



Language Focus

Language Functions

Grammar

i) **Advising and warning**
eg. don't go on like that.

ii) **Expressing opinions**
eg. that'll be interesting.

iii) **Responding to poems**

iv) **Inviting – letter**

v) **Learning about a process**

i) **Use of conjunctive - if**
(i) possible/ probable
(ii) imaginary
(iii) impossible

The Future of Our Environment



■ Reading / Role play

Bryan : Hello Hannah Good morning!

Hannah : Good morning. Here come Anupa and Amarnath.

Bryan : Oh, there's Nuwangi, Sarojini and Arundathi.
Did you read today's newspaper?

Hannah : No, I didn't have time. I was busy with the ICT assignment.
Was there anything special?

Bryan : Yes, there's a competition.

Hannah
Anupa
Sarojini
Amarnath } (together) A competition!

Bryan : Yes, a competition. Ten of us can take part. We need friends with different abilities, artists, handicraft specialists, good environmentalists.....

Arundathi : Don't **go on** like that. Tell us what it is about.

Bryan : We have to make a model of a 'Zero Carbon City'

Amarnath : A Zero Carbon City ! What's that?

Anupa : It is to do with reducing the greenhouse effect. In the USA and Japan they are doing it in a **big way**.

Sarojini : Bryan , tell us more about this competition. What do we have to do?

Bryan : We have to make a model of a carbon free city. **The dead line** is the 20th of March . We have very little time. It is a **real challenge**.

Anupa : That'll be interesting. I am very good at making models. Specially with rigifoam sheets. If you tell me the plan, I can do it.

Bryan : We can't use rigifoam. We can only use environmentally friendly materials like wood, pulp, clay etc.

Hannah : Clay cracks when it dries. It is very ugly once it starts cracking.

Amarnath : **There goes the bell**.

Bryan : OK. Let's all collect information from adults, magazines and the internet and meet again **first thing** tomorrow morning. Then we can **pool all our ideas** and decide what we are going to do.

Arundathi : To win the competition we must have some innovative ideas.

Arundathi : That's good.

Nuwangi : Let's meet then. Seven o'clock tomorrow . Let's run.

Activity 7.1 Group work

■ *Writing*

Look at the phrases in bold type in the dialogue:

Select the right meaning and copy it in your writing book:

There goes the bell: 1) the bell rang 2) the bell went away.
3) the bell rings daily

First thing : 1) to be done before doing anything else.
2) what you see first. 3) come first and do it.

Pool all your ideas : 1) put your ideas into the pool
2) get all your ideas together
3) Make a pool of students with good ideas.

Go on : 1) continue 2) cheering 3) encourage

A real challenge : 1) to call for a fight 2) a demanding and difficult task
3) to do something real.

A big way : 1) on a wide road 2) a big show
3) completely committed

Activity 7.2 Comprehension

■ *Speaking / Writing*

Discuss in groups and use your writing books to write the answers.

- a) What is the competition about?
- b) How many students can take part?
- c) Why can't Anupa use rigifoam?
- d) Why do you think they have introduced a rule like that?
- e) From where else do you think they can collect information for their work?
- f) Why do they need innovative ideas? What are they?

Activity 7.3

■ Reading / Writing

A. Look at this dictionary entry.

- a) The dictionary tells us how to pronounce the word.
- b) It tells us what the word is. Here 'n' means it is a noun.
- c) It also gives different meanings for the same word.

Copy this entry under a, b, c in your writing book. Write the full word for adj. and adv.

environment /ɪnˈvaɪərənmənt/ *n.* 1 physical surroundings and conditions, esp. as affecting people's lives. 2 conditions or circumstances of living. 3 *Ecol.* external conditions affecting the growth of plants and animals. 4 a structure designed to be experienced from inside as a work of art. □□ **environmental** /-ment(ə)l/ *adj.* **environmentally** /-mentəli/ *adv.*
environmentalist /ɪnˌvaɪərənˈmentəlɪst/ *n.* 1 a person who is concerned with or advocates the protection of the environment. 2 a person who considers that environment has the primary influence on the development of a person or group. □□ **environmentalism** *n.*

Activity 7.4 Group work

■ Reading / Writing

List the words you find difficult to understand from the dictionary entry on 'environment'.

