This lesson requires students to report conversations; classify; interpret a cartoon; view a video and listen for specific terms; read a brochure and extract information (timed); create a concept map or web; respond to and summarize relevant listening selections; compare attitudes toward waste management; express predictions; and write different types of short paragraphs. Possible vocabulary includes words from the Academic Word List and everyday items.
SLO 2.3.1 Use the structures and language features...

SLO 4.7 Use the English language to participate in community...

SLO 5.1 Identify common themes and symbols...

SLO 5.4 Show understanding of the effect of cultural background...

SLO 6.1.6 Use self-monitoring to check...

SLO 6.2.7 Use elaboration...

SLO 6.2.9 Use summarization...

**Activation**

Discuss the results of students’ informal survey of older adults about the items they threw out when they were young. Why did they discard the items? Where did they dispose of them? Would some of the things they discarded before be handled differently today?

Ask students to write a brief summary of the findings in their journal. Compare the past and present, using appropriate verb tenses and time indicators.

<table>
<thead>
<tr>
<th>Language Features</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>consume, discard, contaminate, reduce, reuse, recycle, dump, waste, litter, landfill, green (environmentally friendly), renewable, non-renewable, feasible, manage, three Rs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structures</th>
<th>verbs tense review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>time clauses and adverbs</td>
</tr>
</tbody>
</table>

| Discourse Features | phrases for reporting conversation |

Discuss the meaning of the three Rs: Reduce, Reuse, and Recycle.

Have students do a Word Sort: Label three columns with the terms “reduce,” “reuse,” and “recycle.” Dictate a series of everyday products and have students dispose of them by writing them in the column that is most environmentally friendly and most feasible. Share results.

<table>
<thead>
<tr>
<th>Language Features</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>names for everyday products (students may have surprising gaps in this area)</td>
</tr>
</tbody>
</table>

<p>| Academic Language Functions | classification |</p>
<table>
<thead>
<tr>
<th>Student Learning Tasks</th>
<th>Teacher Notes and References</th>
</tr>
</thead>
</table>
| Discuss the results of the informal survey. (C) | While environmental stewardship is a major theme in Manitoba schools, EAL students may have had quite different experiences in their home cultures. The discussion in this lesson, beginning with the results of the surveys, may be very wide-ranging, especially with students from emerging economies.

| Write a brief summary of the findings in their journal. Compare the past and present, using appropriate verb tenses and time indicators. (I) | |
| Do a Word Sort using the terms “reduce,” “reuse,” and “recycle.” Share your results. (I) (C) | Visual of the recycling triangle (teacher-provided) |
### Outcomes

<table>
<thead>
<tr>
<th>SLO 1.5</th>
<th>Examine and interpret various visual media…</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.6</td>
<td>Interpret a range of texts…</td>
</tr>
<tr>
<td>SLO 5.4</td>
<td>Show understanding of the effect of cultural background…</td>
</tr>
<tr>
<td>SLO 6.2.5</td>
<td>Use deduction and induction…</td>
</tr>
<tr>
<td>SLO 6.2.8</td>
<td>Use imagery in the form of mental or actual pictures…</td>
</tr>
</tbody>
</table>

### Instructional and Learning Sequence

Examine the cartoon related to consumption for topic and situation.
- What is an environmentally safe product?
- What idea does this cartoon communicate?
- Who is the likely audience?
- What is the purpose?
Discuss as a class.

### Sequence 2

View a video on recycling. Pre-select 7 to 10 important terms and list them out of order in a chart. As students watch the video have them number the terms in the order that they hear them. Then students guess the definition of each word, or use a dictionary.

Watch the video a second time and complete the chart by adding the phrase or sentence where the words were found. Discuss the audience and purpose of the video in light of the language used.

<table>
<thead>
<tr>
<th>Language Features</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>selected from the video</td>
</tr>
</tbody>
</table>
Analyze Handout 2-44: “Consumption Cartoon” for the following:

- What is an environmentally safe product?
- What idea does this cartoon communicate?
- Who is the likely audience?
- What is the purpose? (I) (C)

View a video on recycling and, on Handout 2-45: “Video Listening Guide,” number the words in the order you hear them.

