

## Lesson 6

# Pollution



Here is a puzzle for you. The word given below means something that makes us unwell. Can you rearrange the letters to get the correct word?

A S E D I S E

Hint: The word starts with 'D':

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What are the things that make us unwell? Talk to your friend and write some of them here. One is done for you:

Dirty water, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, etc.

Most of the things that cause diseases are a result of pollution.

What is pollution? Read the lesson to find out more.



Can we live without air? No, we cannot. We need air to breathe, and the air we breathe must be clean and fresh. The air mixed with dust and smoke is polluted air. When polluted air goes into our lungs, we can fall ill.

When you visit an industrial area, what do you see? You see smoke coming out of chimneys. The air becomes thick with clouds of smoke. The fumes of cars, buses and trucks also fill the air.

Your ears are also filled with the noises of factories and trains. The smoke of factories and the fumes of automobiles make the air dirty. This is how air becomes polluted.

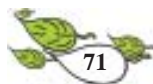
Air is polluted all the time by smoke and foul smells. Can we survive in such an environment? No, we cannot. What can we do then? We can take good care of our environment and protect it from being spoilt.

One of the ways of protecting the environment is to make people aware of the dangers of destroying the world around us.

Green plants enrich the air with oxygen. They use up the carbon dioxide and other harmful gases. In this way plants protect us from a number of diseases. So we must warn people of the dangers of cutting trees. We should plant more trees.

There are many other ways in which we can keep the air clean. Cars and buses should be cleaned regularly to reduce the release of harmful gases. Factories must adopt measures to protect the environment.

We must also take steps to keep the water clean. Like air, water is very valuable for us. We cannot live without water. We need water in our daily lives. People cannot survive in an environment where water is polluted either by natural causes or by man-made causes. You must have heard about the water of the Brahmaputra becoming dark and polluted in 2018. Scientists had analysed the water and found some harmful matter in it. This was the result of an earthquake at the source of the river. Similarly, the garbage that we dump into rivers pollutes the water, making it unfit for all living beings. Other sources of water pollution are industrial waste and the wastes from commercial establishments. Industries release waste material into the rivers and make them toxic.



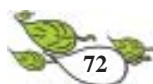
Our soil can also become polluted when the fertility of the soil is lost and it becomes unfit for human and animal use. Use of too many pesticides, dumping of non degradable household and industrial waste can also damage the soil. Such practices need to be stopped. Only then will the world be a safer place to live in. People should be aware of the danger posed by pollution to the survival of life on earth. Together, we must do all we can to save our planet and ourselves.

### ACTIVITIES

1. **Do you realise the importance of protecting the environment from pollution? Check how much you remember by answering the following questions:**
  - (a) The air mixed with dust and smoke is polluted air. How does the air get polluted in an industrial area?
  - (b) Why do we need clean and fresh air?
  - (c) What happens when the air becomes polluted?
  - (d) Why is our environment getting spoilt?
  - (e) How can we protect our environment?
  - (f) How do green plants and trees help us and our environment?
  - (g) What steps should we take to keep our environment clean?
  - (h) How does water become polluted?
  - (i) How does soil become polluted?
2. **In the lesson you read about some ways in which our environment gets polluted. In your notebook make three columns like this:**

A	B	C
Air pollution	Water pollution	Soil pollution
Fumes of automobiles		

**Now write the causes of these different types of pollution in the proper columns, taking the help of information provided in the lesson. One has been done for you.**



