

Objective

In this unit, you will discuss ways of improving the environment. This should include ways in which pollution and deforestation can be controlled.

LESSON ONE**A Listening and speaking****Activity**

Look at the picture with a partner and discuss the questions that follow.



1. Describe your environment and how it can be improved.
2. What activities are being carried out in the picture above?
3. What is the likely danger of the activities being carried out in the picture?
4. What event is likely to happen to this area in the next ten years?
5. Besides forests, what else should be protected in our environment?
6. Why should forests be specially protected?.

EXERCISE: Write a paragraph describing the environment in your area and how it can be improved upon.



LESSON TWO

Listening

Activity

Your teacher will read to you a story about the environment. Listen to it carefully and in small groups answer the following questions.

1. What two things can destroy the environment?
2. Give two reasons why people cut down trees.
3. How can we protect plants and animals?
4. Discuss different types of plants from your area.
5. What can be done to protect the environment?

EXERCISE 1: Complete the sentences with the given words. Do the work in your exercise book.

protected	rubbish	well-drained	sewage	temperature
overpopulated	planned	overgrazed	soil erosion	garbage
conservation	season	protect	environment	

Examples:

1. Areas with trees and grass have fresh air and cool **temperature**.
2. The **environment** is made up of water, air, plants, animals, soil, hills and mountains.

1. A healthy environment should not have open _____ pits.
2. Places with so many people should have well protected _____.
3. Cities and towns should be _____ well.
4. Terraces can reduce _____.
5. The _____ of wildlife is very important.
6. We should plant trees to _____ the environment.
7. There is a lot of dust during the dry _____.
8. _____ should be buried to make humus.

9. Soil erosion takes place in _____ areas.
10. People in _____ areas live closely together.
11. Mosquitoes do not breed in _____ areas.
12. People should not cut trees from _____ forests.

EXERCISE 2: In your exercise book, arrange the words below to form correct sentences.

1. animals jungle enjoy The in birds and living.
2. Deforestation can desertification to lead.
3. twigs feed Animals grass and on.
4. soil erosion Overgrazing of one is cause.
5. areas We swampy should drain not.
6. The rain forests of are formation useful the in.
7. Terraces highlands reduce in soil erosion.
8. Global pollution warming air is result of a.
9. It good is maintain to environment a clean.
10. Cholera environment is caused dirty by.

LESSON THREE

Present continuous tense

Activity 1

Write down different verbs to which you can add **-ing**.

Example: **get -getting**

EXERCISE 1: Form sentences using the verbs you have suggested.

Examples:

1. The pupils **are littering** the compound with paper.
2. The cattle keepers **are keeping** a big number of animals.
3. She is drawing a picture in her book.



Activity 2

In small groups, describe and answer the questions based on the picture.

1. What are the students doing?
2. What are they holding?

EXERCISE 2: Complete the sentences in your exercise book using the present continuous form of the verbs in brackets.

1. Hailemariam is (plant) some more trees on the hill.
2. The city workers are (clear) the sewage channel.
3. The school children are (slash) the compound.
4. Villagers are (burn) all polythene paper.
5. Hagos is (pick) litter from the compound.
6. The bush is (burn). The poor animals are (run) away.
7. Abeje is (collect) all plastic bags from the rubbish.
8. The street children are (sleep) under the tree.
9. They are (cut) down all old trees.
10. The soldiers are (replant) seedlings in the open space.

LESSON FOUR

Present simple tense

Activity

Ask your partner to list down the activities he/she does at school and at home everyday. Why is it good to participate in such activities?

Examples:

1. The teacher **teaches** us about the environment.
2. The environmentalists **advise** us about soil erosion.
3. I **water** the plant everyday during the dry season.

EXERCISE 1: In your exercise book, complete the sentences with the present simple tense form of the verbs in brackets.

1. Vehicles _____ a lot of fumes in the space. (release)
2. Unnecessary burning of tyres _____ not good for your health. (be)
3. Ignorant people _____down all trees in the bush for firewood. (cut)
4. The farmers _____ tree seedlings in the wet season. (plant)
5. Degeffa _____grass for her animals everyday. (collect)
6. We _____rubbish in the pit everyday. (throw)
7. People _____a lot of items from the market. (buy)
8. She _____ a great deal of firewood. (use)
9. They _____them about the environment everyday. (teach)
10. The officers from the city _____about sewage and garbage everyday. (talk)

EXERCISE 2: Complete the sentences with the present simple or continuous form of the verb in brackets in your exercise book.

