



## Environmental Issues: Pollution, Recycling, and Sustainability

***«The greatest threat to our planet is the belief that someone else will save it»***

Robert Swan

- 1- Do we contribute to the preservation of our environment? What are the practices to do so?
- 2- Do you agree with Robert Swan?

## **Objective**

- This unit introduces thorny topics that issue concerns around the environment sustainability. Discussing such worldwide matter, it draws attention towards the major active reading skills which in turn will provide new paths to analyze sources of knowledge and pave the ways towards the communicating problems and solution.

## **Aims**

- Reviewing reading and reflective skills
- Interacting with reading and listening materials
- Eliciting the use of informative language
- Communicating problems and solutions

## **Outline**

- Activity one: Discussing unit quote and questions
- Activity two: Analyzing a video clip
- Activity three: Reviewing active reading skill
- Activity four: Analyzing a reading text: pollution and recycling
- Activity five: Computerized-dynamic assessment via Moodle

## **Activity one: classroom discussion**

Discuss with your classmates the following questions:

- 1- Do we contribute to the preservation of our environment?
- 2- What are the practices to do so?
- 3- What are the major issues that threaten the environment?
- 4- Do you agree with Robert Swan?

## **Activity two: video analysis**

Watch the following video about “environmental awareness campaign”,

<https://www.youtube.com/watch?v=W5bh1JFo43U>

Use the worksheet of note-taking and discuss the following questions:

- For what purpose are the campaigns organized?
- To what extent do you agree with the video’s aim?
- Do we contribute to the threatening or the preservation of the environment?

## **Activity three: Active Reading Strategies**

This activity aims at reviewing and calling students’ attention to the major steps of active reading that improve the engagement of the reader with the text effectively pre-, while, and post-reading (before, during, and after reading). Reading a passage actively helps in building critical view about the discussed topic and the related linguistic knowledge which in turn pave the way towards progress and gain confidence while reading and writing.

Major steps one can follow for a successful active reading can be summarized as follows:

- Examine the purpose of the assignment
- Adjust reading speed and process based on the text type, assignment, and context
- Preview the text before actual detailed reading
- Read with questions in mind

- Annotate while reading
- Dedicate time to reflect upon the reading passage

In this course we will focus on two steps in each of the processes of reading (check the table)

- **Stage 1: Pre-reading**

In this stage, you, as a reader, should be prepared to not only passively read the text but also to read with assumptions and questions in mind to prepare a fine-grained platform about the topic and the writer position and arguments. In this stage, students could use different sub-skills that will help them to get well prepared to read the text communicatively. In this lesson, we will focus on reviewing two reading sub-skills.

Step 1: Sub-skill 1: **Previewing**

Familiarize yourself with text contents before reading, activate knowledge background (try to find out the topic either from the reading assignment or from reading titles, bolded words, and /or introductions and conclusions)

Sub-skill 2: **Questioning**

Ask questions about examining the purpose, expectations, and attitudes (how, when, where, why, who, what). These questions help in drawing thoughts' guides for the readers so in the coming stage of reading the questions will be answered.

- **Stage 2: During-reading**

This stage reaches a complicated stage of text processing. This stage requires the reader to communicate with the writer through following the arguments and background information of the topic. Two sub-skills will be revisited for this stage.

Sub-skill 1: **Annotating**

Get engaged with the reading text with taking notes (you can choose any way of note-taking like sentence method, mind-mapping, or outlining). Taking notes from a text will increase information retention and comprehension.

## Sub-skill 2: **Inferencing**

Concentrating on the implied meaning of new words, expressions and ideas in the text from different context-clues (examples, experience, and adjacement). Moreover, while reading, focusing attention on specific word choice will help in figuring out the writers' attitude.

- **Stage 3: Post-reading**

Finishing reading a text is the not the end of an active reader practice. Post-reading elaboration and answering pre-reading questions, making the necessary comparisons between the prior-assumptions and the texts' argument. The sub-skills are:

### Sub-skill 1: **Paraphrasing**

It is a reproduction of the reading text maintaining similar ideas, the style of the text, and length. It can help you prevent overuse of direct quotations and it can be more concise than quoting. Paraphrasing can help you think about and understand the text that you are paraphrasing. When you rephrase another person's idea, it forces you to think about what that person is really saying.

### Sub-skill 2: **Summarizing**

It is focusing on producing a concise short overview of only the main ideas of the text, using the reader style. It teaches students how to take a large selection of text and reduce it to the main points for more concise understanding. Upon reading a passage, summarizing helps students learn to determine essential ideas and consolidate important details that support them.

## Activity four: reading comprehension practice

Read the following text using the discussed procedures

### **Pollution and Recycling**

The sustainability of global economies and the survival of all living species primarily depends on how clean their surrounding environments are. Clean ecosystems ensure that all living organisms thrive well within their ecosystems, something rare in present times due to increased environmental pollution and degradation.

When comparing the past and present world, it is not wrong for one to argue that there are likelihoods of extinction of all living species if pollution continues with the present rate. This is because considering the rate at which human practices are destroying the environment, soon or later, there may be nothing that can sustain life, which may eventually lead to extinction. Although nature has tried to replace destroyed habitats and decomposes pollutants, the rate of disposal and environmental destruction outweighs its efforts.

The un-decomposability of some wastes and their destructive nature compounds this, hence making environmental preservation harder. This is because these un-decomposable wastes remain embedded in the environment leading to dire harm to the peaceful balance in world ecosystems.

One funny thing that has always amazed individuals fighting to preserve the environment is that, although human beings have experienced calamities resulting from environmental pollution, they still propagate the practice. This has greatly jeopardized protection efforts, hence resulted in many calamities that have caused immense destruction of property and lives.

It is possible humans may blame nature for its the inability to decompose wastes; assuming that is its main function. However, one fundamental question that all individuals should ask themselves is; environmental protection is whose duty? After a critical examination of this question, again all individuals should ask themselves this; what is the mere contribution to environmental pollution? Also, which efforts have they put in place to control the practice? Although technologically one may lack an advanced mechanism of curbing pollution, there is a simple methodology that all can embrace; Recycling.

## **Reading comprehension tasks**

### **Task one:**

- 1- What blocks the sustaining life in a society?
- 2- Mention the results of the de-composability of wastes
- 3- What does the author of the text suggest as the first source of pollution?
- 4- What do environmentalists find funny?
- 5- Suggest answers to the questions in the last paragraph

### **Task two:**

- 1- Summarize the main ideas of the text in 7 lines, showing your vision to recycling and how it could save the environment?

### **Activity five: C-DA via Moodle**

This task will be held onlin