Refer to a dictionary and copy the entry under a, b, c
one member of the group can do one word. Then the members can read each other's.

Activity 7.5

Write at least five more words that have the same sound at the end as the letters in **bold type**: Draw the grid in your writing book and fill it.

competition	specially	innovative	Collected
eg. repetition			

Activity 7.6 Group work

■ *Speaking / Writing*

Excess Carbon in the atmosphere is bad for the health of all animal and plant lives. Man is now concerned with the task of reversing a process he has started in exploiting nature.

Complete the grid with relevant information.

item	use/ need	poisonous gas	improvement
refrigerators			
air conditioners			
hair sprays			
fossil fuels	vehicles factories industries	carbon dioxide carbon monoxide	leaded lead - free

Activity 7.7

■ *Reading / Speaking*

- (a) Design an advertisement to be published in the children's corner of a daily newspaper calling for applications to make a model of a zero carbon city. First find the information for the following from the dialogue.

Title:-

Last day for entry:-

Who can compete:-

Material that can be used:-

- (b) Then provide information for the following

Who is calling for the competition?

Where are the applications sent to?

How many words can be used?

When will the winners be announced?

- (c) Finally decide on the following.

using colours

using designs and pictures

using different sizes of words

Activity 7.8

■ *Writing*

Copy the following exercise onto your writing book and fill in the blanks with the given words.

an advertisement, attention, attractive, a failure, beautiful, clear, respond, the contact, understand

An advertisement must be It must get the of the reader. The language must be The reader must be able to it easily. The reader must be able to to the advertisement. address is a must in A advertisement that is not clear is

Group work

Display the advertisement for every group to see.

Copy the criteria onto a paper.

Then mark them on the given criteria.

Add any other feature you think is important.

Criteria	marks			
	10-8 A	7-6 B	5-4 C	3-1 D
An attractive layout				
Visually appealing				
Has used precise language				
Has provided address contact person and number				

Activity 7.9

■ *Speaking*

Tell the class about the advertisement your group has selected as the best.

Refer to the criteria and other significant features. Begin by mentioning the total marks given to the advertisement.

The Future of the Environment

■ *Pre Questions*

Discuss the following questions with your friends.

- a.) What is environment?
- b.) What have you heard about the future of the environment?
- c.) Have you read any articles, seen programmes on the Discovery channel or National Geographic programmes about the greenhouse effect?



Activity 7.10

■ *Reading*

Now read the lesson and write down reasons for climatic change and greenhouse effect.

(1) What is greenhouse effect? This is a common word used by the **environmentalists**, scientists and many others who are interested in protecting the earth for the next **generation** and for many more generations to come.

(2) The greenhouse effect is nothing strange. It is a natural process that occurs and helps to heat the earth's surface and the atmosphere. If not for the greenhouse effect, the temperature on this earth would be minus eighteen degrees centigrade rather than the present fifteen degrees centigrade. We would have frozen to death if not for the greenhouse effect.



