Communicative English Language Skills II

Lecture 11

Listening & Speaking: Environmental protection

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LECTURE 11

Environmental Protection

Listening & Speaking · Unit III

Environment · Sustainability · Awareness

Communicative English Language Skills II

Presenter: Biniam Atnafe Beyene, PhD

Session Overview & Introduction

- Unit III: Environmental Protection (Skills II).
- Integrates listening, speaking, reading, writing & grammar.
- Builds on Skills I (wildlife, population, conditionals).
- New tools: modal verbs and future forms.
- Theme: real-world environmental challenges.

OPENING ENGAGEMENT (2 MIN)

Call out one environmental problem you have seen in your community. We will revisit this list at the end.

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Lesson Objectives

By the end of this lecture, students will be able to:

- Become aware of environmental problems and their solutions.
- Commit to personal and collective environmental action.
- Develop the four language skills within the theme.
- Use modal verbs in academic discussion and writing.
- Apply future forms (will, going to, present progressive) for predictions and plans.

QUICK CHECK

Show of hands after each objective: which feels familiar? Which is new?

Connecting to Prior Learning (Skills I)

- Skills I covered Wildlife and Population — environmental themes.
- You already know: present perfect, conditionals, passive voice.
- Today's progression: from understanding nature → protecting it.
- New grammar (modals, future forms) extends this foundation.

RECALL DRILL (2 MIN)

Complete in pairs:

- If deforestation continues, _____.
- If communities don't manage water, _____.
- Wildlife has been affected by _____ because _____.

Key Concepts: Environment · Sustainability · Awareness

- Environment — natural surroundings: air, water, land, ecosystems.
- Sustainability — meeting present needs without harming future generations.
- Awareness — knowing a problem exists and understanding its impact.
- Together they form the conceptual anchors of the entire unit.

CONCEPT MAP (3 MIN)

Draw the three words in a triangle.

On each arrow, write a phrase linking them, e.g. "Awareness leads to sustainable choices."

Core Vocabulary Preview (1 of 2)

- Drought — long period of little or no rainfall.
- Deforestation — clearing/destruction of forests.
- Desertification — fertile land becoming desert.
- Greenhouse effect — trapping of the sun's warmth by gases such as CO_2 .
- Global warming — gradual rise in average Earth temperature.
- Salinity — level of salt in water or soil.

WRITE & ILLUSTRATE

In your notebook: word + meaning + one example sentence. This is your environmental vocabulary bank.

Core Vocabulary Preview (2 of 2)

- Biodiversity — variety of plant and animal life in a habitat.
- Ecosystem — community of living organisms with their environment.
- Over-allocation — distributing more of a resource than is sustainable.
- Catchment area — area draining into a river or reservoir.
- Acid rain — rain made acidic by sulphur and nitrogen oxides.
- Conservation — protecting natural resources from waste or harm.

VOCABULARY CHAIN (3 MIN)

In pairs, link three words in a cause-effect chain, e.g.

Deforestation → CO_2 rises → greenhouse effect intensifies → global warming accelerates.

Pre-Listening Warm-Up: What Do We Know?

- Effective listening begins with activating prior knowledge.
- Connect the topic to what you already see and care about.
- Bridge the distance: from local rivers to the Murray (Australia).
- Every global environmental problem is, at heart, a local story.

THINK–PAIR–SHARE (4 MIN)

1 min: think of one environmental change you have personally observed.

1 min: share with a partner.

2 min: pairs share with the class.

Activity 3.1 — Pre-Reading Discussion

- 1. What do you know about natural environmental disasters?
- 2. Common natural and man-made disasters in Ethiopia?
- 3. What are their effects?
- 4. What measures should the government and people take?
- 5. What can YOU do to protect against deforestation in Ethiopia?

GROUP DISCUSSION + REPORTER (4 MIN)

Groups of 3–4. Each group takes 1–2 questions. A reporter summarizes back to the class in 2–3 sentences.

