

UNIT



ENVIRONMENT

SUMMARY

SECTION	In this UNIT students will develop their			
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS
Introduction	<ul style="list-style-type: none"> Reading clues to solve cross- word puzzles 	<ul style="list-style-type: none"> Solving the cross- word 		
(A) The Indian Rhinos	<ul style="list-style-type: none"> Deducing the meaning of unfamiliar words Analysing, interpreting inferring and evaluating information 	<ul style="list-style-type: none"> Planning, organising and presenting ideas Using punctuation marks correctly Comparing and contrasting ideas and reaching conclusions Writing a report 	<ul style="list-style-type: none"> Expressing and arguing a point of view Taking active part in group discussion Expressing personal feelings. 	<ul style="list-style-type: none"> Using words related to environment Using words related to conservation Learning expressions to recommend and suggest





SUMMARY

SECTION	In this UNIT students will develop their				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
(B) Save mother earth	<ul style="list-style-type: none"> Deducing the meaning of unfamiliar words Selecting and extracting information Analysing, interpreting, inferring and evaluating information 	<ul style="list-style-type: none"> Flow chart Formal letter to the editor of a newspaper Writing short responses Completing a table Power point presentation 	<ul style="list-style-type: none"> Role play Presenting a consensus Conveying ideas effectively Presenting oral reports Expressing and arguing a point of view Taking part in group discussion 	<ul style="list-style-type: none"> Listening for specific information from a taped interview 	<ul style="list-style-type: none"> Using words / phrases related to sustainability
(C) Save the Tiger	<ul style="list-style-type: none"> Analysing and inferring information Extracting specific information 	<ul style="list-style-type: none"> Web chart Gap filling Paragraph writing (open ended) Dialogue writing Note marking Answering MCQS 	<ul style="list-style-type: none"> Enacting a dialogue Group discussion followed by class presentation 	<ul style="list-style-type: none"> Listening for specific information 	<ul style="list-style-type: none"> Learning Words related to the qualities/ characteristics of a tiger

UNIT 3

ENVIRONMENT

Introduction - Crossword answers:

- | | |
|-------------|------------------|
| 1. Reserve | 2. Conservation |
| 3. Survival | 4. Destruction |
| 5. Ecology | 6. Regenerate |
| 7. Species | 8. Deforestation |

A.1. Brief class discussion

- ...because all the products come from some part of the rhinoceros.
- WWF
- Individual assignment. To be given as a homework. (crocodiles, snakes, tigers, elephants, whales, deer etc) Students can be asked to access the internet or magazines or the encyclopedia.

A.2. Not for reading comprehension, instead its function is to carry information to enable students to discuss (A.5.) and write a report. (A.6.)

A.3. Pair work

Word	Words/ clues that helped me	What I think the word means	What the dictionary says	Were you (□) or (x)
confined				
ranged				
overlapping				
bobbing				
olfactory				
aggregations				
plummeting				
mortality				
vulnerable				
poached				

Teacher can accept relevant answers



- A.4. Individual assignment. After the work is completed the teacher elicits responses from the class.

Punctuation

The Indian rhinoceros was the first rhinoceros known to Europeans. 'Rhinoceros' comes from the Greek 'rhino' meaning nose and 'ceros' meaning horn. The Indian Rhinoceros is monotypic. There are no distinct sub-species. Rhinoceros Unicorns was the first type species for the rhinoceros family, first classified by Carolus Linnaeus in 1758. The Indian rhinoceros was the first rhino widely known outside its range. The first rhino to reach Europe in modern times arrived in Lisbon on May 20, 1550. King Manuel I of Portugal planned to send the rhinoceros to Pope Leo X, but the rhino perished in a shipwreck.

- A.5. Group work followed by class review.
- A.6. The teacher will help students differentiate between an oral discussion and a written report.
- A.7. Homework or class work.

B. SAVE MOTHER EARTH

- B.1 Listening Activity. Listen to the talk on 'Meet the personality of the Month Programme' and as you are listening fill in the details.

Hello! Listeners this is your favourite channel bringing you two famous personalities who will be talking to you about the serious threat to the Ganges and the environment being caused by the tanneries of Kanpur. If you are concerned about the welfare of Kanpur, you are requested to tune in and listen. At the end of the talk you may ask question. You can contact us at this number: 22831496.. Let me present Dr. Manu Srivastav who is a prominent citizen of Kanpur and has been researching on the harmful effects of the tanneries on the environment of Kanpur.

Dr. Manu Srivastav: Thank you.

Dear Friends

At the outset, let me inform you that Kanpur has about 400 tanneries and over the years the environment of Kanpur has been seriously affected. These tanneries release at least 250 million litres of waste water running into the Ganges on a daily basis. About 20-30 million litres is released from tanneries, containing animal remains and arsenic, cadmium, mercury and chrome. These chemicals have resulted in drastic reduction of the fish population and are also responsible for the weeds that are choking the Ganges. Moreover the smoke arising from the factories has brought about increased levels of pollution. The air in and around Kanpur is no longer pure.