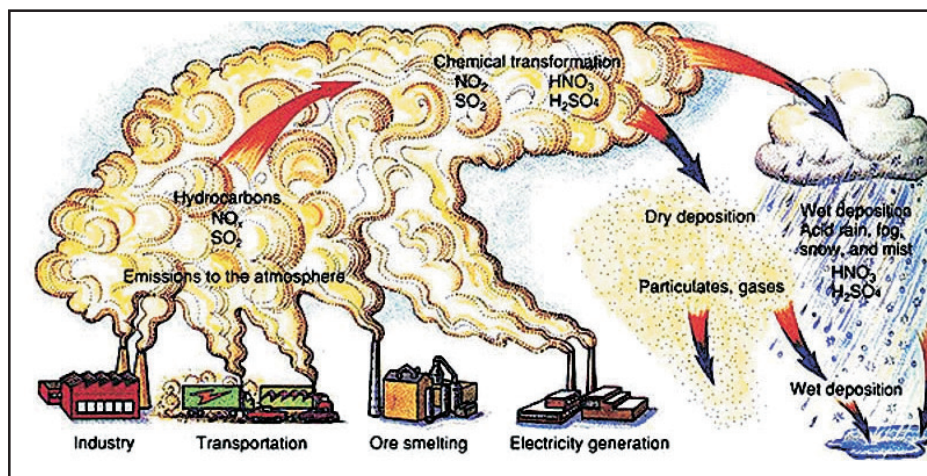
(3) If that is the situation why is everyone talking about the greenhouse effect, global warming and climatic changes? It is because of the increase of greenhouse gases in the atmosphere. Let us see what has actually happened.

(4) 51% of the energy from the sun rays that reaches the surface of the earth is used for many processes including heating of the earth's surface, melting ice, **evaporation** of water and **photosynthesis**. The balance energy is expected to be **reflected** into space. But this does not happen due to the presence of greenhouse gases like Carbon dioxide, Methane, Nitrous Oxide etc. These gases trap the excess, outgoing heat energy and additional heat is added to the atmosphere.



(5) How have humans contributed to this **phenomenon**? The industrial revolution, development and also human interference with nature have caused a great amount of greenhouse gases to be emitted into the earth's atmosphere.

Scientists have **predicted** that the greenhouse effect will be **enhanced**. It is not yet confirmed but there are doubts as to whether Global Warming and the climatic changes are due to the greenhouse effect. There is a lot of research being done and many countries have started working on reducing the amount of Carbon **emission** into the atmosphere. Even in Sri Lanka if you go to a petrol station you can see a board on every petrol pump which reads 90 octane petrol lead free which is environment friendly.



(6) Carbon dioxide levels are expected to rise further due to the ongoing burning of fossil fuels. The rate of rise will depend on the usage and the availability of fossil fuels.

(7) The increase in global temperature can in turn cause other changes like rising sea levels, creating extreme weather conditions, changes in agricultural fields, glacier retreat, species **extinctions** and the increase in breeding of disease carrying insects like mosquitoes.

(8) Concerned citizens who do not want to leave a **legacy** of disaster for our children have done a lot to find out how this is happening and what could be done to save the situation. One very positive and sure way of carrying the message is through children to their parents.

Activity 7.11 Pair work

■ *Reading / Writing*

These sentences a) to h) are the summaries of the paragraphs (1)-(8) of the reading passage. Write (1) in your writing book and copy the sentence that carries the summary of the first paragraph.

- a) Gases from fossil fuels will be produced as long as fuels exist.
- b) Children can help interested adults to save the earth.
- c) Greenhouse effect is a problem because of the increasing greenhouse gases.
- d) Environmentalists and some others are interested in protecting the earth.
- e) Greenhouse effect helps to heat the earth from the freezing cold.
- f) The heat from the sun is not reflected due to the presence of greenhouse gases which absorb the heat.
- g) Development has helped to increase the presence of greenhouse gases and man is now trying to reduce carbon in the atmosphere.
- h) The increase in global temperatures create problems that affect man in many ways.

Activity 7.12 Group work

■ *Reading*

Get into groups. Read the text and find the good and bad effects of the greenhouse gases. Draw this grid in your writing book and fill it.

Good effects	Bad effects

Activity 7.13

■ *Vocabulary / Writing*

(A) Refer to a dictionary and find the meaning of the words in bold type in the reading text. Find out whether the word is a noun, a verb, an adjective or an adverb as in Activity 7.3

(B) Look at the illustrations given in the reading passage - ‘The Future of the Environment’.

Write a sentence on each of the following.