1. Ayana _____ (go) to the gym three times a week.
2. I _____ (think) he is really fit.
3. We _____ (meet) Hanna at 9 o'clock tonight.



4. What _____ you _____ (do) now ?
5. Wakjira always _____ (look) beautiful.
6. _____ you _____ (come)? The film is starting.

LESSON FIVE

Using: some and any

Activity

With your partner, mention the items you are likely to find in a shop nearest to your school. Mention the items you are not likely to find there.

Affirmative (agreeing) sentences use **some**

Negative and questions use **any**

Examples:

- 1
 - a) There are some forests in the countryside.
 - b) There aren't any forests in the desert.
 - c) Are there any forests in our country?
- 2
 - a) She has some seedlings at the farm.
 - b) She doesn't have any seedlings at the farm.
 - c) Does she have any seedlings at the farm?

EXERCISE: Study the sentences below and use **some** or **any** to complete them in your exercise book.

1. There are _____ small rivers in the south of Ethiopia.
2. There aren't _____ elephants in the desert.
3. They keep _____ of the animals that will contribute to overgrazing.
4. There isn't _____ thing we can do to stop vehicles from overspeeding.
5. We can see _____ dust on the desk.
6. They do not cut down _____ of the trees in the forest.
7. I do not have _____ thing to comment about the cleanliness of your school .

8. There isn't _____ person in the classroom.
9. There are _____ camels in the compound.
10. I don't see _____ forest in our area.
11. We would like to plant _____ trees to protect the environment.
12. _____ streets are cleaned well everyday.

LESSON SIX

Using: ...many... and ...much...

Activity

Identify items to which **many** or **much** may be used.

Examples: **many** students
much sugar

Examples:

How **many** people were at the party?

There aren't **many** birds in the dry areas.

I didn't take **many** photos on holiday.

How **much** money have you got?

There isn't **much** milk left.

Was there **much** rain during the wet season?

EXERCISE 1: Rewrite the sentences below using **many/ much** as shown in the examples above. Write the answers in your exercise book.

1. They saw **some** rivers on their way.
2. We caught **some** fish from the lake.
3. There are **a lot of** trees in the forest.
4. She is doing **some** work at home.
5. He could bring **some** milk from the farm.
6. We eat **a lot of** meat at the festival.



7. The teacher gave us **some** work to do.
8. They got **some** information about deforestation.

EXERCISE 2: Complete the sentences below using; some, any, many and much. Do the work in your exercise book.

1. People in the highlands grow _____ coffee.
2. There isn't _____ garbage in the pit.
3. There are _____ tree seedlings for us to plant.
4. Is there _____ one cleaning the sewage drain?
5. There is _____ smoke in the factory.
6. Abeba has not cleaned _____ classroom.
7. _____ streets are not cleaned in good time.
8. Not _____ people enjoy living in a dirty environment.
9. There are _____ animals living in the desert.
10. Will they see _____ plants around the lake shores?

Grammar Highlight

We usually use **many** with countable nouns in **question** and negatives.

We usually use **much** with uncountable nouns in **question** and with negatives.

LESSON SEVEN

Using: too many.../ too much...

Activity

In groups of five, discuss environmental problems in your area. Suggest serious problems in the environment.

Examples:

1. There is **too much** rubbish in the pit.
2. There is **too much** sand in the desert.

3. There are **too many** birds at the lakeside.

4. There are **too many** animals in that area.

Present your written sentences to the class for discussion.

EXERCISE: Complete the sentences with **much** or **many** in your exercise book.

1. Have you got _____ home work?
2. We don't need _____ eggs.
3. Is there _____ traffic in your town?
4. There aren't _____ students in my class.
5. How _____ people live in your house?

LESSON EIGHT

Using: good/bad for ...

Activity 1

With your partner, discuss what you like about your school or home compound. Talk about some of the bad practices that could destroy your school or home compound.

EXERCISE 1: Write down your findings in activity 1 on a chart for presentation to the rest of the class.

Examples: Burning bushes is **bad** for the animals.
Planting trees is **good** for the environment.
Cleaning the compound is **good** for our health.



EXERCISE 2: Form sentences from the table below. Write the sentences in your exercise book.

A		B
Pollution Mulching Poaching Littering Deforestation Weeding Watering Overgrazing Sowing Digging terraces vehicles fumes Polythene papers	is good for is bad for are bad for	their health. the plants. the animals. the environment. the climate. the seedlings. the plants. the soil. the hilly areas. the ozone layer. the plants.