Reading Text Introduction: "A River Ran Through It"

- Journalistic account of the Murray River crisis (Australia).
- Once compared to America's Mississippi.
- Decades of over-allocation + drought caused dramatic decline.
- Mixes data, personal testimony and global warning.
- Develops vocabulary in context, modal verbs, passive voice.

TITLE PREDICTION (2 MIN)

Notice the past tense in 'A River RAN Through It.' What does the past tense already tell us before we read a single line?

Paragraph 1: The Murray River — Background

- Murray basin > 1 million km² — Queensland to Adelaide.
- 19th-century paddle steamers carried goods along the river.
- 60 years ago: Snowy Hydro scheme transformed dry land into farms.
- Water inflow: 700 GL (June 2006) → 300 GL one year later (≈ −57%).
- Two causes: over-allocation for irrigation + drought.

NUMBER DRILL

Without looking: area of the basin? Inflow in 2006 vs. 2007? What is one gigalitre? (1,000,000,000 L)

Activity 3.2 — In-Text Comprehension Check

- Stop after the first two paragraphs and consolidate.
- Q1: Identify the central idea so far.
- Q2: Identify the cause of the Murray's decline.
- Models the strategy of pausing while reading long texts.
- Reinforces note-making developed in Skills I.

GUIDED NOTES

Two-column table: Main Ideas | Key Details. Add one row after each section. By the end, you have a structured summary of the whole text.

Paragraphs 3–5: The Climate Change Debate

- Two perspectives presented — neither dismissed by the author.
- Burge family: old photos suggest natural cycles, not climate change.
- UN report: Australia has high per-capita greenhouse emissions.
- Conflict: farmers vs. environmentalists (and farmers as conservationists).
- Neil Eagle (73): "It's become nearly a religion, this idea of global warming."

T-CHART + QUOTE ANALYSIS (3 MIN)

Build a T-chart of evidence on each side. Then discuss: What does Eagle mean by 'religion'? Critical or respectful?

Paragraphs 6–7: Rural Debt & Human Cost

- Rural debt doubled: £10 billion (1999) → £20 billion (2005).
- Deniliquin: prosperous town now "eerily quiet," gone backward.
- Wayne Cockayne — no profit in 4 years; battling depression.
- Dr. von Rensburg: farmer-depression cases jumped from ≈2 to 120/year.
- National report: one farmer suicide in Australia every four days.

EMPATHY MAPPING (3 MIN)

In pairs: imagine you are Wayne. What do you see, feel, hear, and think every day? Practice present continuous and simple present forms.

Activity 3.3 — Group Note-Making

- Make notes on the climate-debate and human-cost paragraphs.
- (a) Discuss your notes in groups.
- (b) Write a 3–4 sentence summary together.
- Integrates note-making, speaking and writing in one activity.
- Embodies the integrated-skills approach of Skills II.

WORKFLOW (≈9 MIN)

3 min individual notes → 3 min group discussion → 3 min one written summary sentence per group on the board.

Paragraph 8: Ecosystem Collapse — The Floodplains

- Anne Jensen (South Australia) reports collapse on the floodplains.
- 1990s: Lower Murray was a "garden of Eden" for 400-year-old red gums.
- Now: a "graveyard" of twisted, ashen-grey eucalyptus branches.
- Trees need natural flooding — none for over a decade.
- "A man-made drought + a natural drought — the last straw."

IDIOM IN CONTEXT

Find and explain figurative phrases: 'hangs in the balance,' 'blistering summer,' 'whittled 1% off the economy,' 'the last straw.'

Paragraph 9: Global Implications & Water Scarcity

- Banrock Station vineyard: profits restore wetlands — sustainable model.
- World Bank: by 2025, 48 countries face water shortages (1.4 billion people).
- Shared rivers at risk: Euphrates (Middle East), Mekong (Asia).
- Author's warning: "Where rivers cross borders... it will be war.
- Drought cut Australia's economy by 1% and milk supply by > 1 billion L.