Guess the definition of each word or use a dictionary.

Watch the video a second time and complete the chart by adding the phrase or sentence where the words were found. (I)

Discuss the audience and purpose of the video in light of the language used. (C)
Outcomes

<table>
<thead>
<tr>
<th>SLO 1.1</th>
<th>Engage with increasingly difficult oral and/or visual texts…</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.2</td>
<td>Respond to texts with increasing independence…</td>
</tr>
<tr>
<td>SLO 1.4</td>
<td>Show an awareness of organizational patterns…</td>
</tr>
<tr>
<td>SLO 1.6</td>
<td>Interpret a range of texts…</td>
</tr>
<tr>
<td>SLO 3.1</td>
<td>Seek, organize, and synthesize information…</td>
</tr>
<tr>
<td>SLO 5.1</td>
<td>Identify common themes and symbols…</td>
</tr>
<tr>
<td>SLO 6.1.1</td>
<td>Use advanced organization…</td>
</tr>
<tr>
<td>SLO 6.1.2</td>
<td>Use organizational planning…</td>
</tr>
<tr>
<td>SLO 6.1.3</td>
<td>Use directed attention…</td>
</tr>
<tr>
<td>SLO 6.3.2</td>
<td>Use co-operation…</td>
</tr>
</tbody>
</table>

Instructional and Learning Sequence

### Sequence 3

**Timed Reading (Scanning)**

Introduce the brochures. Give one set of brochures to each group of students. If students are unfamiliar with the format, point out the flow of information. Have students identify source (MPSC), intended audience, purpose, and form.

Give students a list of specific questions about facts found in the brochures and a short period of time (several minutes) to find as many answers as possible. Have students use the Jigsaw technique and divide the brochures among group members.

As a class, discuss the differences between the situation in Manitoba and in students’ home countries.

<table>
<thead>
<tr>
<th>Language Features</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note the genre of a brochure</td>
<td><strong>brochure</strong>, stewardship (note -ship suffix), metric tonne, trash, disposable, alternative, hazardous, swap, leftover, flammable, caustic, toxic, bulk, municipal, aluminum, scrap iron, pedestrian, litter, sponsor, anti-litter, abatement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discourse Features</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrases for comparison and contrast</td>
<td><strong>note</strong> the genre of a brochure</td>
</tr>
</tbody>
</table>
Assignment

a) In small groups, use the Jigsaw technique to scan **Handout 2-46: “Recycling Facts”** for answers to specific questions within the time given. (G)

b) Discuss the differences between the situation in Manitoba and in students’ home countries. (C)

Sequence 4

This can be done in class or outside class if students have computer access.

Listening/Speaking Activity

Before listening, have students use the title to predict the topic and words that might be included in “Saving the Earth” (interview, “medium difficulty,” 1:07; listening exercises included). After listening, check lists of words.

OR

“A Greener World” (lecture, “very difficult,” 3:17; listening exercises included). Analyze this short lecture for discourse markers that signal the main points. Explain and exemplify.

Ask students to listen for main ideas, then summarize in two to three sentences; listen again and do comprehension question; third listening, summarize in 50 to 100 words; listen once again while reading the script, paying attention to phrasing, intonation, pauses, stress, et cetera.

Then have students discuss in a small group what each “key” requires.

