

Unit – 4

Environment

Introduction

A1. Read the passage carefully.

- 1) Chiru/Tibetan antelope
- 2) Loss of habitat
- 3) Traditional
- 4) Asian medicine
- 5) human being
- 6) Asian elephant
- 7) The Red list of Threatened Species
- 8) global warming
- 9) educate and encourage conservation

A2. Whitaker's love for nature, his vision and ambition.

Whitakers achievements

- Becoming a conservationist
- Water shortage and the need to save rainforest
- The network of rainforest research stations
- The Agumbe station
- People support

- A3.
- 1) b) of his fascination with nature
 - 2) b) establish rainforest research stations
 - 3) b) Whitley award money
 - 4) d) Animals cannot be saved without saving their habitat.
 - 5) c) Water shortage
 - 6) d) All the above

A4. The students will write a formal letter to the editor based on the given article and the inputs.

A5. Class discussion, Role Play, Noting of interaction

Writing a report using the given inputs

A6. Wetlands are water bodies : swamps , marshes, oases, paddy fields, mud flats

Natural: 1) Rivers

2) Lakes

3) Lagoons

4) Mangroves

5) Coral Reefs

Manmade: 1) Shrimp farms

2) Fisheries

3) Irrigated fields

4) Salt pans

5) Reservoirs

6) Checking erosion of forests

Wetlands help in:

- 1) stabilizing shorelines
- 2) preventing soil erosion
- 3) reclaiming land
- 4) breeding grounds for shrimps
- 5) checking floods
- 6) siltation of water ways
- 7) sources of salt supply

Section B: Heroes of the Environment

B1. Read the following Newspaper story carefully.

B2. Adverse environmental effects of tourism and adventure sports:

- 1) Personal conquests seem to be more important than preserving the integrity of a natural site.
- 2) Leaving behind garbage.
- 3) Accidental deaths of mountaineers.
- 4) Polluting a pristine natural site with filthy waste.

Ways to Prevent it:

- 1) Charge high climbing fees
- 2) Govt should not allow climbing expeditions to certain peaks.
- 3) Mountaineers should not leave behind any trash.
- 4) Create awareness on the ill-effects of pollution and the importance of

conserving natural sites.

5) Bring about stricter standards on mountain climbing.

- B3.
- 1) a) Present Continuous
 - 2) a) At the beginning of a sentence or clause
 - 3) b) Mixed length
 - 4) a) So that the reader can understand easily
 - 5) b) The order in which the instructions have to be carried out.
 - 6) a) No

Now the students will form groups and write the instructions

B4. The students will design a poster based on the inputs given. They will work in groups for the same.

B5. The students will read the excerpts carefully in pairs or the extract will be read out in the class.

- B6.
- 1) Need to rehabilitate the environment:
 - Things from environment that were required: clean drinking water, food, energy, building material.
 - People did not get them because: the environment was already degraded.
 - Therefore: The need to rehabilitate the environment was understood.

Protecting Forested Mountains:

- Source of water and rain
- Deforestation leads to: shortage of water and change in rainfall patterns.
- Hence, govt. must protect the interests of people and be accountable to the needs of people by protecting the environment and ultimately fulfilling the requirements of people.

Good Management of Natural Resources:

- Degraded environment: results in wars fought between people.
- It leads to people exploiting the resources for their greed and trying to keep others out of the forests.
- Good management of natural resources means equitable distribution of these resources.

- It is essential for: peace and development.
 - Good management possible only when peace, good governance and sustainable management of natural resources go hand in hand.
- 3) Wangaari Maathai noticed that the British started clearing the existing forests in order to establish commercial plantations of exotic species of trees such as pines and eucalyptus. She observed that the pristine flora and fauna of her country started disappearing due to exploitation by the British
 - 4) Indigenous flora and fauna play a vital role in ecological harmony. The forests act as water towers and contain water, thereby recharging the aquifers by carrying the rain water underground. They also help in replenishment of rivers.
 - 5) The women who were illiterate, learned the techniques of growing trees and supplemented Wangaari Maathai's movement by actively participating in the environment conservation movement to the extent that Maathai calls them 'Foresters without diplomas'. The women were also provided with civic and environmental education to govern themselves and conserve the environment.
 - 6) Wangaari Maathai states the biggest transformation as having been the ability of ordinary women to get to understand and be able to plant trees and earn an income for herself by nurturing trees. They also obtained a sense of respect and dignity for themselves by learning to be independent and self sufficient.