- The people
- Where they are
- What they are doing
- What they are looking at



Activity 7.14 Comprehension

■ *Reading / Writing*

Read the text and find answers to the following. Write them in your writing book.

- (A) 1. Explain the term greenhouse effect in your own words.
2. Give the opposite of the following words :
i) heating ii) positive iii) enhanced iv) rise v) natural
3. Name three main greenhouse gases.
4. Are scientists sure that the change of climate is due to the greenhouse effect?
5. What have human beings done to make the situation worse?
6. What will happen in the future if this process is continued?
7. Name two problems that could be caused by the increase in global warming.
- (B) 8. Why should the parents be given the message through the children?

Activity 7.15

The grade 11 students have started an Environmental Brigade.

Write a formal letter inviting the environmentalist Mr. U.K. Herath for a speech at the inaugural meeting. Tell him the date, time, venue and the topic: ‘ What students can do to protect the environment’.

Use this format and write in your writing book.

Name of school....., address....., date.....,	Name of Environmentalist, Designation (If he has one) optional, Address.....,
Dear sir, Topic	(Remember it should be short and to the point. Write only one idea in one paragraph)
Yours faithfully, Signature Name/post	

Activity 7.16

■ Reading / Writing

This is the speech made by Mr. Herath, the environmentalist when he came for the meeting: Read it and make a poster with the topic : ‘How can we protect the environment?’

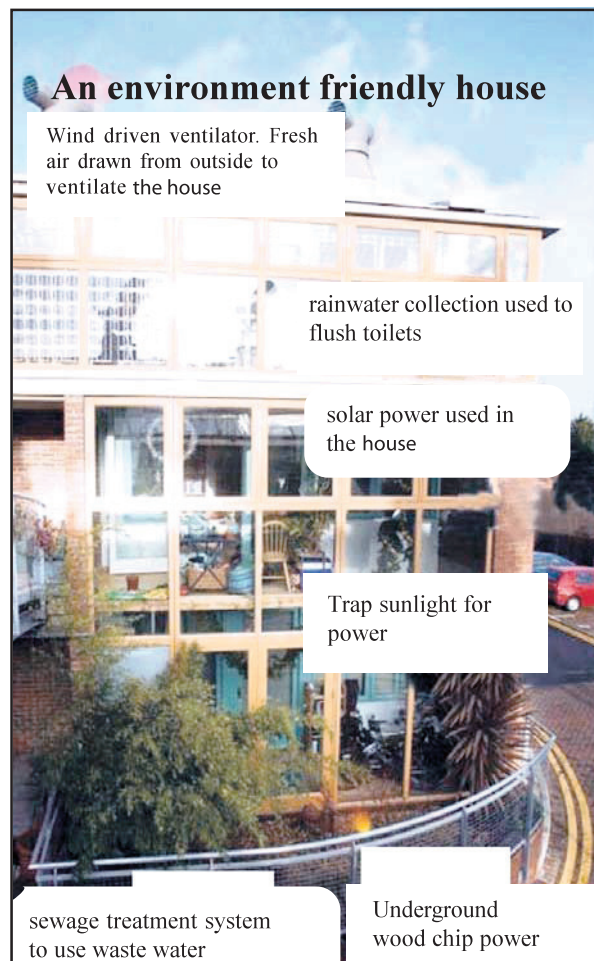
Good morning, distinguished visitors and members of the Environmental Brigade. I am U.K. Herath. I work as a full time environmentalist now although I started as a scientist. I must first thank you for inviting me as the guest speaker for your inaugural meeting. It has been my dream to talk to children, who can take the message to their homes and villages.

I also thank the principal and teachers. I am sure they took an initiative to form this Brigade. It is very important that we start thinking of our environment and our surroundings. If we want to lead healthy lives we have to save our world. One main problem is the excess greenhouse gases in our atmosphere. i.e. carbon dioxide, methane, nitrous oxide etc.

Answer these Questions.