Language Features

Vocabulary

From AWL: achieve, awareness, commentator, concept, consumer, corporate, crucial, decade, dispose, equipment, established, exceeds, final, grants, implementing, incentives, involved, link, methods, process, regions, remove, research, resources, sector, technology

Discourse Features

“three keys… first key…”
**Student Learning Tasks**

**Assignment**

a) Use the title to predict the topic and words that might be included.

b) After listening, check lists of words. (I) (C)

OR

a) Listen to “A Greener World” (lecture). Analyze this short lecture for discourse markers that signal the main points.

b) Listen for main ideas, then summarize in two to three sentences; listen again and do the comprehension question; third listening, summarize in 50 to 100 words; listen once again while reading the script, paying attention to phrasing, intonation, pauses, and stress. (I)

c) Discuss in a small group what each “key” requires. (B)

**Teacher Notes and References**

- **Handout 2-47:** “Saving the Earth”
- **Handout 2-48:** “A Greener World”

**Internet Resources:** “A Greener World” lecture at: <www.esl-lab.com/world/worldrd1.htm>  
“Saving the Earth” interview at: <www.esl-lab.com/enviro1/enviro1.htm>

OR

Substitute other short talks about recycling from TV, radio, or the Internet.

Students can use the script as a model for role play.

These resources are excellent for individual students to use in a computer lab, or for classes to use with one computer and media projector.

Provide a skeleton listening outline of ideas based on the transcript that is available.

Preview the discourse markers and important vocabulary.
Outcomes

- **SLO 1.7** Evaluate a given text...
- **SLO 2.1** Show sufficient control over linguistic structures...
- **SLO 2.2** Use several visual techniques...
- **SLO 2.3** Produce a variety of short and extended text forms...
- **SLO 2.4** Use the steps of the writing process...
- **SLO 3.2** Develop and implement a plan for researching...
- **SLO 4.1** Use language to encourage...
- **SLO 4.2** Communicate effectively to work with others...
- **SLO 6.1.2** Use organizational planning...
- **SLO 6.1.6** Use self-monitoring to check...
- **SLO 6.2.7** Use elaboration...
- **SLO 6.2.8** Use imagery in the form of mental or actual pictures...
- **SLO 6.2.11** Use transfer...
- **SLO 6.2.12** Use inferencing to guess the meanings...
- **SLO 6.2.13** Use recombination...
- **SLO 6.3.1** Use questioning for clarification...
- **SLO 6.3.2** Use co-operation...

Instructional and Learning Sequence

### Sequence 5

#### Options

- **Speaking**: Show a “blue box” or a visual of one. Discuss residential recycling programs in Canada. Compare attitudes toward waste/litter in students’ home countries.

- **Writing/Speaking**: With a partner, have students choose one waste management problem in their immediate environment (e.g., school, neighbourhood, or city), and create a web or concept map of possible or already implemented solutions and their consequences. Share maps with the class. Encourage questions.

- **Writing**: Assign students to write a compare/contrast paragraph on strategies for waste management, based on what they have read about Manitoba and their country of origin. Alternatively, have students research uses for one recyclable (e.g., plastics) and write a paragraph explaining the process and the products.

**Speaking**: Working with a partner or small group, have students imagine that they are having a test on the content material studied in this module so far. Have them predict several terms that would likely be on a test and three short-answer essay questions that the teacher might ask. Present the questions and the answers to the class. The class can evaluate the likelihood of the items being tested and the correctness of the answers.

### Language Features

<table>
<thead>
<tr>
<th>Structures</th>
<th>Discourse Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>question forms (review)</td>
<td>prediction and hedging (modals)</td>
</tr>
<tr>
<td>asking opinions</td>
<td></td>
</tr>
</tbody>
</table>
### Student Learning Tasks

Discuss residential recycling programs in Canada. Compare attitudes toward waste/litter in your country of origin. (C)

OR

**Assignment**

With a partner, choose one waste management problem in your immediate environment (e.g., school, neighbourhood, or city), and create a web or concept map of possible or already implemented solutions and their consequences. Share maps with the class. (P) (C)

OR

Write a compare/contrast paragraph on strategies for waste management, based on what you have read about Manitoba and your country of origin. Or, research uses for one recyclable (e.g., plastics) and write a paragraph explaining the process and the products. (I)

**Speaking:**

Working with a partner or small group, imagine a test on the content material studied in this module. Predict several terms that would likely be on a test and three short-answer essay questions that the teacher might ask. Present the questions and the answers to the class. (E) (C)

### Visual:

“Blue box” for residential recycling (teacher-provided)
Outcomes

SLO 3.1 Seek, organize, and synthesize information...
SLO 6.1.7 Use problem identification...
SLO 6.1.8 Use self-evaluation to check...
SLO 6.2.1 Use resourcing to access...
SLO 6.2.4 Use note taking...