LESSON NINE

Using: should / must

Activity

With a partner, talk about protecting the environment . The following questions should guide you.

(a)

Do you believe in keeping many animals?

(b)

How should the lakes and rivers be protected?

(c)

What is likely to happen when we neglect the environment?

EXERCISE 1: Suggest answers to the questions and read them out to the class.

1. What should we do to people who litter the city?
2. What must we do to people who cut down trees?
3. What should we do to avoid drought?
4. What must we do to avoid soil erosion?
5. What should we do to avoid air pollution?
6. What must we do to add fertility to the soil?
7. What should we do to have good gardens?
8. What must we do to grow crops in dry areas?

Practise: must or should.

EXERCISE 2: Complete the sentences with **must** or **should** in your exercise book.

When you are driving.....,

1. You _____ stop when the traffic light turns red.
2. You _____ wear a seat belt.
3. You _____ be kind to other drivers.
4. On the highway, you _____ drive on the right.
5. In Britain, you _____ drive on the left.

EXERCISE 3: Form sentences from the table.

If you want to		
learn English	you have to	work hard.
do well in life	you don't have to	do some sport.
keep fit	you should	learn the grammar.
	you shouldn't	go to university
	you must	buy a dictionary.
		smoke



LESSON TEN

Dialogue

Activity

As a student, talk about your responsibilities at home and at school. What are you supposed to do to save the environment?

EXERCISE: Read the dialogue with a partner.

Rukia : Hello Taya, what is your opinion about our environment?

Toga : Hello Rukia. I think that today our environment is being destroyed at a very fast rate.

Rukia : In which ways is it being destroyed?

Toga : People are cutting down trees and burning grass.

Rukia : How else is the environment endangered?

Toga : Farmers constantly overgraze the land and the water is polluted.

Rukia : What have you tried to do in order to stop this?

Toga : My friend and I have explained to the people about conservation methods.

Rukia : What methods have you talked about?

Toga : We have talked about terracing and mulching.

Rukia : What about the disadvantages of overgrazing?

Toga : Overgrazing causes soil erosion.

Rukia : Can you tell me about the importance of trees?

Toga : Yes. Trees are important because they keep the air pure.

Rukia : What else do you advise people to do?

Toga : All people should plant trees.

Rukia : I agree with you.

Toga : Yes, trees give us shade, hold the soil together and also act as wind breaks.

Rukia : Trees also provide us with food.

Toga : True. Trees provide us with nutritious fruits.

Rukia : I hope that people's attitude towards the environment can be changed eventually.

Toga : I hope so too. Our health depends on the environment we live in.

LESSON ELEVEN

Picture Study

Activity

Work with a partner. Identify an environmental problem in your school, home area, town or city. Write a paragraph on how you think the problem can be solved.

EXERCISE: Study the picture below and answer the questions that follow:



1. Describe the area where the people are working.
2. What are the two women doing?
3. Why does such an activity require people to work together?
4. How are stones useful in this kind of area?
5. What are the children doing?



6. How is grass useful in this kind of area?
7. Why is it important to have trees in this kind of area?

B Reading

LESSON TWELVE

Comprehension

Pre-reading Activity: In small groups, discuss how pollution is destroying our environment. Can you suggest how it could be minimised.

EXERCISE 1: Read the story and answer the questions that follow.

One Thursday morning, Ato Tajure the science teacher took the Grade Six class out on an **excursion**. He wanted to teach them about the importance of trees. "I want you to look at the **landscape**," the teacher said. The students looked at the hill, then the gardens down in the valley. "Do you notice that there are very few trees left on that hill? Years ago, that hill was covered with forest. As people increased in number, more and more trees were cleared in order to **cultivate** crops and to build houses. Soon, there were no trees. What do you think is the danger of cutting down trees?" He asked. "Cutting down trees leads to soil erosion," Tekilu said.

"That is a very good answer," said Ato Tajure. "Trees can also influence the weather and climate of a place. They also help in the formation of rain. They provide shade from the sun." said Ato Tajure. He then explained to the students the reason why the crop yields are becoming poorer and poorer. He said that the place had lost part of its fertile soil.

Another student asked how such land could **regain** its fertility. Ato Tajure explained that there were many things everyone could do to protect the environment. He reminded the students that they had learnt some of the methods in their Agriculture lessons.

Omer, one of the students in the class explained that **digging terraces** was one way of doing this. "Building gabions is another one," said another. Ato Tajure told the students that tree planting was the best way to protect the environment

because whenever it rains, the tree roots hold the soil in place.