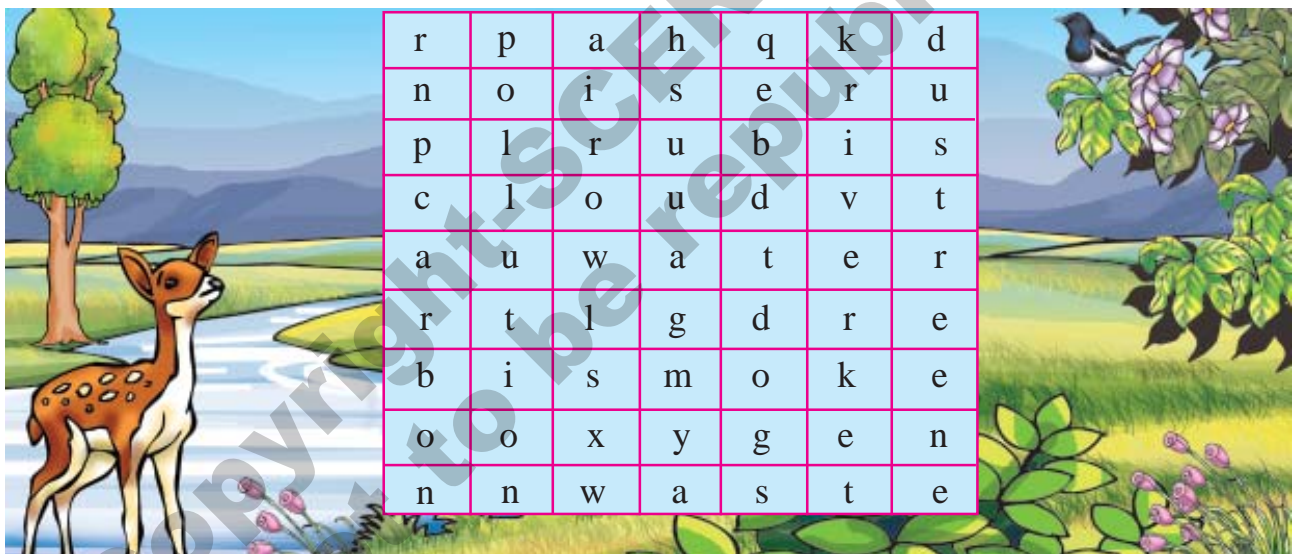
3. Here's a game for you:

Say the word 'pollution' to your friend. Ask him or her to say a sentence with it. Then your friend will say another word related to pollution and you will have to make a sentence with it. Continue the game using as many words related to pollution as you can think of.

4. Read the text again and find out the words that you do not understand. Look up their meanings in the dictionary. Write down the ones that are suitable for the sentences in the text. One is done for you.

waste rubbish, especially domestic refuse

5. Find out the hidden words in the grid. They are all related to the environment. Hint: There are six words across, and four down.

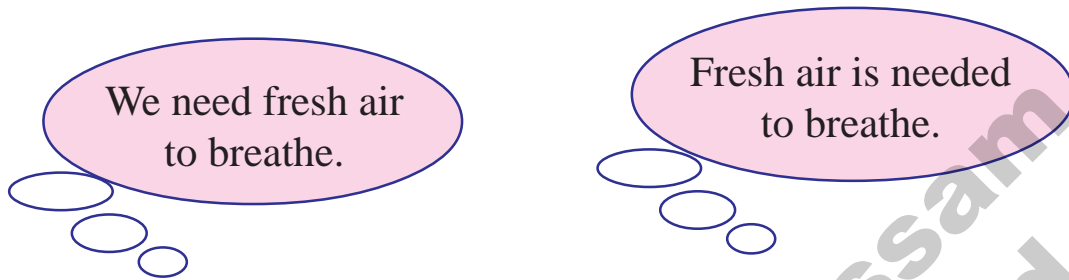


6. Work in groups of four or five. Discuss and write a few slogans to protect the environment in the space given below. Then, write them on chart paper and hang the chart paper in your classroom.



**7. Let's learn some grammar:**

**Read the sentences written on the smoke bubbles:**



When the subject of a verb is the person or thing that performs the action, the verb is said to be in the active voice.

When the subject of a sentence is the receiver of an action or is affected by the action of the verb, the verb is said to be in the passive voice.

Now look at what active and passive sentences look like:

e.g. (i)

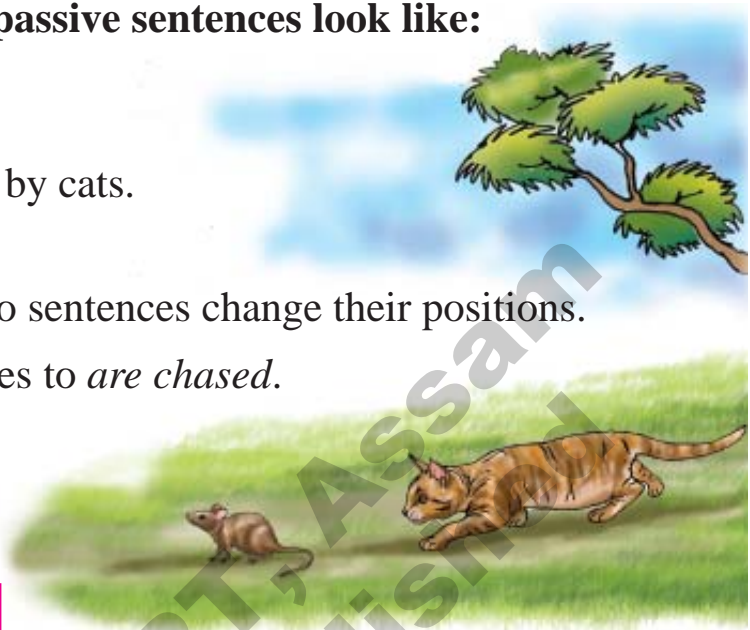
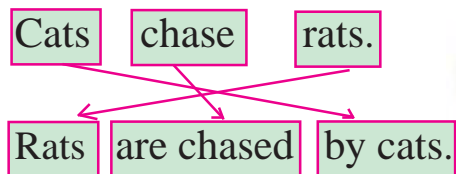
**Active** – Cats chase rats.

