheeliebins@citycouncil.co.uk and **request a larger bin**.



Before writing your email, consider the following:

- Plan what you are going to say, including the reasons for needing a bigger bin.
- Make sure you use format and structure suitable for a formal request.
- Write your request in the email template (on the next page).
- Proofread! Make sure you check your spelling and grammar, and are happy with the final version.

Now plan! Use this space to make a short plan of what you are going to write.

Now write! Write your email below:



To>>

contactwheeliebins@citycouncil.co.uk

Send

Subject:

Request for a larger wheelie bin

Activity 6

Identify the **spelling errors** in these sentences and write the correct spelling (there may be more than one spelling error in each sentence). **(21)**

- a Retailers should use recyclable black packageing for food. _____

- b There is too much plastic polution in our ocaens and rivers. _____

- c Fast food sellers should pay a penalty for there discarded containers. _____

- d Plastic strawers and cuttlery should be banned in the UK. _____

Activity 7

Give two facts about recycling and two of your opinions on recycling below. Make sure you express your opinions clearly. **(21)**

Facts

- a. _____

- b. _____

Opinions

a. _____

b. _____

Activity 8

Complete the following text with the most appropriate word from the following list:

- produce
- detect
- appealing
- households
- commonly

The black plastic trays used by supermarkets also cause a problem in our recycling system. These trays are often used as food packaging as their dark colour makes food stand out and look more This tactic obviously works as it is estimated that UK households 30,000 to 60,000 tonnes of black plastic waste every year. However, most UK recycling centres use infrared sorting machines which cannot the dye used in these black plastics. Only 22% of UK can actually recycle them.

When writing, choosing words around a context can make your message clearer to the reader.

Source: <https://www.varsity.co.uk/science/17137>

Activity 9

Correct the **punctuation or grammatical errors** in these sentences (there may be more than one):

1. The council have brought in charges for disposing household waste at a local recycling centres.

2. Since the 5 pence plastic bag charge was introduced across the UK our consumption of these single-use bags has gone down by 80%?

3. Evidence from surveys show that as many as 70% of people do not know what they can and can't recycle.

Developing speaking, listening and communication skills

Activity 11

You will need to give a short **presentation when you are on the course**. To practice this, use the information below to plan your presentation. The title of your presentation will be '**Recycle? I'd rather reuse, reduce and prevent waste!**' You should aim to speak for between 5–8 minutes. **Try practising on your own to see how long**

You should consider and talk about the following points:

- Choosing products that are less packaged
- Using reusable coffee cups
- Buying second-hand
- Repairing rather than throwing away
- Trying to go plastic free

Plan your ideas here:

Practising all skills 🗨️ 📖 ✍️



Activity 12

When back in class you may be asked to do a survey with the people you are working with. Prepare a list of questions (Do they recycle? Are they careful recyclers? Do they recycle items that are not collected by the council?). Write a questionnaire, complete a survey and compile the responses (you'll be using some maths here too!). If you are feeling confident with your research, why not have a go at presenting it to the people you are working with? You can use the space below to plan and draft some questions.

[illegible]