She mentions the other transformation to be the transformation of the landscape where ecological balance is restored and where animals thrive in abundance and the flora grows unhindered without any human activity.

B7. Match the environment words with their meanings.

Ecology	3) The relationship of living things to one another and their environment, or the study of such relationships.
Habitat	5) A place where a population lives and its surroundings, both living and non-living.
Herpetologist	6) A zoologist who studies reptiles and amphibians.
Extinct	7) Having no living representative.

- | | | |
|-----------------|----|--|
| Aquifer | 8) | An underground geological formation, containing water. |
| Naturalist | 9) | A person who studies plants and animals especially outdoors. |
| Biodiversity | 2) | The variety and variability among living organisms and the ecological complexes in which they occur. |
| Mangrove | 4) | Tropical evergreen trees or shrubs forming dense thickets along tidal shores. |
| Conservationist | 1) | A person who advocates preservation and careful management of natural resources. |
- B8. Students will take up research work in groups of 4-5 and prepare a Power Point Presentation and present a part of it in the class.
- B9. The students will write an e-mail to Wangari Mathai describing her influence on them and why they should be given a chance to do a summer training under her at one of the Research Stations.

Section C: Let's Clean Up

- C1. The inputs will be read out in the class followed by a discussion.
- C2. Punctuation
 "What exactly is waste? Waste is anything discarded, rejected, or otherwise released into the environment in a manner that could have an impact on that environment."
- C3. The students will write a letter to the Editor of a newspaper expressing their concern on the colossal wastage of food in the lavish Indian weddings. They'll use the inputs provided and follow the given format.

Self Address

Complete Date

Receivers Address

Sir

Sub

Body of the Letter

Yours truly

Signature

Name

Section D, D1, D2, D3

The students may either read the stories in groups of three or the extracts may be read out and then discussed in the class.

Nothing grew. Nothing ever would again. There was no bird-song. No rabbit peered at me. No cow endlessly chewed. No horse neighed.

Natasha caught me up as we boarded the bus marked MOSCOW. "Thank you for coming with me." She said. "I wanted to see the graves and the house again, before I die."

D4. Now that you have each read one of the stories above, first complete the appropriate column of the table below. When you have done that, ask the other two students in your group about the stories you have not read. For example, ask "In which country did your story take place? What type of pollution is there?" When it is your turn to give information, only do so when the other two students ask you questions. As you receive the answer, complete the other two columns.

	D. 1	D. 2	D. 3
Country	Nigeria	India	Ukraine (formerly USSR)
Causes of pollution	Pretal drums containing poisonous chemicals	250 chemical used in leather factory	Nuclear Explosion
Who is responsible	Italians	Industrialist	Government & Scientists
Consequences	13 perpledad many sick	Fields, Water poisoned	Deaths, Sores over the body, chemical reactions
What do you think should be solve the problem	Seek Government intervention any other, suitable point	Seek Government intervention any other, suitable point	Seek UN intervention to born experiment

D5. Work in groups of three, and answer the following questions:

Koko Village, Nigeria

- Why do you think there are "three large, empty metal drums" outside Mr.

Nana's front door? They have been rolled down from the pyramid of drums dumped by Italians in their village.

- Why do you think the drums were sent from Italy to Nigeria? They contained poisonous chemicals banned in Italy. So they dumped them in a country where no such bar existed.
- What do you think was in the brown paper bag that the Chief received?
- Why are the drums referred to as "the mountain of death"? Money - They are released chemicals resulting in many deaths in the village.

Ponnimanthuri Village, India

- Vijayasama and the narrator both refer many times to "they." Who do you think "they" are? The Industrialists.
- Why do you think the women of the village have to walk 10 km every day? The water in their area has been poisoned by chemicals from the feather factory.
- Why does Vijayasama say: "We don't buy leather shoes or leather hand bag or leather clothes?" They can't afford them.

Vorobyov Village, Ukraine

- Why do you think Natasha's three children died? Radio active dust was released due to nuclear explosions in Moscow.
- Where do you think Natasha lives now?
- What do you think is going to happen to Natasha very soon? Why? She'll also die as she also inhaled a lot of radio active dust.

