

ENGLISH 1 Quarter 3 Week 5: The 3 Rs of Waste Management

QUARTER 3 : MY RELATIONSHIP WITH NATURE

Week 5 : The 3R's of Waste Management

I. OBJECTIVES

A. Listening

1. Listen to an informative text
2. Listen to issues pertaining to garbage problem of the country

B. Speaking

1. Differentiate between [] and [æ] sounds
2. Participate actively in class discussion about issue

C. Reading

1. Use background knowledge or schema as basis for conjectures and hypothesis made while reading a text
2. Recall ideas from previous readings to understand better a given text
3. Determine the conflicts presented in the essay
4. Produce a unified text by using cohesive ideas to persuade readers to do things.

D. Drawing

Demonstrate imagination in writing leaflets

E. Grammar

Sequence adjectives correctly

F. Literature

Discover through literature the need to work cooperatively and responsibly in today's global situation.

G. Vocabulary

Infer meaning from context

II. SUBJECT MATTER

A. Listening

“Recycling: Answer to our Garbage Predicament”

Reference: Excerpt from “Ways and Means of Coping with Garbage Predicament,” a student's term paper

B. Reading

“Eco-Waste Management” Editorial, *Manila Bulletin*, April 29, 2000

C. Literature

“Environmental Improvement” by I.V. Mallari

Reference: *Literary Gems for English I* by Josefina V. Lorenzo and Casiana C. Basaca (pp. 269-270)

D. Grammar Focus

Structure of Modification – Sequence of Adjectives

III. PROCEDURE

Day 1 - Listening

A. Previewing

1. Checking of assignment if any
2. Introduction of theme for the week
The 3 R's of Waste Management
 - a. Reduce
 - b. Reuse
 - c. Recycle

B. Pre-listening

1. Teacher shows the class the following media: recycled home décor, vase, flower arrangement, wall décor, toys, bags, belts
2. She asks the students if they know the price of each item then informs them that the said recycled objects command a high price when craftsmanship is exceptional.
3. Unlocking of Difficulties
Identify the meaning of the underlined word from context.
 - a. Recycling is the recovery and reuse of solid wastes to create new products. The meaning is given by (1) details; (2) examples; (3) elaboration; (4) definition
 - b. Recycling is an answer to our garbage predicament. (1) status; (2) condition; (3) difficult on trying situation; (4) plight
 - c. A throwaway style of living is burying us under a mountain of refuse. (1) rubbish; (2) trash; (3) garbage; (4) worthless

C. Listening

Read the following text to the students.

Recycling: Answer to Our Garbage Predicament

No return throwaway style of living is burying us under a mountain of refuse. Consider this status report on what the experts regard as our most hopeful solution.

"It's time we dropped turning our noses at the nation's garbage dumps and started appreciating them for what they really are – the municipal mines, forest, oil wells and energy sources of the future!"

"Recycling" is simply the "recovery and reuse of solid wastes to create new products."

Yet environmentalists declare it vital to the nation's survival. Millions of housewives and teenagers regard it as a personal crusade, which they wage by separating the components in their trash and delivering them to reclamation centers, neatly cleaned, bagged and banded. The aluminum, steel, glass and soft-drink industries spend millions in advertising to promote the cause, and have opened hundreds of depots to which people may bring their empty containers and other discards, and even be paid for some of them.

However, recycling is far more complex than most of us realize. Ignorance of the factors involved has resulted in hasty, ill-conceived actions and legislation – and no little hysteria. Torn between predictions that "we will soon be selling our garbage instead of paying to get rid of it," and the hard economic fact that current recycling efforts too often end up in the red, many communities stand paralyzed, unable to make any long-range plans for future trash disposal. Is recycling, then, our only solution to the problem?

It's certainly the best idea we've come up with so far. It's nonpolluting; it will reduce disposal costs through sale of the salvaged materials; and most important, it will enable us to recover the valuable elements in our refuse instead of depositing them in the air or water, or burying them forever.