Instructional and Learning Sequence

Project

Time to continue work on the environmental project.

Roundup (options)

Have students:

- Add to their personal dictionaries.
- Write a list of 10 ways that they personally can do the three Rs in their journals.
- Respond in a Learning Log to any one of the today’s listening activities: What do you think caused any difficulties you had comprehending the speech? How could you work on this?
### Student Learning Tasks

**Assignment**

Continue work on the environmental project.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a)</td>
<td>Add words to your personal dictionaries.</td>
</tr>
<tr>
<td>b)</td>
<td>Write a list of 10 ways that you personally can do the three Rs.</td>
</tr>
<tr>
<td>c)</td>
<td>In your Learning Log, write about anything you think caused you difficulty in comprehending the speech. How could you work on this?</td>
</tr>
</tbody>
</table>

---

### Teacher Notes and References

Provide students with class time to finish projects. Arrange for presentation times.
We help the environment by consuming less.

We help the environment by consuming lots of environmentally safe products!
**Video Listening Guide**

**Instructions:**

1. Read and pronounce the following words with your teacher.
2. As you view the video, listen for each word. Number it in the order you hear it.
3. After viewing, guess the meanings of the words, or look them up in the dictionary. Watch the video a second time, but this time write down as much as possible of the phrase or sentence in which the word occurred.
4. After the second viewing, use each word in a sentence that communicates the meaning of the word. Share your sentences with a partner.

<table>
<thead>
<tr>
<th>Word + Surrounding Words</th>
<th>Order</th>
<th>New Sentence</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>
Recycling Facts

3 Rs Tips

What else can I do?

So now you know it’s important to recycle, but there are things you can do to help reduce, reuse, and recycle. Here are some tips:

- Purchasing items with the least amount of packaging
- Buying in bulk when appropriate
- Not purchasing items that you don’t need
- Sharing newspapers and magazines with friends
- Avoiding disposable items
- Purchasing products made from recycled materials
- Call your municipal office to find out about 3 Rs programs in your community

Copyright Manitoba Product Stewardship Corporation.
Recycling Facts

Recycling — convert waste to a reusable material.
(Oxford Dictionary, Volume 9)

We create a lot of waste. In one year each of us produces over 250 kilograms of waste in our home.

You have probably heard of Recycling. You probably even recycle a whole bunch of stuff from your home. Chances are that you live in, or at least in a community that has a recycling program. That’s because there are over 160 recycling programs in Manitoba, servicing almost 1 million Manitobans!

But what exactly is Recycling? Recycling is a term that describes the process of converting our “waste” into resources that can be made into new products. It sounds simple, but there are several critical steps involved:

1. First, it is up to us to separate recyclable material from our regular garbage.
2. Then, your municipality (or their recycling agency) will collect the materials, sort them, and send them to companies all over the world — and some right here in Manitoba.
3. These companies use the recyclable materials to produce new products, conserving natural resources.
4. The process isn’t over yet! We all need to buy items made from recycled materials to ensure that companies continue to use recycled material in their products. Buy Recycled!

But what happens to all the stuff I recycle? Keep reading for tonnes of Manitoba recycling facts!

Paper

Every year, Manitobans throw out about 32,000 metric tonnes of newspapers, magazines, and flyers. Only about 20,000 metric tonnes of this material is recycled. That means about 30% of this material is still being landfilled, burned, or littered. What a waste!

Did You Know…

♦ The amount of landfill space that is taken up by one tonne of newsprint is 3 cubic meters.
♦ One metric tonne of recycled newspaper saves about 17 trees.
♦ Using recycled newspapers and magazines reduces the need for mining clay soils, which is used to make newsprint pulp.
♦ The newspaper collected in your community recycling program is made into new newsprint (so the Sunday comics you’re reading now may be the Sports pages you read two months ago!)