- 1. List those whom Mr. Herath thanked. Write the reason against each name.**
- 2. What is required for healthy living?**

We can help cut the amount of greenhouse gases that we release into the atmosphere.



Travelling consumes fossil fuel. This can be reduced by car pooling – many people travel in one car rather than many cars going to the same place. We can also walk, ride a bicycle or go in public transport and save energy.

We can educate ourselves on preventing environmental pollution by reading. There are many books in the library on the subject. The librarian will be able to help you. We must know what is happening and what has already been found out about these changes in climate and the environment. We can then talk to our friends and families and share the latest information.

I also think we will be able to save electricity. It is simple. We have to get into the habit of switching off lights when we leave a room, and switching off the computer or the television when we have finished with it. We can buy appliances that use less energy. There are cars too that are made to use less energy. This can help a lot as the more electricity we save, the less gases are sent out into the **atmosphere**.

Planting trees is another way of helping to reduce environmental pollution. Trees reduce greenhouse gases in the atmosphere as they breathe in carbon dioxide and breathe out oxygen. Through this process the environment is purified and protected.

We can buy recycled products. We can use polythene bags more than once so that we can use fewer bags. We will be using only half the amount then. Recycling helps a lot too. If we have three garbage cans at home and collect bottles and tins and paper separately, we can recycle them. It will help to solve the biggest environmental problem of waste removal and dumping. We can also make compost fertilizer if we have a bin where we can put our biodegradable garbage. Then we can use natural fertilizer for our vegetable plots and flower plants.



We have a lot of sunlight. Sunlight is wasted. If it is harvested we can use solar power for our work. This is environmental friendly. We can also collect rain water and use it for washing. All houses must be built in such a way that we can harvest the rain water.

The government can also play a part and give solar panels to people who like to help- at a “buy now and pay later” basis. Then they can pay in small affordable instalments. Many things like computers, radios etc. have the ENERGY STAR. They use less energy. We can buy products that have this symbol. We also have CFC free refrigerators. So when our parents do purchase we can help them to buy such products.

Children of today have to face this challenge. We have a better world to live in, it is an investment for the future.

I thank you for listening to me and I hope you will really make a difference in your home and in your village. Thank you.

Activity 7.17 Comprehension

■ *Reading / Writing*

1. How can we save electricity?
2. What is the advantage of saving electricity?
3. How can ‘recycling’ help us?
4. What is the latest source of power mentioned in this passage?
5. Why should houses be built in special ways?

B. Write the lines that tell you this is a speech.

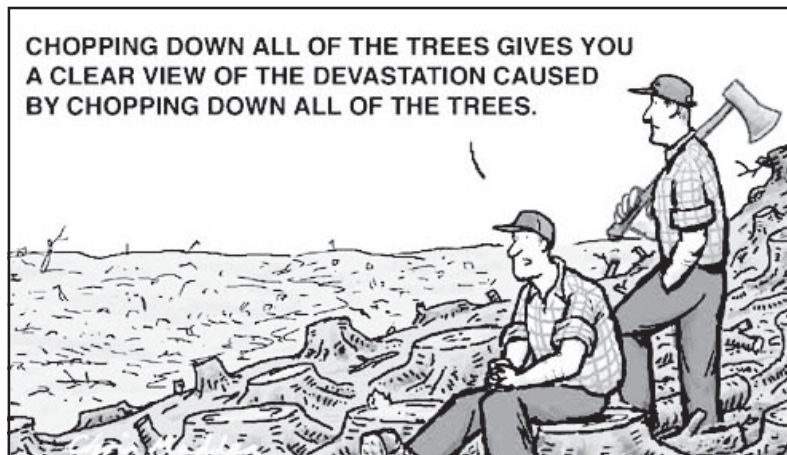
Use your writing book and write three reasons why you think this is a speech.

Activity 7.18 Group work

Identify a site that causes environmental pollution / a source of fresh unpolluted air, and design a poster.