D6. Still working in groups of three, find any ten "happy" words and ten "unhappy" words from the passages you have just read. First, copy and complete the table below:

	"happy" words	"unhappy" words
Koko Village, Nigeria	picturesque, colourful	skull and crossbones symbol, corroded, slimy
Ponnimanthuri Village, India	rich, green, harvests, good	clear, sors, wistfully monsters, polluting poison, ominous died
Vorobyov Village, Ukraine	garden, laughing, played	explosion, tears, nervously, ghost town graveyard

Now give reasons why you have classified them as 'happy' and 'unhappy' words.

D7. The Ecological Footprint

The Ecological Footprint is the measure of humanity's demand on nature measures how much land and water area a human population requires produce the resource it consume and to absorb its wastes, using prevailing technology.

The students will fill in the worksheet individually.

E. **Geological Heritage**

- A.
 - a) Part of Heritage
 - b) Provide cultural identity
 - c)
- B.
 - a) Pollution
 - b) Population
 - c) Greed of Human Beings

E1. Read the passage carefully

- E2.
- 1) exponential
 - 2) mammoth
 - 3) ensconced
 - 4) precariously
 - 5) alacrity
 - 6) snazzy
 - 7) apathy
 - 8) abutting
 - 9) booming
 - 10) subterranean

E3. Aesthetic Importance

- a) batching poses, capture ones eyes
- b) visual treat
- c) tickle ones in agnations
- d) flora and fauna

Ecological Importance

- a) Preserving and nurturing the ecological balance of the region.
- b) Help create the natural drainage system of the area
- c) Aid formation of ponds and lakes and recharging ground water levels.

Threats to the geological heritage

- Indiscriminate destruction of rocks
- Building material for the city
- Exacerbation of the depletion of green cover
- Destruction of Fauna and Flora

C. The hope

- i) the preservation of the rocky ecosystem in the city and state.
- ii) selling off the land in and around the city.
- iii) integrating rocks that about their house into the structure of their homes.

E4. Group Work

The children will select a historical site, take up research work about its historical significance, identifying the threatening factors and suggesting ways of preserving the geological heritage. They will then prepare a PowerPoint Presentation and make a presentation to the class.

- E5. They will prepare a poster on 'Let's preserve our Heritage individually by keeping the given points in mind.

TRAVEL AND TOURISM

(SUMMARY)

SECTION	In this UNIT you will develop your				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
Introduction	Solving a puzzle	MCQ's			
(A) Land of all seasons	<ul style="list-style-type: none"> Identifying the main points of a text. Distinguishing main points from supporting details. Selecting and extracting information required for a specific purpose 	<ul style="list-style-type: none"> Preparing an advertisement Writing an article 	<ul style="list-style-type: none"> Expressing and arguing a point of view, giving comments and reasons. Road show participating in a variety of spontaneous spoken discourses. 		<ul style="list-style-type: none"> Words related to tourism industry.
(B) ECO Tourism	<ul style="list-style-type: none"> Analysing, interpreting and inferring the ideas in a text. Retrieving and synthesizing information from a range of texts. 	<ul style="list-style-type: none"> Writing a presentation. Writing an informal letter. Writing a notice. 	<ul style="list-style-type: none"> Making a speech/ presentation coherently. 	<ul style="list-style-type: none"> Understanding and interpreting spontaneous spoken discourse. 	<ul style="list-style-type: none"> Words related to responsible tourism.
(C) The Emerald Islands	<ul style="list-style-type: none"> Recognizing the organization of a text. Identifying the main points of a text. 	<ul style="list-style-type: none"> Writing a dialogue Writing an e-mail. Preparing an itinerary. Preparing a tourist brochure. 	<ul style="list-style-type: none"> Role play: Participating in spontaneous spoken discourse. 	<ul style="list-style-type: none"> Listening to a narrative and understanding the topic and main points 	<ul style="list-style-type: none"> Words related to geography and topography.

SECTION	In this UNIT you will develop your				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
(D) Promoting Tourism	<ul style="list-style-type: none"> Identifying the main points of a text. Analysing, interpreting, inferring and evaluating the ideas in a text. 	<ul style="list-style-type: none"> Writing a formal report. Transcoding information from one text type to another. 	<ul style="list-style-type: none"> Participating in spontaneous spoken discourse. 	<ul style="list-style-type: none"> Understanding and interpreting spontaneous spoken discourse. 	<ul style="list-style-type: none"> Words related to tourism. Words and expressions used for reporting.