PET (#1) Plastics

Each year, Manitobans throw out about 2,000 tonnes of PET (#1) plastic. About 600 tonnes of PET is recycled… that’s only about 40%! The rest… trashed. What a waste!

Did You Know…

♦ Plastics can take up to 400 years to break down in a landfill.
♦ PET plastic bottles collected for recycling in Manitoba are usually made into carpeting and fibrefill for pillows, sleeping bags, and ski jackets, but can also be made into t-shirts and sweaters, automotive parts, and floor tiles.

Glass

Every year, Manitobans throw out about 14,000 tonnes of glass jars and bottles. Only about 4,500 tonnes are recycled. What a waste!

Did You Know…

♦ It takes one million years for a glass bottle to break down in a landfill.
♦ In Manitoba, most recycled container glass is used as aggregate material in roads and sidewalks.
♦ This saves your community recycling program energy and money because the glass doesn’t have to be shipped to distant markets. Just think… you could be walking on old jam jars!

Aluminum

Each year, Manitobans throw out about 1,400 tonnes of aluminum cans. Only about 30% is recycled in community programs. What a waste!

Did You Know…

♦ Recycling one aluminum can saves enough energy to run your television for 3 hours.
♦ Aluminum takes 500 years to break down.
♦ Once aluminum cans have been remelted, they can be used in any product made from aluminum.
♦ Aluminum is the most valuable ($$$) recyclable material. Help your community keep recycling costs down. Don’t trash cans!

Steel (Tin) Cans

Each year, Manitobans throw out about 5,000 tonnes of steel cans. Only about 1,500 tonnes of this steel is recycled. The rest? You guessed it — landfilled or littered. What a waste!

Did You Know…

♦ When scrap iron is used instead of iron ore to make steel, water consumption is reduced by about 50%.
♦ Most of the steel cans collected in Manitoba are recycled at local steel mills.
Recycling Facts (continued)

3 Rs Tips

What else can I do?

So now you know that REDUCE is the first R but then how do REUSE and RECYCLE fit in?

Recycling is easier than ever thanks to the over 30,000 community recycling programs in Manitoba. Recycling valuable resources results in many environmental and economic benefits. For instance, recycling 1 tonne of paper saves enough energy to light a 100-watt light bulb for over 1000 hours! And it saves enough water to fill over 200 bathtubs.

Recycled materials were sold at an average of $76 per metric tonne.

This means that over 76 million dollars stayed in Manitoba’s economy rather than simply being thrown out with the trash!

So Use Less to Live More!

REDUCE — Reduce the amount of waste you create by using some of the ideas in this brochure.

REUSE — Reuse items whenever possible.

RECYCLE — Take part in your community recycling program, and purchase products made from recycled materials.

Check with your municipal office to find out about 3R’s programs in your community!

For more information contact:

Manitoba Product Stewardship Corporation
238-530 Keenwah Blvd.
Winnipeg, Manitoba
R3N 0J6

Phone: 1-888-622-5765
Fax: 204-642-6204
www.mpsc.com

(continued)
Reduce Your Waste

Fact: When our trash disappears off the earth, it is buried in the ground where it remains, untouched for centuries.

Fact: More than 200,000 tons of garbage are thrown out by the average Manitoba household each week.

You and I create a lot of waste. In one year, each of us produces over 2,500 kilograms of waste in our homes. That’s a lot of garbage! But did you know... we don’t need to create so much waste in the first place? There are lots of ways you can REDUCE the amount of waste you create, simply by Using Less and Living More!

There are many ways to get the things you need without contributing to our “throwaway” society. By following the suggestions in this brochure, you can reduce the amount of garbage you throw out and reduce the amount of pollution in our environment. You’ll also reduce the energy required to produce and transport goods while conserving valuable natural resources. That’s what Using Less and Living More is all about.

