




# Do Something Wholesome


The Environment

## - Teacher's Insights -

### At a Glance

-  30-45 minutes
-  B1, B2
-  speaking & uses of 'get' (not phrasal verbs)

### Preparation

-  0-5 minutes
- Print one worksheet for each student.
- Print the Teacher's Insights or keep them at hand as they contain the answers to the exercises.

### Exercise Summary

- Kickoff:** understanding the concept of "wholesome" and icebreaker question
- Vocabulary:** match pictures to descriptions
- Word Focus:** match the uses of 'get' with their meanings
- Speaking I:** connect the 'get' sentences with wholesome activities and talk about each one
- Speaking II:** discuss wholesome experiences

**Kickoff:** Read the definition of "wholesome" and answer the question.

This kickoff helps students understand the meaning of the word "wholesome" and associate it with different activities, preparing them for the speaking activities.

A wholesome activity is a nice activity which is likely to improve your life physically and/or mentally.

Q. What wholesome things have you done recently?

**Vocabulary:** Match the pictures to the wholesome activities described below.

This activity introduces students to a few activities that can be considered wholesome. It also teaches them the vocabulary they need for **Speaking I** and **Speaking II**.

From left to right: picture 1 = make things from recycled objects; picture 2 = do some volunteer work; picture 3 = go litter picking; picture 4 = salvage and restore some old furniture; picture 5 = do up some old clothes; picture 6 = plant your own vegetable patch.



do some volunteer work	do up some old clothes	make things from recycled objects	salvage and restore some old furniture	plant your own vegetable patch	go litter picking
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## The Environment

### Word Focus: Match the use of the word 'get' in each case to its meaning.

Students see some of the base meanings of the word 'get'. This does not include its phrasal verbs. It will improve their understanding of this versatile word and help them with the coming activities.

obtain	have the chance to	go	becomes	buying	taking/catching
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1. You get to meet a lot of people. = *have the chance to*
2. If it goes well, you can get fruit and vegetables to use in your cooking. = *obtain*
3. Instead of getting the bus, you could walk to work and do it on the way. = *taking / catching*
4. You can make a nice purse instead of getting one at the shops. = *buying*
5. It's a fun activity to do when the weather gets nice. = *becomes*
6. It's a great way to get outdoors as a family. = *go*

### Speaking I: Now, match the sentences to the activities from the introduction.

You might match some sentences with more than one activity. Give reasons for each one.

This activity is a speaking activity more than a matching activity. For example, students may consider that you get to meet people when doing some volunteer work, but also when litter picking as its usually an activity done in groups. So, "right" or "wrong" answers are not given, and students should speak about their suggestions.

### Speaking II: Read and answer the questions.

By answering the questions, students will engage with the topic and share their thoughts, experiences, and opinions related to the activities. Encourage them to use 'get' with its different meanings when they talk.

1. Have you ever done any of the activities shown above?
2. Why do you think these activities are described as "wholesome"?
3. What other benefits do they have?
4. Do you consider these activities to be fun?
5. What other activities would you add to the list?

### Extra Activity: Wholesome Brainstorm & Presentation

In case there is extra time, this activity encourages students to brainstorm more wholesome activities and present them to the class.

Divide students into pairs or small groups. Ask each group to brainstorm and come up with 2-3 additional wholesome activities not mentioned in the class so far. They should consider the benefits and reasons why these activities are wholesome. Give each group 5-7 minutes to discuss and prepare a short presentation about their chosen activities. Have each group present their wholesome activities to the class, explaining the benefits and why they believe these activities are wholesome.