Activity 7.19 Group work

Discuss how humans interfere with nature in your area or in the villages around your village: eg. sand mining, cutting trees, burning lime, gem mining, emitting of gases from factories, sending waste water to waterways from industrial work places, sea erosion, burning of land for chena cultivation etc.



Read the caption of this picture, Read it over and over again. Notice the repetition of words. There is a pun on the words. Tell your teacher to explain the meaning.

Activity 7.20

■ Writing

Write a letter of protest to the Municipal /Urban /Village council in your area and request them to do something to stop this menace in activity. 7.19. Make some suggestions on how the problem can be solved. Use your writing book.

Enrichment

Read the poem about “The World” and enjoy it.

The World

Great, wide beautiful, wonderful world
With the wonderful waters round you curled
And the wonderful grass upon your breast-
World, you are beautifully dressed.

The wonderful air is over me,
And the wonderful wind is shaking the tree;
It walks on the water and whirls the mills,
And talks to itself, on the top of the hills,

You friendly earth how far do you go,
With the wheat-fields that nod and the rivers that flow;
With cities and gardens, and cliffs, and isles
And people upon you for thousands of miles?

Ah ! you are so great and I am so small,
I tremble to think of you, World, at all
And yet when I said my prayers today,
A whisper inside me seemed to say,

“You are more than the Earth,
Though you are such a dot;

Activity 7.21

Pair work:

According to the poem how are 'you' greater than the world?

b. Group work

■ *Reading*

- a) What words rhyme?
- b) The lines in the last stanza do not rhyme. Does it matter? Discuss in pairs:
 1. Find three adjectives used to describe the world.
 2. How does the child feel when he thinks of the world?
 3. Write three phrases that show the child is talking to the world.
 4. What did the child hear?
 5. Write what you feel or think about the earth.

Activity 7.22

■ *Reading*

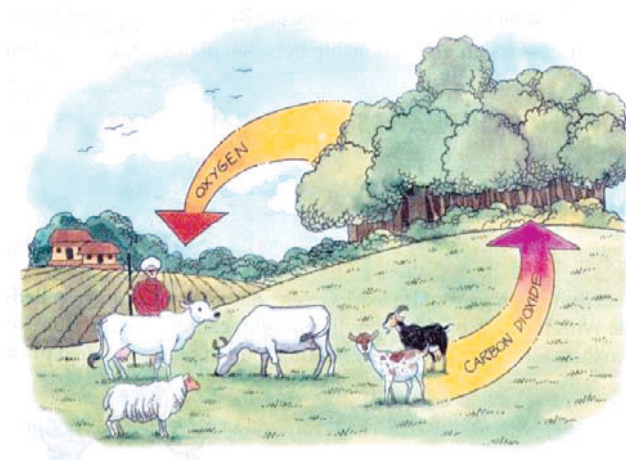
Bryan wrote a letter to his pen-friend Manuel about their Environmental Brigade and what the speaker said at the inaugural meeting. This is the reply he got. Read it.

11/24, Saywell Road,
Macquarie fields,
NSW 2564,
Australia.
12th February 2008

Dear Bryan,

Thank you for the informative letter. I am glad that you have started an Environmental Brigade in your school. We too are working towards a better and healthier society. We too have started a youth club in our area. It is different. It is a vegetarians' club. Now I am a vegetarian. I'll tell you all about it.

Meat and fish production is damaging the Earth beyond repair. Methane emitting livestock contribute massively to the “Greenhouse effect and global warming”. Ammonia from animal waste and agricultural fertilizers contributed to acid rain, which kills aquatic and plant life. Livestock farming makes inefficient use of limited resources. Millions of people go hungry and thirsty in the developing world, while grain and water is squandered on rearing animals to be slaughtered for food in the developed world. Millions of hectares of life sustaining rain forests are destroyed to create grazing pasture for cattle.



Over – fishing of the earth’s oceans has decimated fish population to the point of near extinction of many species.