Reducing consumption is the first step. It all starts with making smart choices while shopping and asking yourself whether the items you are purchasing are really necessary.

Read on for ideas to Use Less and Live More!

Steps to Using Less

Buy Only What You Really Need
Before purchasing something, ask yourself if you really need the item. (How much junk do you have collecting dust in your basement or garage that you couldn’t live without just a short time ago?)

Avoid Disposable Products
Keep in mind that nothing is really “disposable” — in most cases, it doesn’t go away, it just takes up space in a landfill site!

Buy Quality
Buy the highest quality item you can afford and have it repaired when necessary. Clothing is one area where this principle can be easily applied.

Buy in Bulk
When buying food or other products to be consumed in quantity, buy the largest amount you can easily store and use.

Avoid Over-packaged Goods
Always try to choose items with the least amount of packaging. Remember, it’s what’s inside the package that you want!

Buy Recycled Products
When possible, buy products made from recycled material. This helps to ensure stable markets for materials collected through recycling programs.

Carry Your Own Bags
Take your own bag when you shop, or reuse a plastic bag that you were given on a previous trip.

Buy Used Items
This applies to CDs, sports equipment, cars, building material, clothing, furniture — almost anything!

Rent or Share Instead of Buying
Many things that you need only occasionally, such as tools or party supplies, can be rented or borrowed.

...and Living More!

Smart shoppers make a big difference in how much waste we create, but there are lots of other things that we can do to be kind to our environment and create less pollution. Here are a few suggestions:

1) Compost
Composting can help to reduce your household waste by about 1/3, and help your yard and garden as well. For information on composting, call Resources Conservation Manitoba at (204) 925-3177.

2) Reduce toxic wastes at home

Yard and garden — Avoid the use of pesticides and use only natural lawn care products.

Household Cleaning — Try homemade, alternative cleaning products around the house, such as:
- Glass Cleaner — 1 part vinegar to 10 parts water
- Furniture Polish — 1 part lemon juice to 2 parts vegetable oil
- Disinfectant — 1/2 cup borax to 1 cup water
- Chrome/Stainless Steel cleaner — baking soda and a damp cloth

Painting Supplies — When painting, buy only what you need. Swap leftover paint with friends.

Used Oil — Do you change your own oil? Call your municipality to find out where you can recycle it.

Household Hazardous Waste — Check with your municipality to see where you should dispose of anything identified on the container as flammable, caustic or toxic.

3) Don’t forget to Recycle!

Note: Many of the ideas in this brochure are taken from some of the great books available about reducing waste. Check your local library!
Recycling Facts (continued)

The MPSC encourages litter abatement and recycling activities to complement waste reduction and recycling activities in Manitoba. Consistent with our anti-litter strategy, the MPSC finances billboards with anti-litter messages. About 10% of the billboards are anti-litter. Some of the billboards are displayed throughout the province.

For more information contact:
Manitoba Product Stewardship Corporation
260 - 539 Kenaston Blvd.
Winnipeg, Manitoba
R1N 7A4
Phone: 204-982-1333
Fax: 204-982-1334
Email: info@mpsc.mb.ca
www.mps.com

(continued)
Who Litters?

The Seven Sources of Litter

Although we often assume that litter can be blamed solely on pedestrians and motorists, there are actually seven primary sources of litter. It is important to recognize that these sources of litter can be either deliberate or accidental in nature:

1. Improperly handled household garbage and recyclables
2. Improperly handled commercial refuse
3. Construction and Demolition sites
4. Loading and delivery areas
5. Uncovered trucks
6. Pedestrians
7. Motorists

Litter costs your community, both financially and environmentally. Tax dollars are spent cleaning litter from parks, roads, and public places. Litter pollutes our waterways, damages our landscapes, and injures animals and people.