**Passive** – Rats are chased by cats.

**What did you notice?**

(i) Some words in the two sentences change their positions.

(ii) The verb *chase* changes to *are chased*.



(ii) Look at another example. You will see the same change.

Smoke spoils the air.

The air is spoilt by smoke.

Now, work in pairs. Find some more active sentences and write in the bubbles on the left. Then write their passive forms in the bubbles on the right:


Now, rewrite the following sentences in passive voice, and write it on a chart paper to make a poster. You can colour it, write a heading, and hang it in your classroom.

We need clean air. We need fresh water too. Some animals eat green leaves. Trees and plants breathe the air that we breathe out. They help us to breathe fresh air.

8. Read this story called ‘Night River’ and complete the task that follows:

Long, long ago a night river flowed in the heart of the blue planet where we live. The river could dance and flow as it wished and was a friend of the people. The night river was home to different kinds of aquatic animals and plants. It provided pure water to the animals and the plant kingdom. The river cooled the surroundings and made the soil fertile. It was used for water transport and gave us water for drinking, washing, cooking, bathing, cleaning, etc. The people on the blue planet were happy with the gifts given by the mighty night river. But one day, the night river turned yellow. It was no longer a beautiful blue.

**Why do you think this had happened?**

**In small groups, discuss and note three reasons.**

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**Share your thoughts with the rest of the class.**

9. Here is a class project for you. Talk to your parents and relatives and write three sentences on what to do and what not to do to make our environment pollution free:

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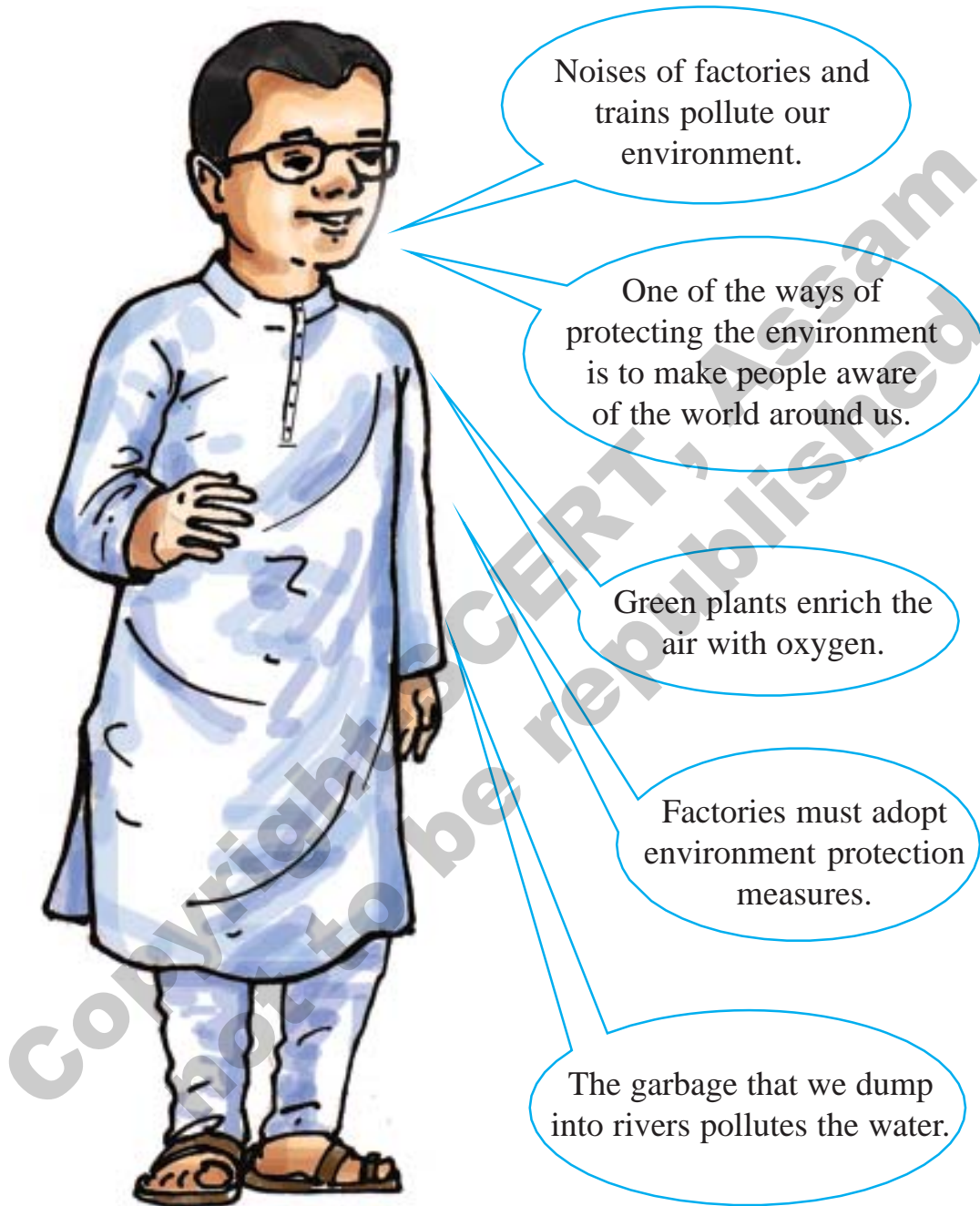
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10. Draw a picture to show a clean and healthy environment.