FUTURE PREDICTION (QUICK)

Write one specific 'will' sentence, e.g. 'The Blue Nile will experience lower water levels if deforestation in the Ethiopian highlands continues.'

Activity 3.5 — Writing a Conclusion

- Write your own short conclusion to the reading.
- Recall four conclusion types from Unit I.
- Best fit here: the Projective Conclusion (warning of future outcomes).
- A reflective conclusion can also work well.
- Don't summarize — extend the text toward a larger meaning.

INDIVIDUAL WRITING (5 MIN)

Write 2–3 sentences. Read to a partner: 'Does this feel like an ending? Does it open toward the future?' Share one strong example with the class.

Activity 3.6 — Comprehension Questions

- Q1–Q4: literal — observations, gigalitre, conflicts, debt.
- Q5–Q6: inferential — Burge evidence; "Eden" vs. "graveyard."
- Q7: inferential — Eagle's "religion" remark.
- Q8: evaluative — Australia's advantage in negotiating water.
- Q9: language — meaning of "a wry smile" and other smiles.

GROUP JIGSAW

Distribute Q's across groups (2–3 each). Groups present answers; other groups challe nge or extend. Brainstorm smile vocabulary: beaming, sheepish, broad, faint, forced.

Activity 3.7 — Vocabulary from Context

- Transformed — changed completely.
- Plummeted — fell very dramatically.
- Refute — reject / refuse to accept.
- Rampant — uncontrolled.
- Acute — very serious.
- Eerily — strangely and worryingly.

VOCABULARY IN USE (3 MIN)

Choose two words. Write one original sentence each — about an Ethiopian environmental issue. Swap with a partner for feedback.

Supplementary Text: "Environmental Problems"

- Academic-style essay — complements the journalistic Murray text.
- Classifies and explains environmental problems scientifically.
- Defines environmental protection and argues why it matters.
- Three reasons offered: air pollution, deforestation, disease spread.
- Models classic academic structure: intro · body · conclusion.

COMPARE STRUCTURES

First text = journalism (story, voices). Second text = academic (classify, explain, argue). Identify the thesis statement and topic sentences.

Types of Environmental Pollution

- Air pollution — burning fossil fuels → acid rain, ozone damage.
- Water pollution — acid rain + industrial waste → aquatic life dies.
- Thermal pollution — heated water/gas → algal blooms, disrupted ecosystems.
- Sound pollution — industry, traffic → stress and hearing damage.
- Causal chain: fossil fuels → SO_2 + NO → acid rain → low pH → toxic water.

BREAK THE CHAIN

Walk through the acid-rain chain on the board. Which step can we stop? Students identify renewables and reduced fossil-fuel use.

Global Warming & Deforestation

- Forests act as "carbon sinks" — absorb CO_2 , release O_2 .
- Deforestation reduces this capacity → CO_2 rises.
- Each doubling of CO_2 → ≈ 3.26 °C global temperature rise.
- Effects: Arctic ice melt, sea levels rising (≈ 2.6%).
- Polar bears threatened with extinction by 2050.

LOCAL CONNECTION

Why does Ethiopia's national tree-planting campaign matter here? Trace: more trees → more CO_2 absorbed → slower warming.

Climate Change & Disease Spread

- Warmer temperatures expand habitats of mosquitoes and other vectors.
- Diseases spreading: malaria, dengue, cholera, encephalitis.
- Flooding contaminates water → water-borne disease risk.
- Warmer rivers → algal blooms → reduced oxygen for aquatic life.
- Blue-green algae toxins → sore throats, gastro-enteritis, infections.

ETHIOPIA LINK

As temperatures rise, malaria zones move uphill. Areas previously free of malaria may soon see it. Discuss what this means for public health.

Supplementary Activities — Ethiopia Focus

- Discuss new ideas this passage adds to the main reading.
- Write: causes of pollution & how we can protect the environment.
- List: Ethiopia's environmental problems and solutions.
- Discuss: Ethiopia's afforestation programme — your role and future plans.
- These tasks demand the future forms taught later in this lecture.

FUTURE COMMITMENT

Use future forms precisely:

- 'I am going to plant trees in my community.' (planned)
- 'I will use less plastic.' (decision /promise)
- 'I am meeting the eco-club next week.' (arrangement)

Bridge: From Reading to Speaking

- You have already MET modal & future forms in the readings:
- "If we got a flood, we COULD save the river."
- "Competing groups CAN sit down and talk."
- "It WILL be war." / "Adelaide ISN'T GOING TO have enough water."
- Now we make these patterns explicit and productive.

NOTICE & CIRCLE

Return to the board. Circle every modal you noted while reading. We'll now name them, refine them, and use them confidently in your own speech.

Modal Verbs- Overview

- Modals: can, could, may, might, will, would, shall, should, must, ought to.
- Express: ability, possibility, probability, permission, obligation, advice, prohibition.
- Do NOT change form for person/number: I/he/they CAN go.
- Always followed by the BASE form: She SHOULD study.
- Negatives: cannot/can't, will not/won't, must not/mustn't.

MODAL SPECTRUM DRILL

On the board: "____ protect the environment." Insert different modals in turn. Order from weakest → strongest: might could · may · should · ought to · must · have to.

Modals- Ability & Permission

- Ability (present): CAN — "Communities CAN manage their own water."
- Ability (past): COULD — "In the 1970s, the river COULD support large fisheries."
- Permission (formal): MAY — "You MAY enter the protected area with a guide."
- Permission (informal): CAN — "You CAN join the clean-up campaign."
- Polite request: COULD / WOULD — "COULD you turn off the lights?"

ROLE-PLAY (3 MIN)

Pairs: A = environmental officer, B = concerned citizen. B asks 3 questions about what they CAN/MAY do to help. A responds. Switch roles.

Modals- Possibility & Probability

- Possibility: MAY / MIGHT / COULD — "Climate change MAY cause more droughts."
- Low probability: MIGHT — "Temperatures MIGHT stabilize if emissions drop."
- Logical deduction: MUST — "The river MUST be very low — fish are dying."
- Negative deduction: CAN'T / COULDN'T — "This CAN'T be natural cycles alone."
- Past possibility: MAY/MIGHT/COULD HAVE + past participle.

HEDGING PRACTICE

Soften strong claims: "Climate change causes drought." → " Climate change MAY cause drought." Why is hedging important in academic writing?

Modals- Obligation & Necessity

- Strong obligation: MUST — "We MUST reduce carbon emissions now."
- External obligation: HAVE TO — "Factories HAVE TO meet emission limits."
- No obligation: DON'T HAVE TO — "You DON'T HAVE TO drive — walk."
- MUSTN'T (prohibition) ≠ DON'T HAVE TO (no obligation).
- Past obligation: HAD TO — "Farmers HAD TO sell their land during the drought."

REWRITE FOR IMPACT

Take a soft suggestion and rewrite it as obligation: "Maybe people can recycle." → "People MUST recycle their plastics." Compare the urgency.

Modals- Advice & Suggestion

- Advice: SHOULD / OUGHT TO — "Governments SHOULD invest in renewables."
- Strong advice: HAD BETTER — "We'd BETTER act before water runs out."
- Suggestion: COULD — "You COULD join a local tree-planting group."
- Negative advice: SHOULDN'T — "We SHOULDN'T waste clean water."
- Polite advice: MIGHT WANT TO — "You MIGHT WANT TO use a refillable bottle."

ADVICE COLUMN (3 MIN)

Pairs: write three pieces of environmental advice for freshmen, each using a different modal. Read aloud and compare tone.

Modals- Prohibition

- Strong prohibition: MUST NOT / MUSTN'T — "You MUSTN'T dump waste in rivers."
- Rule-based prohibition: CANNOT / CAN'T — "You CAN'T fish in protected zones."
- Negative permission: MAY NOT — "Visitors MAY NOT collect plants."
- Past prohibition: COULDN'T — "We COULDN'T enter the reserve last week."
- Tone: strongest → softest: mustn't > can't > may not.

PARK-RANGER SIGNS

Each pair writes 3 short signs for a national park: one MUS TN'T, one CAN'T, one MAY NOT. Compare formality.

Activity 3.8-Matching Modal Uses

- Match each modal sentence to its function.
- Functions: ability · permission · possibility · obligation · advice · prohibition.
- Example: "You MUSTN'T cut down indigenous trees." → prohibition.
- Example: "Communities CAN manage micro-watersheds." → ability.
- Builds form–meaning awareness, not just form recognition.

PAIR CHECK

Compare answers in pairs. Where you disagree, justify with the surrounding context. Then check as a class.

Activity 3.9- Paraphrase with Modals

- Rewrite environmental sentences using a modal verb.
- "It is forbidden to dump industrial waste." → "You MUST N'T dump waste."
- "Perhaps the rains will come early." → "The rains MIGHT come early."
- "People are advised to plant trees." → "People SHOULD plant trees."
- Tests both grammar and tone control.

PAIRS (4 MIN)

Each student paraphrases 3 sentences. Swap with a partner — does the modal preserve the original meaning and register?

Activity 3.10- Easter Island Gap-Fill

- Read the short Easter Island text.
- Fill each gap with the most appropriate modal.
- Context provides clues: certainty, advice, deduction, possibility.
- Easter Island = a real ecological warning of deforestation collapse.
- Connects grammar to environmental history.

WALKTHROUGH

Do the first gap together as a model. Students complete the rest individually, then compare answers in groups of three.

Activity 3.11- Flood Report Gap-Fill

- A short news-style flood report with modal-verb gaps.
- Choose modals expressing necessity, advice, possibility and obligation.
- Authentic register: how journalists describe environmental disasters.
- Reinforces deduction modals (must, can't) for cause analysis.
- Useful template for students' own writing later.

WHOLE-CLASS DEBRIEF

After completion, read the report aloud with the chosen modals. Discuss: which choices change the report's tone most?

Future Forms- Overview

- Three core future forms in this unit:
- WILL — predictions, promises, on-the-spot decisions.
- GOING TO — intentions and evidence-based predictions.
- Present progressive (am/is/are + -ing) — fixed arrangements.
- Each carries a different shade of certainty and planning.

MINI-QUIZ

I label three columns. Students sort 6 sentences into WILL / GOING TO / PRESENT PROGRESSIVE based on context cues.

"Will"- Predictions & Promises

- Pure prediction: "By 2025, 48 countries WILL face water shortages."
- Promise: "I WILL reduce my plastic use this year."
- On-the-spot decision: "OK, I WILL join the clean-up."
- Confident statement about the future based on opinion or knowledge.
- Negative: WON'T — "It WON'T be possible to negotiate over water."

THREE PREDICTIONS

Each student writes three specific WILL predictions about Ethiopia's environment in the next 20 years. Share one with the class.

"Going to"- Intentions & Evidence-Based Predictions

- Plan/intention: "I AM GOING TO plant ten trees this season."
- Evidence-based prediction: "Look at those clouds — it's GOING TO rain."
- Already-decided actions, not spur-of-the-moment.
- Differs from WILL: GOING TO carries visible evidence or prior plan.
- Negative: "We're NOT GOING TO meet the 2030 climate target."

PLANS PAIRWISE (3 MIN)

Tell your partner three things you ARE GOING TO do this term to help the environment. Listen for the form: am/is/are + going to + base verb.

Present Progressive- Arrangements

- For fixed arrangements with a time reference.
- "We ARE MEETING the eco-club at 4 pm tomorrow."
- "The university IS HOSTING a sustainability fair next Friday."
- Implies a confirmed plan with other people or institutions.
- Different from going to (intention) and will (prediction/promise).

DIARY SHARE

Students share two real environmental arrangements they have this week or term. Listen for: subject + am/is/are + verb-ing + time.

Combining Modals & Future Forms

- Real environmental discourse blends both:
- "Governments MUST act, or sea levels WILL rise further."
- "We SHOULD invest in renewables — they ARE GOING TO power our cities."
- "If deforestation continues, communities MAY face water wars."
- Modals = stance & urgency; future forms = prediction & planning.

SENTENCE BUILD (3 MIN)

Each pair writes one compound sentence using a modal in clause 1 and a future form in clause 2. Read aloud — class identifies both forms.

Speaking Activity 3.13- Debate

- Debatable statements about the environment, e.g.
- "Economic growth is more important than environmental protection."
- "Individuals, not governments, are responsible for climate action."
- "Renewable energy can fully replace fossil fuels in 20 years."
- Goal: argue clearly using modals and future forms.

TWO TEAMS (8–10 MIN)

Divide class. Team A = for, Team B = against. 3 min preparation, 2 min opening, 2 min rebuttal, 1 min closing. Audience votes on language use, not just opinion.

Debate Preparation & Language Support

- Opening moves: "We firmly believe that...", "Our position is that..."
- Adding evidence: "According to..., this MUST mean..."
- Hedging: "It MAY be argued that...", "This COULD suggest..."
- Predicting consequences: "If we ignore this, we WILL face..."
- Concluding: "For these reasons, governments SHOULD..."

PHRASE BANK

Each pair selects 5 phrases from the list and writes one debate sente nce per phrase about an Ethiopian environmental topic.

Speaking 3.14 (a)- Causes & Solutions

- Discussion in groups of four.
- Identify three major causes of environmental damage globally.
- Propose three realistic solutions for each cause.
- Use modals (should, must, can) for solutions.
- Use WILL / GOING TO when projecting outcomes.

CAUSE–SOLUTION TABLE (6 MIN)

Draw a 2-column table: Cause | Solution. Fill three rows. One reporter per group presents the most original solution to the class.

Writing Activity- Global Warming Paragraph

- Write one well-developed paragraph (≈ 120 words).
- Topic sentence stating global warming as a serious threat.
- 2–3 supporting sentences with cause–effect chains.
- Use at least one modal and one future form.
- Concluding sentence with a projective stance.

DRAFT & SWAP (8 MIN)

6 min draft, 2 min swap with a partner. Underline modals (red) and future forms (blue). Suggest one improvement.

Writing Activity-Ethiopia's Environmental Problems

- Write a paragraph identifying Ethiopia's main environmental issues.
- Suggest realistic solutions appropriate to local context.
- Use classification: divide problems into 2–3 categories.
- Use modals for recommendations; future forms for outcomes.
- Aim: persuasive, locally grounded, academically structured.

PAIR EDITING

After drafting, exchange paragraphs. Editor checks: clear topic sentence? At least one modal? At least one future form? Logical chain?

Listening Skill- Note-Taking & Reflection

- Listening = active processing, not passive hearing.
- Use abbreviations, symbols, two-column notes (idea | detail).
- Capture only signal words: causes, effects, predictions, advice.
- Self-assessment: which objectives did I meet today?
- Reflection: which environmental action will I commit to?

EXIT TICKET

On a slip of paper write:

1. One new word you learned.
2. One sentence using a modal verb.
3. One sentence using a future form.
4. One thing you WILL do this week.

Summary & Looking Ahead

- We have covered: Environment · Sustainability · Awareness.
- Skills practised: listening, speaking, reading, writing.
- New grammar: modal verbs + three future forms.
- Texts mastered: "A River Ran Through It" + "Environmental Problems."
- Next: applying these skills to longer academic discourse and writing.

CLOSING REFLECTION

Look back at the environmental problem you named in Slide 2. How has your vocabulary and thinking expanded today? Share one new insight.

Thank You

Questions, ideas, and reflections are warmly welcomed.

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