Littering is contrary to the principles of environmental stewardship. Litter can negatively impact community recycling programs, too:

- Litter from recycling pickup or depots may result in negative perceptions regarding their effectiveness in cleaning up the environment.
- Litter may include products and materials which are recyclable and should be recovered.
- Set an example for others by not littering.
- Make sure trash cans have lids that can be securely fastened.
- If you own a business, check dumpsters daily to ensure that top and side doors are closed. Don’t overfill dumpsters.
- Use a litter bag inside your car, truck, boat, and on your bicycle.
- When outdoors hold onto trash until you reach a trash receptacle.
- Cover open loads on all trucks.
- Organize or take part in a community clean-up.

Community clean-up Events

If you decide to organize a clean-up, there are a number of tips to make your project work:

- Get permission from the property owner of the area you want to clean.
- Visit the site before the day of the clean-up to decide the type of litter that will need to be removed (large debris may require large equipment).
- Take “before” and “after” photos.
- Tell your local paper, radio station, or TV channel about your project.
- Ask local businesses to sponsor bags, gloves, donuts, coffee.
- Recruit community groups and any other community members who may want to participate.
- Keep a diary of the event and a log of names and phone numbers if you decide to plan another clean-up next year.
- Thank everyone who was involved.

What Can You Do?

STASH YOUR TRASH

don’t litter.
I. Pre-Listening Exercises
   1. Name the three most important environmental issues today and propose solutions for each.

II. Listening Exercises
   1. Listen to the interview by pressing the “Play” button of the audio type you want to hear, and answer the questions. Press the “Final Score” button to check your quiz.

   1. What is the name of the girl being interviewed?
      A. Alice
      B. Ellen
      C. Alex

   2. She says we should save water when:
      A. washing cars
      B. cleaning clothes
      C. taking a bath

   3. The girl’s second suggestion is about:
      A. separating different types of garbage
      B. disposing of trash properly
      C. having a family clean-up party

   4. By recycling paper, we can:
      A. protect the forests
      B. cut down on waste
      C. save money

   5. What does the girl do once a month?
      A. She visits a recycling center.
      B. She cleans a neighbourhood park.
      C. She collects newspapers.

   2. Listen to the conversation again as you read the Quiz Script.

   3. Review the Text Completion Quiz.

III. Post-Listening Exercises
   1. Write a short article about the biggest environmental problem facing your country of origin and a solution to resolving this issue.
I. Pre-Listening Exercises
1. Name three environmental problems that face our world today.
2. How would you solve these problems?
3. What image comes to your mind when you think of “recycling?”

II. Listening Exercises
1. Listen to the conversation by pressing the “Play” button of the audio type you want to hear, and answer the questions. Press the “Final Score” button to check your quiz.

   1. What would be the best title for this lecture?
      A. Important Keys to Recycling Paper
      B. Technological Advances Improve Recycling
      C. Steps to Improving Recycling

   2. According to the article, paper materials that are difficult to recycle include:
      A. copy paper
      B. shredded documents
      C. food wrappers

   3. In some cases, recycling could be hazardous to the environment if special precautions are not taken because:
      A. industrial emissions are sometimes created in the process.
      B. chemical waste is sometimes produced as a result.
      C. a great deal of energy is expended to create new products.

   4. According to the lecture, the demand for recyclable materials in the manufacturing of new products is sometimes sluggish because
      A. some governments are unwilling to support expensive recycling methods.
      B. there is a lack of advanced technology to process the materials.
      C. businesses do not invest enough money into research.

   5. Which is NOT one of the main keys to recycling as mentioned in the lecture?
      A. government regulation of waste
      B. better technology
      C. more demand for recycled materials

II. Post-Listening Exercises
1. Write one specific way individuals can have an impact on saving the environment.
This culminating research and speaking activity begins early in the module. Students work through the steps of choosing a topic, framing research questions, finding and documenting resources, taking notes, organizing information, writing the text, planning and producing a computer presentation, rehearsing, and presenting. Students listen actively for information and peer evaluation.
## Sequence 1

### Environmental Presentation

The project was introduced at the beginning of the module. Note the requirements: “Think of a specific environmental problem that your city or country has. Research the causes, effects/impact, and possible solutions. Students will present their findings to the class as part of a proposal to some level of government or to the public about ways to solve the problem. The final product will be a three- to five-minute oral presentation, using a computer presentation program or well-designed posters for visual support. Students may use their notes from the slide-show view of a computer presentation program, but may not read from a full text.”