Besides, trees prevent the wind from **blowing the top soil away**.”Ato Tajure replied that leaves and twigs which fall onto the ground form **mulch** and later **humus**. This helps the ground to **retain moisture**.

“Which trees are good to plant?” asked Habiba. Ato Tajure replied, “There are many kinds of trees one can plant. Farmers need to plant soft wood trees such as Cypress or gum tree because they don’t take long to grow.”

1. What happened to the forest on the hill?
2. How does cutting down trees affect the soil?
3. Why are trees important?
4. When are crop yields likely to become poor?
5. Why should people dig terraces?
6. How can wind cause soil erosion?
7. What is the importance of mulching?
8. List down three methods of reducing soil erosion.
9. Give two examples of soft wood trees.
10. What is likely to be reducing the trees?

EXERCISE 2: Guess the meaning of the words in blue in the passage. Make your own sentences using them in your exercise book.

C Writing

LESSON THIRTEEN

Guided composition

EXERCISE 1: With a partner, rearrange the sentences to form a good story. Write it in your exercise book.

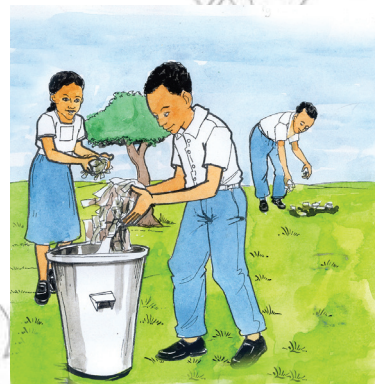
1. Soil conservation keeps the soil fertile.
2. One of the best ways is to practise crop rotation.
3. It is important for a farmer to conserve soil.
4. This is because roots of different crops hold the soil in place when it rains.



5. To keep the soil fertile, the farmer has to ensure that the soil does not lose its fertility.
6. One is through deforestation.
7. However, soil erosion can be prevented.
8. And also due to poor methods of farming.
9. Another reason is overgrazing.
10. Soil may lose its fertility in three main ways.

Composition

Students are involved in different activities to save their environment.



Activity

In groups, discuss what is taking place in the above pictures. Write what you can do in order to protect your environment.

EXERCISE 2: Re-write the given sentences using words which are similar in meaning to the underlined words and phrases. Choose from the list below.

canopy	deposited	eroded	altitude	flows
fertile	floods	polluted	surface	environment

Examples: height - altitude

- Do you know the **height** of Mt. Ras Dashen?
- A lot of soil **is washed away** by running water.
- Do plants grow on **top of** water?
- We watched the birds building their nests on the **tree branches**.
- Most people don't want **heavy rains**.
- The land around highland slopes is **good for farming**.
- A lot of soil was **collected** below the hill.
- Rain water **moves down** along steep slopes.
- Our **surrounding** needs protection.
- Water, soil and air can be **spoilt**.

EXERCISE 3: Write correct sentences from the table below. Do the work in your exercise book.

Why do people dig terraces	of	the rubbish pit.
All rubbish should be thrown	under	the hills?
People build terraces to stop soil	into	a high altitude.
Some plants grow	along	being washed away.
We can prevent soil erosion	from	the water surfaces.
We should keep our homes clean	at	building terraces.
We should keep our homes clean	by	all rubbish.
Which river flows	in	the sea.



What we find in the environment

Bushes	trees	garden	park	forest	mushrooms
wood	flowers	animals	birds	landscape	river
mountains		lake	hills	wells	

EXERCISE 4: Select what is good from the environment. Complete the sentences with any of the above words. Do the work in your exercise book.

1. I am fond of _____.
2. I watch _____.
3. I grow _____.
4. I collect _____.
5. I enjoy _____.
6. We have _____ in our compounds.
7. What do you do to protect the environment?

EXERCISE 5: Revise the vocabulary you have learnt.

1. putting seedlings in the soil to grow (8 letters) P _____
2. covering the soil with grass to keep it moist (8 letters) M _____
3. plants, animals, air, water, land as God created them (6 letters) N _____
4. protect the environment from being destroyed (8 letters) C _____
5. heaping rubbish in a place (7 letters) D _____
6. to make the environment dirty (7 letters) P _____
7. Colour for vegetation (5 letters) G _____
8. same as rubbish (7 letters) G _____
9. to wash away top soil by rain or wind (5 letters) E _____