Our youth club decided on a vegetarian choice. There are millions of people all over the world, who are vegetarians now. A vegetarian lifestyle is becoming more popular everywhere. A vegetarian diet can provide all the nutrients and energy you need, provided you get the right balance of food. A healthy vegetarian diet contains plenty of fruits and vegetables.

They provide not only vitamins and minerals, but also fibre which keeps the digestive system healthy. I feel very healthy now and I have a good game of football, my favourite game, everyday. Think about what I have said. Our teacher said the youth of today can make a difference.

Write to me soon. Convey my kind regards to your family .

Your loving friend,
Manuel.

Activity 7.23

■ *Writing*

Read Manuel's letter again. Write information from his letter under these two topics in your writing book.

Good points of a vegetarian diet.

- -----
- -----

Things that ruin the environment

- -----
- -----

Activity 7.24

■ *Writing*

Write an article for the children's newspaper about how you can help to be 'environmental friendly'. Use about 150 – 200 words. Write in your writing book.

Activity 7.25 Group work

■ *Speaking*

Look at the Green Quiz given below. Copy it on to a paper. Read the questions carefully. Get into groups. First tick the boxes on your own. Then calculate your score. Ask the other members of the group how they have fared. You may use the following questions.

How much did you score?

Why did you get such a low score? (if they have a low score)

Or How did you get such a high score?

For which point/s did you get full marks?

Say: I got only I lost points for number/s ... I gained points for number/s...

Discuss in your group how you can be '**green**'

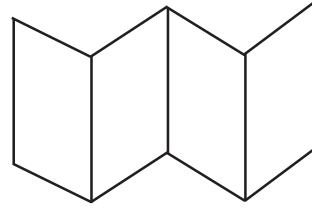
How Green Are You? A green quiz

Tick the box

Questions	ALWAYS 4 marks		VERY OFTEN 3 marks		SOMETIMES 2 marks		RARELY 1 mark	
	TICK	SCORE	TICK	SCORE	TICK	SCORE	TICK	SCORE
1. Do you reuse old newspapers, boxes, etc.?								
2. Do you plant trees or flowers in your neighbourhood or in school?								
3. Do you switch off lights and fans after you leave a room at home or in school?								
4. Do you tell people to be kind to animals?								
5. Do you ask your friends and parents not to use plastic bags?								
6. Do you close taps properly in your house?								
7. Do you ask people not to burn leaves on the roadside?								
8. Do you use the unused pages of your old notebook?								
9. When you visit a park, do you ask people to throw things into a dustbin?								
10. When you visit the zoo, do you tell people not to tease the animals?								

Activity 7.26 Group work

a. ■ *Planning*



Project 1 :

Collect as much information as you can about the greenhouse effect, change of climate in the world and what has been done in Sri Lanka and abroad to make a difference.

Now make a portfolio with the information collected.

Facts to remember when making a portfolio:

- ✦ You can make use of a Bristol board or two file covers pasted together.
 - ✦ One rule you have to remember is that nothing is written on the portfolio.
 - ✦ Any information is written or printed on paper and pasted on the portfolio.
 - ✦ The front page will have the name of the project and the names of the owner or the members of the group.
 - ✦ Other information can be included by pasting pictures and information collected on the subject.
 - ✦ Both sides of the file covers can be used.
 - ✦ The portfolio can be used to make a summary of a lesson, and to write a story or any project done in class.
 - ✦ Each student can make his or her own portfolio.
 - ✦ You can show originality, imagination and skill.
 - ✦ You can try to produce it in a new way.
 - ✦ You can collect all the portfolios and have an exhibition.
 - ✦ Ask yourself – What do we need to know? Which resources should we use? Who might be able to help us? How can we do research?
 - ✦ It will look like the figure given above
- Have an exhibition of the portfolios.

b. ■ *Writing*

Now write instructions on how to make a portfolio: The first one is done for you. Write it in your writing book.

eg. i. Use a Bristol board or two file covers pasted together.