Comprehension Check

1. The article is all about
 - a. Our polluted environment
 - b. Our throwaway style of living
 - c. The recovery and reuse of solid wastes to create new products
 - d. Ways and means of recycling on an economically viable basis
2. The most important reason for recycling is
 - a. It is non-polluting
 - b. It is the best idea we've come up so far
 - c. It will reduce garbage disposal to a minimal cost
 - d. We will soon be selling our garbage instead of paying to get rid of them
3. According to this selection
 - a. Recycling efforts are effective.
 - b. Recycling efforts are not effective
 - c. Recycling efforts are not economically viable.
 - d. Recycling efforts have thus far shown that is the answer to our garbage problem.
4. The writer believes that recycling is all of the following except –
 - a. Finding new uses for used things
 - b. Re-using old materials in new contexts
 - c. Throwing things when they are not in use
 - d. Melting plastic, glass and other metal scraps for other uses

Have each group discuss the pollution situation in their community. Then the group leader reports the outcome of discussion.

1. How serious is the land pollution problem in your community? How would you describe the waste disposal system in your town?
2. Do you think recycling will work in your town? Explain your answer.
3. What agency in your place is in-charge of preventing pollution? Have there been previous efforts to do recycling in your place? What happened to the project?

4. What do you think is needed to make recycling work?
5. Do you think you can make money from recycling? How?

D. Post-listening

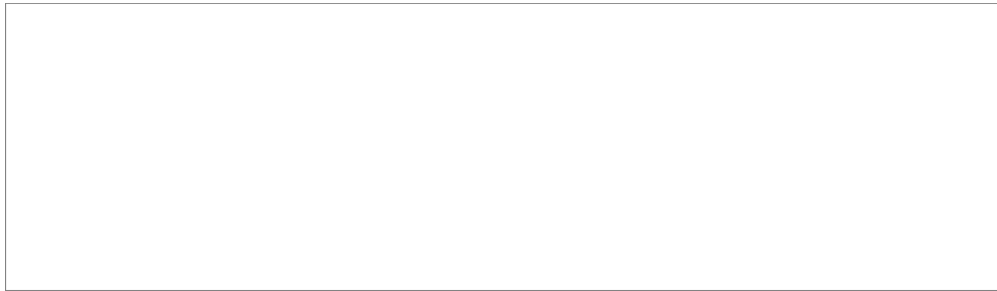
Role Playing

Form two big groups. Have them prepare and stage a skit on the following situations:

1. A barangay captain explaining to the people how to dispose their garbage
2. A mother instructing her children how to segregate biodegradable from non-biodegradable garbage

E. Assignments

1. You are the administrator for waste management in your city. You have been tasked to draw up a plan for disposing garbage in the city. Draw your plan in a series of steps.



2. Find discarded materials at home and create something out of it that would show your creativity, resourcefulness and ingenuity.

Day 2 - Grammar

A. Recapitulation

Ask the class to present their waste management schemes. Ask them to imagine themselves in a meeting where proposals are to be presented and then critiqued. Encourage students to analyze the advantages and disadvantages of each of the proposals.

B. Presentation and Elicitation

Ask the students to explain properly the value of describing their proposals in order to convince people to agree with them. In so doing, stress the importance of using a series of adjectives.

In describing your proposal, you used several adjectives in a series. Adjectives in a series follow a certain order. Analyze the following:

ORDER of Adjectives

Where a number of adjectives are used together, the order depends on the function of the adjective. The usual order is: Value/Opinion, Size, Age/Temperature, Shape, Color, Origin, Material

VALUE/OPINION	delicious, lovely, charming
SIZE	small, huge, tiny
AGE/TEMPERATURE	old, hot, young
SHAPE	round, square, rectangular
COLOR	red, blonde, black
ORIGIN	Swedish, Victorian, Chinese
MATERIAL	Plastic, wooden, silver

Examples:

- a *pretty old red* sewing box
- some *large round dining* tables
- some *lovely small silver* ornaments

1. Guided Practice

In triads, give a series of adjectives to describe each of the following:

Arrange the following adjectives in a series:

- | | |
|---------------|-------------------------------------|
| house | a. Victorian, white, big, ancestral |
| hat | b. Chinese, red, huge |
| climate | |
| machine dress | |
| mangoes | |

- c. humid, tropical, hot
- d. recycling, powerful, two, Japan-made
- e. Spanish, hand-woven, one, purple, old
- f. Delicious, a kilo, round, ripe

2. Independent Practice

In dyads, write a dialog re-enacting a haggling scene. After cleaning your house, you conduct a garage sale. In this garage sale, you are selling some of your old shoes, bags, clothes, and other accessories. Imagine yourself as the salesperson and your partner as the buyer who haggles with you regarding the price of your goods. Explain to the buyer the worth of your goods by explaining (in a series of adjectives) the worth of the goods.