Though there is a sewage treatment plant that has been set up to treat tannery sewage, this does not always work. As a result the water is contaminated by Chromium and the drinking water may no longer be safe. Close proximity to the city's source point from where water is sucked from the river are slaughter houses, burning ghats where the dead are cremated and sewage lines make water unsafe for us. Water animals are feeling the effect of this pollution. Farmers are feeling the brunt of this contamination because the failing crops and recurrent illnesses have compounded their burdens and miseries. We, the concerned citizens of Kanpur have to fight to save the Ganges and our beloved Kanpur.

Presenter: Thank you, Dr. Manu Srivastav and now I welcome a well-known human rights activist, Ms. Shraddha Shankar, who has been actively spearheading the project, 'Save the Children of Kanpur.'

Ms. Shraddha Shankar:

Hello friends

I am grateful that I have been given an opportunity to address you and convey the gravity of the situation. The future of a large number of the children of Kanpur is at stake. Thousands are working in the tanneries and are exposing themselves to serious risks. A lot of them are there because of their abject poverty and are being exploited. Their health is affected due to the working conditions of these tanneries and the smoke coming from the factories. Moreover, they are drinking water which is not safe.

These child labourers are deprived of the basic facilities of education and they miss out on the joy of childhood. Their parents do not realize that by sending them to these factories, they are ruining their future prospects. We as concerned fellow human beings have to fight for the cause of these child labourers. We have to counsel the parents and suggest an alternative solution to them. Moreover, we have to spearhead an agitation against the unscrupulous factory owners. We need your constructive support for the 'Bachpan Bachao Andolan'. Come let us join hands and pledge support for the cause.

Presenter: Thank you!

Answers to the flow chart

ENVIRONMENTALIST: Mr. Manu Srivastava

Causes of pollution

1. Atmosphere

a) Smoke



2. Water

- a) chemicals from tanneries
- b) sewage water

3. Effects of pollution

- a) failure of crops
- b) diseases

HUMAN RIGHTS ACTIVIST: Ms. Shraddha Shankar

Reasons for working in the factory

- a) Poverty

Effects

- b) ill-health
- c) deprived of education
- d) miss out the joy of childhood

Steps which can be taken

- a) suggest alternatives
- b) start agitation against the factory owners

B.2. The day before the activity, copy the following cue-cards on small cards or paper. Each group will need one set of cards (5 cards each). Collect the cards back at the end of the lesson.

Chairman

- eager to find a solution
- worried about increase in unemployment



Human right activist

- Exploitation of children
- Children deprived of childhood and education
- Need to save them

Farmer

- suffered the most
- contamination leads to poor crops and diseases
- more poverty
- no one to listen to their problems

Environmentalists

- concerned about pollution of river water
- harmful effects to people
- death of fishes



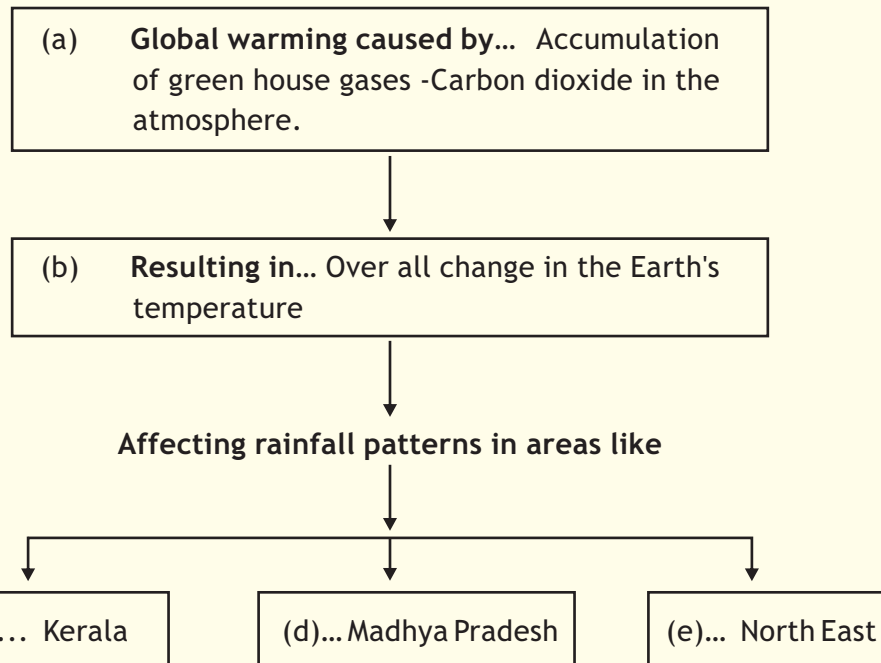
- B.3. The chairman of each group will give a brief report on the group's final decision with their reasons.
- B.4. Homework or class work. The letter must be checked by the teacher for content, fluency and language accuracy.
- B.5. Individual work. Some suggestions are:

SAVE MOTHER EARTH CAMPAIGN

- a) Turn off the computer when not in use
- b) Turn off heaters / fans / ACs / other electrical appliances when not in use.
- c) Insist on eco-friendly devices.
- d) Switch to CFLs
- e) Make car pools to save on fuels.
- f) Use cloth bags for shopping.
- g) Save paper

B.6.