Grammar

(A) ■ *Conjunctive:*

if - type I - Possible/ Probable

We have used ‘if’ before:

A present tense clause of condition can be joined to a future tense subordinate clause of result, to make possible conditionals.

eg. If you **look** after the environment, it **will look** after you.

We **can save** water, if we **use** water carefully.

(There is still room for you to fulfil the condition and reap the results)

Activity 7.27

Match a condition from A with a result from B and write the sentences in your writing book.

A	B
i. If you cut the trees	you can help to reduce animal suffering
ii. If the ozone layer is damaged	we will not have water for our daily needs.
iii. If you become a vegetarian	we can make this world a better place to live in.
iv. If Sri Lanka becomes a desert	the rain fall will be reduced.
v. If all the children get together	human beings will suffer from UV radiation of the sun rays.

(B) ■ **Conjunctive:**

if - type II - Imaginary

You can also write about your wishes, hopes and aspirations using ‘if’. (Notice that we use **I were** and not **I was** in ‘if’ conditionals type II imaginary/ ‘if’)

eg. If I **were** a carpenter, I **could make** my own furniture.

I **would build** a house if I **won** a lottery.

If I **had** a solar powered car I **could save** money and fuel.

(There is only a possibility of these things happening)

Activity 7.28

The words in the sentences are jumbled. Arrange the words in the correct order and write the sentences in your writing book.

1. If I/ a vegetarian/ I /were /meat or fish./ wouldn’t eat/
2. I/ natural fertilizer/ would use/ if / my own vegetable garden./ I had/
3. Sri Lanka/ a desert/ if we /all the trees. /would become/ cut down/
4. If I went/ there is no life there /I could find out / to the moon/ why /

(C) ■ **Conjunctive:**

if - type III - Impossible

You can also use ‘if’ as a conjunctive to join two actions that do not take place.

eg. If you **had studied**, you **would have passed** the examination.

(As he did not study he failed the examination.)

He **would have bought** the house if he **had won** the lottery.

Activity 7.29

a) Fill in one of the blanks with 'if' to make a correct sentence.

1.he could have joined the vegetarian club.....he had not eaten fish and meat.
2.we play outdoors,.....we will be healthy.
3.we had planted two trees for every tree that we cut,.....we would not have such dry weather.
4. she could have won the race she had practised with the others
5.the teacher starts an environmental club,I like to join it.

b) Group work:

Get into groups and make 9 sentences using 'if'. They can be Possible/ Probable, Imaginary and Impossible.

eg. Type I :
Possible/ Probable

eg. Type II :
Imaginary

eg. Type III :
Impossible.

■ *Enrichment*

Read the poem silently and think what it is trying to tell you

The Wonderful Words

How you express your thoughts is even more important than the thoughts themselves.

Never let a thought shrivel and die
For want of a way to say it,
For English is a wonderful game
And all of you can play it.
All that you do is match the words
To the brightest thoughts in your head
So that they come out clear and true
And handsomely groomed and fed -
For many of the loveliest things
Have never yet been said.
Words are the food and dress of thought,
They give it its body and swing,
And everyone's longing today to hear
A fresh and beautiful thing
But only words can free a thought
From its prison behind your eyes
May be your mind is holding now
A marvellous new surprise.



Activity 7.30 Group work

a) ■ *Speaking / Writing*

Discuss the questions in your group.

Find the answers and write them in your writing books.

1. What do you think the poem is about?
2. How can one play the ‘wonderful game’ of English?
3. What are words compared to?
4. How do they affect our thoughts?
5. How can we free our thoughts from our minds?
6. What do you think the following phrases mean?
 - a) For want of a way to say it.
 - b) Handsomely groomed and fed.
 - c) Prison behind your eyes.
 - d) Shrivell and die
 - e) Clear and true

b) ■ *Writing*

Write a short explanation about what the writer wants you to do in your writing book.