Day 3 - Reading

A. Recapitulation

Ask the students to present their dramatizations on the 'haggling scene.'

B. Pre-reading

Schema Activation

Dealing with the garbage crisis became the government's serious concern after a tragedy in the Payatas shantytown. This tragedy, a garbage avalanche claimed many lives.

In your own house, how and where do you dispose garbage? What has been done to solve garbage problem in your own community?

Vocabulary Development

Go over the selection "Eco-Waste Management" briefly and take note of the sentences using each of the underlined words on the following page. Get their meanings from context.

- to address a problem
- the the perennial garbage problem
- waste will be segregated
- in designated bins
- permanent repository

C. While Reading

1. Motive question

What did the government and non-government organizations do to address perennial garbage problem in Metro Manila?

2. Silent reading of text

Eco-waste Management

One of the more pressing problems of any city is the issue of waste management. To address the perennial garbage problem in Metro Manila and neighboring provinces, government and non-government organizations have launched similar eco-management and waste segregation management programs through environmentally friendly methods.

Solid waste processing equipment was displayed at Kalayaan Grounds in Malacañang as eco-waste management programs were launched simultaneously in 12

selected areas in Metro Manila recently. The eco-management program is one component of the comprehensive solid waste management plan, formulated by the Presidential Committee on Flagship Programs, the Metro Manila Development Authority (MMDA) and the Zero Basura Philippines Movement. The activities were held in support of the various waste education programs in Metro Manila, and were held together in celebration of Earth Month.

Under the "Bawas-Basura" project, all wastes will be segregated and placed separately in designated bins. Green is for food wastes; blue for recyclables such as plastics, aluminum cans, bottles and cartoons and styropor materials; and black for residue or mixed waste. Food wastes are to go to composting areas at the MMDA annex garden on EDSA. Dry recyclables will be stored at a storage facility until the volume is large enough to be sold, while paper wastes will go to the paper mills. Residual wastes will be disposed of at the San Mateo landfill.

Metro Manila residents should realize that it is time that we find a solution to our garbage problems. Any proposed opening of a permanent repository for the Metro Manila high volume trash has been repeatedly delayed and any site being examined may not be accepted. Meanwhile, eco-management waste management programs can provide the relief for the environmental impact it offers.

Editorial, Manila Bulletin April 29, 2000

3. Comprehension Check

- a. What government and non-government organizations are actively participating in the waste management program?
- b. Using a diagram, explain the eco-management program.
- c. What is the segregation management program?
- d. What recommendations does the writer make in order to address garbage problem?
- e. Is the method described in the "Bawas Basura Project" practiced in your community? How effective is it?
- f. Do you practice garbage segregation at home? If not, why?
- g. What do you think will happen if the garbage problem will be left unresolved? Think about the effects of improper waste disposal to the following areas:

EFFECTS OF IMPROPER WASTE DISPOSAL				
LAND	WATER	AIR	FILIPINOS	
			Health	Economy

D. Post-reading

1. Form groups of five and assign the following roles:

- 2 writers – compose a witty campaign slogan for the poster.
- 2 graphic designers – draw/produce the pictures for the poster
- lay-out artist – prepare the design, the actual appearance of the pictures and the slogan on the campaign poster

2. In one-whole cartolina, create a campaign poster encouraging people to try the 3R's of waste management.

3. For the different groups to produce a variety of campaign posters, assign the following places for posting:

- School
- Market
- Home
- Subdivision/city street/town street

E. Evaluation

Present in a diagram the causes

F. Assignment

Read more on water pollution and the other effects of irresponsible dumping of garbage.

Day 4: Writing

A. Recapitulation

In our reading lesson yesterday, we learned about Eco-Waste Management. Report to class the insights you gained from reading on the irresponsible dumping of garbage.

B. Task 1: Pre-writing

1. Motivation

From our previous discussion, we came to know that there really is money in garbage.

How many of us here don't care for money? Of course everyone is interested in money that would augment income and so we share with our family and friends the secret about money in garbage, or zero waste management, the total recycling of refuse or waste. Aside from a house-to-house information campaign, we can also prepare leaflets or write-ups to be distributed to the community members.

2. Brainstorming

- a. Form groups of five (5). Choose a leader.
- b. Discuss within the group the information you would like to write about
- c. List down all suggestions

Task 2: Writing Proper

1. Distribute xerox copies of DENR write-up on Ecological Waste Management.
2. Remind the students to keep the following in mind when writing the leaflet.
 - a. The problem in garbage must be clearly identified.
 - b. Give emphasis on how garbage can be recycled. Point out that there are centers that can help them with the methods of recycling.
 - c. What possible market can they have for their finished product?
 - d. Whom are they going to ask if they have questions?

Remember: The development of your write-up must be logical, clear and attractive so as to catch the attention of readers. Use colored pen.

Task 3: Post-writing

The group leader shows and explains the group's work to the class. The class decides which leaflet is the best for the campaign.

C. Closure

Have the students state the reason for the campaign material. Of what use will this leaflet be to the members of the community?

D. Assignment

1. After you are done with the leaflets as campaign material, prepare an action plan. Coordinate with the barangay officials for reinforcement.
2. Launch a recycling campaign in your neighborhood.

Day 5

A. Recapitulation

Yesterday, you were able to come up with leaflets as campaign materials. How are you getting along with your action plan? Have you coordinated with barangay officials? When will you be ready for a recycling campaign?

B. Task 1

1. Establishing the background
 - a. Have the students listen to the tape of "Anak ng Pasig."

Anak ng Pasig

Ako'y umusbong sa tabi ng Pasig
Pa swimming-swimming sa itim na tubig
Lumaking paligid ng bundok na umuusok
Langhap na langhap ang basurang bulok,

Chorus:

Anak ng Pasig naman kayo
Kalat doon, kalat dito

Natakpan na ang langit kong ito
Anak ng Pasig naman kayo
Tapon doon, tapon dito
Di nyo alam ang tinatapon nyo
May bukas pa sa inyong mundo.

Akala ko'y ganon talaga ang mundo
Nang makakita ako ng lumang litrato
Di maniwalang Pasig din ang tinitingnan ko
Kaibigan, ano ang nangyari dito?

Repeat chorus

b. Have students discuss message conveyed by the song.

2. Unlocking of difficulties

a. Matching Words and Meanings

Decide which of the words in the list is referred to by the ones in the parentheses.

- 1) Many citizens have the _____ (regrettable) habit of littering the sidewalks with wrappers or containers of their snacks.
- 2) Our polluted rivers are a _____ (anything threatening harm or evil) to public health.
- 3) The Pasig River is still so choked with _____ (earth or sand carried by moving water and deposited as sediment).
- 4) Our forests are being _____ (made bare or naked) by thoughtless loggers.
- 5) Today, we are constantly threatened by flood and there is a growing _____ (insufficiency) of _____ (drinkable) water.
- 6) Our bodies of water are rapidly being _____ (exhausted).
- 7) What are the _____ (that can be seen or touched) results of the governments' efforts to improve our environment?

denuded	potable
tangible	deplorable
menace	dregs
depleted	scarcity

b. Inferring Meanings

Put a check mark (/) on the letter of the best explanation to the underlined expressions.

- 1) Piles of garbage have not been collected for so long. They stink to the high heavens and they are infested with disease-carrying flies and rats.
 - a. stand as tall as the high mountains

- b. have a strong offensive smell
 - c. are polluted and can cause diseases
- 2) Most of the vehicles plying Metro Manila belch noxious smoke and gasoline fumes
- a. emit dark odorous smoke
 - b. give off polluted smoke
 - c. give forth unwholesome smoke
- 3) Some drivers think they can untangle traffic by tooting horns constantly
- a. remove the knots in the traffic
 - b. lessen the traffic jam
 - c. make traffic flow smoothly
- 4) The deafening stereos in buses or jeepneys makes their senses reel and the mind dumb.
- a. makes one dizzy
 - b. makes one daydream
 - c. makes one deaf
- 5) We have profusely illustrated articles and editorials about improving our environment.
- a. attractively illustrated articles
 - b. abundantly illustrated articles
 - c. carefully illustrated articles

Task 2

1. Silent/Oral reading of the essay "Environment Improvement" by I.V. Mallari

Environment Improvement

I.V. Mallari

As a people, we have a tendency to hold on to some notions and beliefs which other people may consider naive, to say the least. When confronted with a problem likely to affect our nation, for example we are prone to believe that we can arrive at its solution, or at least take the first step towards that solution, by simply setting aside a week and giving that week the name of that particular problem – in much the same way as our forefathers used to believe, that to ward off an impending epidemic, or to allay one which had already broken out and was spreading widely, all they had to do was carry an image of San Roque in solemn procession around the town on nine successive evenings.

Thus in the same spirit that we hold such annual celebrations as Arbor Week, Book Week, Fire Prevention Week, and Mental-Health Week – we recently held the first celebration of Better-Environment Week. And, as is our wont during such celebrations, we had elaborate programs featuring musical numbers, recitations, dramatic skits, and speeches by prominent figures in politics and society in capital letters. We had profusely illustrated articles as well as editorials in newspapers and magazines. And we had premium radio and television time allotted to high

government officials during which they were interviewed and given the opportunity to hold forth on the topic for the day – in this case, environment.

But what are the tangible results, if any, of all this great to-do? Is there any noticeable improvement in our environment? Is there even any evidence that steps are being taken to make Manila, not to mention the rest of the country, more beautiful as well as livable? None at all.

First, piles of garbage still meet the eye everywhere in the city, particularly in the vicinities of public markets, and these piles of garbage have remained uncollected for so long that they stink to high heavens, and are infested with disease-carrying flies, rats, and other vermin. Worse still, ordinary citizens who have the deplorable habit of eating while walking or riding in buses and jeepneys, think nothing of littering the roadways and sidewalks with the remains and containers of their improvised snacks.

Second, a great many of the buses, jeepneys, taxi-cabs and even private cars still belch noxious smoke and gasoline fumes – darkening the air and making it difficult to breathe.

Third, there are drivers who think that they can untangle traffic by tooting their horns constantly, and there are "music lovers," especially the teen-agers among them, who are not satisfied unless music is deafening with the resulting din making the senses reel and the mind numb.

Fourth, the Pasig river and the network or *esteros* are still so choked with silt and garbage that they are an offense to the eye and to the nose, they are a positive menace to public health, and they can no longer perform their erstwhile functions as drainage facilities and as traffic arteries.

Fifth, our forests, even the virgin growths in our national parks, are still being permitted to be denuded by greedy loggers, so that there is already a constant threat of floods and, at the same time, of a growing dearth of potable water.

And sixth, because of lack of common sense and foresight, our streams and bodies of water are rapidly being depleted, and all forms of wild life, particularly the rare species which are to be found only in our country are facing extinction.

Then, what are the government leaders doing to improve our environment, or even to husband what is left of our natural patrimony, besides making speeches and issuing press releases about them?

2. Classroom Interaction

- a. According to the author, what is the usual Filipino way of solving a problem? What does he think of this technique of problem solving?
- b. Describe the environment mentioned in the article. How do they compare with your own surroundings?
- c. Why is there so much pollution around us? What evidence does the author give to prove that we as a people, paid only lip services to the improvement of the environment?
- d. What steps have been taken by the government to improve our environment?

3. Skill Focus

- a. Recall of what an essay is.

An essay is a brief non-fiction composition wherein the writer offers an opinion or gives information on a subject. Usually, the purpose of the writer is to persuade the reader to accept a point of view but sometimes he simply tries to inform or entertain without persuading the reader.

- b. Have students answer these questions. What is the purpose of I.V. Mallari in writing this essay? What does he want us to understand about our environment.

4. Valuing

Have students react to these situations.

- a. Suppose your place is surrounded by standing water that is full of rubbish. The place stinks because of this. Flies swarm the area. You are deeply concerned about the health of the people in your community. What must you do?
- b. Behind your house is a small mountain of garbage which has been left to rot and dry. How can you turn this eye sore to something valuable?

C. Closure

Ask students: *What pointers on waste management have you learned?*

D. Assignment

Write a letter to proper authorities calling their attention to an environmental problem in your locality.