FLOW CHART



B.7. Group work

B.8. Group research

B.9. Power Point presentation in groups.

C. DISPUTE

C.1. A pre-reading activity. Individual written work, followed by a plenary.

C.2. Read aloud / Individual reading followed by class discussion. Do not teach the poem as a piece of literature; treat it as a reading comprehension activity. Children can share their concerns.

C.3. Individual class activity.

C.4. Pair work. (Various answers)

C.5. In groups students write a dialogue and enact it.

C.6. Listening activity:

Save Tigers

The price of human greed is being paid by yet another animal species the tiger. Today the tiger population is depleting at an alarming rate. According to a recent survey, one tiger is being poached everyday. If the present state of affairs is allowed to continue, the next generation will not be likely to see the majestic animal in the zoo.

It is high time that action is taken to protect and conserve the tigers in order to maintain the Ecological balance. Laws against poachers must be enforced. It is over 40yrs since the tigers became our national animal. Ironically, they are closer to the edge of extinction now than ever before. Children, scientists, conservationists, NGOs and institutions in India and worldwide, have put their heart and soul into trying to save the tiger. Yet there is little we all can do; the responsibility and the power of protection lies with the government, specifically, the forest department.

Times have changed, yet the system for saving our natural heritage has not. One of the most important aspects to recognise is poaching; this has threatened tigers for many years now.

In spite of all evidences, very few wild life lovers accept that our much- loved national animal is ending up as someone's medicine or piece of clothing. As with combating terrorism so with tigers, the government agencies cannot work alone- Sadly, the forest department tends to react defensively to outside expertise and information instead of embracing opportunities to forge ahead more effectively.

Let us not forget that if we destroy nature, ultimately we ourselves will be destroyed.

Tiger, an apex predator is an indicator of our ecosystem's health. Saving the tiger means we save the forest, since tiger cannot live in places where trees have vanished, and in turn secure food and water for all.

Tigers are now an endangered species. Today there are about 5000 to 7,400 left in the world. Three types of tigers - The Bali, Javan and Caspian tigers have become extinct. The two reasons why tigers are endangered are: Habitat loss and illegal killing.

Habitat Loss:

Forests where tigers live are cut by humans to do farming, build houses and roads. This leads to tigers becoming homeless and foodless. Since other animals also die when forests are cut, it leads to tigers becoming weak and ultimately die.

Illegal Killing

Tigers are killed to make rugs and coats out of their skins. In many Asian cultures medicines made from tiger's parts are believed to cure diseases.

Project Tiger

Project Tiger is a wildlife conservation project initiated in India in 1972 to protect the Bengal Tigers. It was launched on April 1, 1973 and has become one of the most successful wild life conservation ventures. The project aims at Tiger conservation



in specially constituted Tiger reserves representative of various bio -geographical regions throughout India. It strives to maintain a viable conservation reliant on tiger population in their natural environment.

Project Tiger was Indira Gandhi's pet project. The main achievements of this project are excellent recovery of the habitat and consequent increase in the tiger population in the reserve areas, from a mere 268 in 7 reserves in 1972 to above one thousand in 28 reserves in 2006.

Tiger being at the apex of the food chain can be considered as the indicator of the integrity of the eco system. They can be found in a wide range of habitats, from the evergreen and monsoon forests of the Indo-Malayan realm to the mixed coniferous - deciduous woodlands of the Russian Far east and the mangrove swamps of the Sundarbans, shared by India and Bangladesh.

Tigers are mostly nocturnal but in the northern part of its range, the Siberian sub specie may also be active during the day at winter-time. All wild tigers live in Asia; others live in the humid jungles of Sumatra. The body length is 140 - 280 cm and the tail length is 60 to 95 cm. The upper part of the animal ranges from reddish orange to ochre and the under parts all whitish. The body has a series of black striations of black to dark grey colour.



C.7. Answer to the fill in the blanks:

1. Poaching of tiger
2. Strict/Stringent
3. Government
4. Illegal killing / habitat loss
5. Destroying ourselves / self destruction
6. The Bali, Javan and Caspian
7. Project Tiger
8. Indo Malayan realm
9. Siberian
10. 140-280 cm

C.8. Individual work

C.9.

SUB SPECIES	COUNTRIES	ESTIMATED POPULATION	
		Minimum	Maximum
P.t. altacia Amur	a) North Korea	b) 10	c) 10
Royal Bengal Tiger	India	d) 2500	e) 3800
P.t. corbetti (Indo-Chinese Tiger)	China	f) 30	40
P.t. sumatrae Sumatran Tiger	g) Sumatra	400	h) 500

C.10. Classwork or homework