Guide students in documenting sources.

**Vocabulary** and **structures** are drawn from almost all learning outcomes in the module.
### Student Learning Tasks

**Assignment**

a) Identify a specific environmental problem that your city or country has.

b) Research the causes, effects/impact, and possible solutions.

c) Present findings to the class as part of a proposal to some level of government or to the public about ways to solve the problem.

d) The final product will be a three- to five-minute oral presentation, using a computer presentation program or well-designed posters for visual support.

e) Use the notes from the slide-show view of a computer presentation program. Do not read from a full text.

f) Carefully document your sources.

### Teacher Notes and References

- Internet, books, periodicals, interviews, documentation guide (APA, MLA)—teacher-provided
- This can be done as an individual or partner project, depending on time and desired outcomes.

Allow time throughout the module to work on the research and production. You may set checkup dates for various stages to help students manage time. Allow time to rehearse before final presentation.

Encourage the use of many learning strategies, including:

- directed attention (6.1.3)
- functional planning (6.1.4)
- selective attention (6.1.5)
- self-monitoring (6.1.6)
- cognitive learning strategies (6.2)
- resourcing (6.2.1)
- note taking (6.2.4)
- deduction/induction (6.2.5)
- imagery (6.2.8)
- transfer (6.2.11)
- social and affective learning strategies (6.3)
- questioning for clarification (6.3.1)
- co-operation (6.3.2)
- positive self-talk (6.3.3)
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<thead>
<tr>
<th>Outcomes</th>
<th>Instructional and Learning Sequence</th>
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<tr>
<td></td>
<td>Presentations should include all of the points listed in the Student Learning Tasks column.</td>
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<td></td>
<td>Give students the option to produce a written report along with their oral presentations.</td>
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</table>
|          | Have students listen actively to their peers to complete the listening guide. See Handout 2-49: “Presentation Listening Guide.” Tell students that there will be an “open-notes” quiz at the end. After each presentation, allow questioning for clarification. Have students check their notes with each other.  
OR  
Have students compose three questions about their own presentations. Draw on these to produce a short quiz.  
This activity parallels note taking in a lecture or seminar setting. |
|_roundup | Use this opportunity for reflection. Have students write about the strategies they used to complete the task, what they felt they did well, and what they would do differently next time. |
## Student Learning Tasks

### Assessment

Presentation must include:

- Title page, with topic, presenter’s name, course, date
- Table of contents
- Introduction, background, problem, impact/effects, possible solutions, consequences, summary
- Visuals that enhance the information: chart, graph, appropriate graphics
- Point-form notes, edited for grammar and spelling
- Design that is easily read
- References, prepared according to standard documentation system (I)

### Assignment

a) Listen actively to your peers in order to complete the listening guide.

b) Take an “open-notes” quiz.

c) Check your notes with peers. (I) (G) (C)

## Teacher Notes and References

### Appendix 12: Presentation Evaluation Rubric

The final product may be a poster presentation, but it is more authentic and motivating if done on a computer. Although students will follow the same writing process as for a formal essay, the drafts may be sentence outlines. Using the presentation notes or an outline encourages students to speak rather than read; however, some may memorize the entire text. Emphasize the need to speak to the audience.

Point-form slides encourage students to take notes and retell in their own words.

### Handout 2-49: “Presentation Listening Guide”

The short teacher-produced quiz can be taken from information that would be collected in the listening guide.

The note taking and quiz encourage recursive use of essential vocabulary.
<table>
<thead>
<tr>
<th>Speaker/Topic</th>
<th>Causes</th>
<th>Effects</th>
<th>Solutions</th>
<th>Two Good Points</th>
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