**11. Read the words spoken by the headmaster in the morning assembly:**



**By using the sentences of the headmaster write a paragraph on the topic “Protection of the environment”. You may add your own sentences.**

**Choose any one of the headmaster's statements on environment and design a poster.**



**12. Say these words aloud. Observe the difference.**

o in– not	o in– our
o in– to	o in– woman
o in– go	o in– women

The letter o is pronounced differently in all these words.

*☞ The teacher will help the learners to say the words correctly.*

**13. Read the following and find the answer:**

I'm always in black, and I'm always in white;  
I'm grave and I'm gay, I'm heavy and light;  
In form too I differ – I'm thick and I'm thin,  
I've no flesh and no bones, yet I'm covered with skin;  
I often die soon, though I sometimes live ages,  
And no king alive has so many pages.  
Who am I

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Answer: Book



## For the Teacher

- In this lesson, learners will learn important issues on the environment, such as pollution and its prevention. They will become familiar with words and terms relating to the environment, which they can use to create awareness of the environment. Before they read the lesson, the teacher will be able to find out what learners already know by making them complete the pre-reading activity.
- Activities 1 and 2 are meant to help learners revise the main points in this lesson. These comprehension questions may be elicited orally to test the learners' understanding of the lesson and to develop their speaking ability.
- Activities 3, 4 and 5 will enrich learners' vocabulary. Activity 6 is a group work. Divide the class into groups of 4 or 5 and after a discussion, help them to write slogans to protect the environment. This will develop their ability to think. Besides, they will also become aware of the need for the protection and preservation of the environment.
- Under the section 'Let's learn some grammar', learners will be introduced to Active and Passive sentences. Provide more sentences to illustrate the difference between Active and Passive sentences. Help the learners find some sentences in the Active form and write them in the bubbles on the left side of the page. Then ask them to write the Passive forms in the bubbles on the right.
- Activities 9, 10 and 11 are creative activities that encourage learners to use their imagination. Awareness towards preservation and conservation of nature can also be developed through these activities. The story called 'Night River' will help learners to understand that our beautiful blue planet may be destroyed if we do not take care to preserve and conserve mother nature. They will also learn how to structure a story.

- The words in Activity 12, will be read aloud by the teacher. This will help learners understand how ‘o’ is pronounced in different ways in different contexts. Next, learners will repeat the same correctly. They will carefully observe whether, on repetition, there is a difference in their pronunciation.

## **Learning Outcomes:**

### **The learner:**

- participates in activities in English like role play, group discussion, debate, etc.
- responds to oral messages, telephonic communication in English and communicates them in English or home language
- responds to announcements and instructions made in class, school assembly, railway station and in other public places
- reads a variety of texts in English/Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences
- responds to a variety of questions on familiar and unfamiliar texts verbally and in writing
- uses meaningful sentences to describe/narrate factual/imaginary situations in speech and in writing
- refers to dictionary to check meaning and spelling and to suggested websites for information
- writes grammatically correct sentences of a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.
- writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience