

Part 6:

Nature Conservation

English Literacy & Language Development, Workshop Series 2010

Part 6: Nature Conservation

# 1. Introduction

Conservation refers to the process of protecting and preserving what is important and valuable to us. Nature conservation means protecting plants, animals and their habitats.

## Learning outcomes

By the end of this section, students will demonstrate their ability to:

* work through pre-reading activities that will promote understanding of the texts they read;
* demonstrate their knowledge of new vocabulary words;
* produce a text based on what they have read;
* participate in various modes of learning such as group work, clustering, internet searching and writing-directed learning

[[1]](#footnote-0)



# 2. Learning activities

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| Icon_3.jpg | Pre Reading Activity  Learning activity 2.1: |

1. Look at the picture on the previous page. What feelings and emotions do you experience when you look at the picture? What do you think has happened to this elephant? What do you think can be done to stop this from happening to other animals? Discuss you ideas with a partner.
2. Before reading the texts that follow, we need to explore our background knowledge about the topic. One way to do this is through *clustering*, which means brainstorming main ideas and important concepts. Explore the main ideas of nature conservation using the diagram below. What do you know?

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| NATURE CONSERVATION | | |
| **Reasons why we conserve nature** | **Why do people destroy nature?** | **animals are destroyed altogether?** |
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1. Before reading the text, write down three sentences. You should write one sentence to answer each of the following questions:
   1. Why should we conserve nature?

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* 1. Why do people destroy nature?

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* 1. What will happen if we keep destroying nature?

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1. Look at the title of the passage “***No more monkey business***”. Answer the following questions. Work with a partner.
   1. What does the title mean?

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* 1. Write down three ideas below that you think will be covered by the passage.

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1. Matching words and their meanings

Use the words from the word bank below to fill in the spaces in the sentences below.

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| species primate dramatically thrive  extinct endangered habitat severe  subspecies unprecedented ecosystems turmoil |

* 1. The African lion’s natural \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the savannah grasslands.
  2. The hurricane caused extreme \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the area.
  3. Due to years of erosion, the fertility of the soil on his farm had decreased\_\_\_\_\_\_\_\_\_\_\_\_\_.
  4. The Grootbos Nature Reserve was established to protect the number of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. endangered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that live in the Walker Bay region.
  5. Dogs are considered to be a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the Gray Wolf, while cats are considered to be a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the Wildcat.
  6. The dodo and the quagga are examples of species which are now \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  7. There are only approximately 1,590 Giant Pandas currently living in the wild, so it is considered to be an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ species.
  8. Wetlands are considered the most biologically diverse of all \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  9. Gorillas are the largest type of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  10. The current high levels of air pollution are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the history of the world.
  11. Most wild animals will not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in captivity.
  12. The impact of the oil-spill on the penguin population has been \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Now read the text and complete the following activities.**

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| Passage 1: |

**No more monkey business**

JAMES RANDERSON - Aug 13 2008 05:30

**1.**

Nearly half of all primate species are threatened with extinction, according to an evaluation by the International Union for the Conservation of Nature (IUCN).

The study -- the most comprehensive analysis for more than 10 years and drawing on work by hundreds of scientists -- found that the conservation outlook for monkeys, apes and other primates has dramatically worsened. In some regions the thriving bushmeat trade means the animals are being "eaten to extinction".

**2.**

The 2007 IUCN Red List has 39% of primate species and subspecies in the three highest threat categories: vulnerable, endangered and critically endangered. In the revised list 303 of the 634 species and subspecies are in the most-threatened categories. The two biggest threats to primates are habitat destruction through logging and hunting for bushmeat and the illegal wildlife trade.

"We've raised concerns for years about primates being in peril, but now we have solid data to show the situation is far more severe than we imagined," said Dr Russell Mittermeier, chairperson of the union's primate specialist group and the president of Conservation International.

"Tropical forest destruction has always been the main cause, but now it appears that hunting is just as serious a threat in some areas, even where the habitat is still quite intact. In many places primates are quite literally being eaten to extinction."

**3.**

The picture is particularly bleak in South-east Asia. More than 70% of all Asian primates are threatened, while in Vietnam and Cambodia 90% are considered at risk. Populations of gibbons, leaf monkeys and langurs have fallen because of rapid habitat loss and hunting to satisfy the Chinese medicine and pet trade.

"What is happening in South-east Asia is terrifying," said Dr Jean-Christophe Vie, deputy head of the union's species programme. "To have a group of animals under such a high level of threat is unlike anything we have recorded among any other group of species to date."

**4.**

In Africa 11 of 13 kinds of red colobus monkey have been listed as critically endangered or endangered. Two -- the Bouvier's red colobus and Miss Waldron's red colobus - may already be extinct.

Species and subspecies (11% of the total) seen as critically endangered include the mountain gorilla in central Africa, Tonkin snub-nosed monkey in Vietnam and grey-shanked douc langur from Asia.

**5.**

In the endangered category (22%) are species and subspecies such as the Javan gibbons from Indonesia, the golden lion tamarin from Brazil and Berthe's mouse lemur from Madagascar. Species are placed in these categories if they have a small population size, are suffering rapid depopulation and have a limited geographic range.

The apparent jump in numbers of threatened primates from 39% to 48% has not happened in the course of one year. The new analysis has filled in missing data that was not available previously, said Michael Hoffman at Conservation International. The last major assessment was carried out in 1996.

"The situation could well have been as bad as this, say, five years ago -- we just didn't know. But now we have a much better indication of the state of the world's primates and the news is not good," said Hoffman.

**6.**

The review, funded by Conservation International, the Margot Marsh Biodiversity Foundation, Disney's Animal Kingdom and IUCN, is part of an unprecedented examination of the world's mammals to be released at the IUCN world conservation congress in Barcelona in October.

There was some good news among the bad. In Brazil the black lion tamarin has been brought back from the brink of extinction and has shifted from the critically endangered to endangered category. This is the result of a concerted conservation effort, which has also benefited the golden lion tamarin; it was downlisted to endangered in 2003.

"The work with lion tamarins shows that conserving forest fragments and reforesting to create corridors that connect them is not only vital for primates, but offers the multiple benefits of maintaining healthy ecosystems and water supplies while reducing greenhouse gas emissions that cause climate change," said Dr Anthony Rylands, deputy chairperson of the union's primate specialist group.

**7.**

The scientists also came close to downlisting the mountain gorilla to endangered following population rises in its forest habitat along the borders of Rwanda, Uganda and Democratic Republic of Congo. But political turmoil in the region and an incident in which eight animals were killed in 2007 led to a decision to delay the planned reclassification.

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| Icon_3.jpg | While-Reading Activity  learning activity 2.3: |

Complete the following activities based on the text.

**Paragraph 1**

1. Who completed a study on the primate species of the world?

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1. What did they find? Complete the following sentence:

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| **The IUCN found that the survival of primates…** |
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**Paragraph 2**

1. What do you think the author means by “The Red List”?

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1. What does “the” refer to in “chairperson of the union’s primate…”?

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**Paragraph 3**

1. Why have large numbers of gibbons, leaf monkeys and langurs disappeared in Vietnam and Cambodia?

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1. Why does Dr Jean-Christophe Vie regard what is happening to the monkeys as “terrifying”?

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**Paragraph 4**

1. What words form the subject of “……….. may already be extinct”?

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1. Write down what you think is meant by “critically endangered”.

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**Paragraph 5**

1. What does a “limited geographic range” mean in context of the passage?

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1. When is a species regarded as “critically endangered”? [[Hint: there are three reasons].

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**Paragraph 6**

1. What does “This” refer to in the sentence “This is the result of a …”?

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1. Give three reasons why forests should be preserved and replanted.

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**Paragraph 7**

1. Which scientists are being referred to by “The scientists also came close…”?

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1. What led to the delay in the reclassification of the animals?

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| Icon_3.jpg | While-Reading Activity  learning activity 2.4: |

Look at the answers you wrote down for task 1.4.1. Were your predictions correct? List below at least four facts you have learned from the passage that you did not predict.

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| Icon_3.jpg | While-Reading Activity  learning activity 2.5: |

Find a partner and together list all the reasons given in the passage for the near extinction of the primates of the world.

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| Icon_3.jpg | While-Reading Activity  learning activity 2.6:[10 marks] |

Write a 250 word paragraph on the reasons for the disappearing of populations of primates on the planet. Remember that your paragraph should have a topic sentence (one main idea) and several supporting sentences and a concluding sentence.

**ASSESSMENT**

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| **Organisation:** Topic sentence, supporting sentences cohesive ties | 3 MARKS |
| **Content:** Logical ideas, relevant support, convincing arguments | **3 MARKS** |
| **Clarity:** clear, legible sentences, easy to understand | 2 MARKS |
| Language; grammar and general language usage. | 2 MARKS |
| TOTAL | 10 MARKS |

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| Icon_3.jpg | Pre-Reading Activity  learning activity 2.7: |

Read the title and subtitle of the passage below. Answer the following pre-reading questions with your partner. Write your answers in the spaces provided.

1. What kind of park is the Kruger National Park?

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1. Can wildlife be regarded as surplus or problematic?

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1. What “horrors” can a wild animal experience in a “new home”?

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| Icon_3.jpg | Pre-Reading & Post-reading Activity  learning activity 2.8: |

Complete the following KWL chart with your partner.

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| **K** | **W** | **L** |
| What do I **know** about  game parks? | What information do I **want** to know? | What have I **learned**? |

The L or last section can only be completed at the end of this section.

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| **K** | **W** | **L** |
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| Passage 2: |

**Kruger Wildlife sold to hunters**

*The Kruger National Park is selling off ‘surplus’ and ‘problem’ animals that often face horrors when they reach their new homes.*

**Fiona Macleod** reports

The Mail & Guardian

**1.**

South Africa’s premier game reserve, the Kruger National Park, is selling of its wildlife without restrictions to dishonest hunting companies. At least six lions have been sold in the past year to companies that have been accused of “canned” hunting, where the animals are killed in small enclosures or after they have been drugged. Two of the cats went to Albert Mostert, a Northern Province lion breeder and hunter, while the other four were sold to Doug Fletcher of Sandhurts Safaris, a Northern Cape hunting company.

**2.**

Now there are fears of a pride of 13 wild lions being held in cages in Skukuza, the park’s administrative centre, for two weeks will be sold to a similar company. Park officials say they want to avoid selling the lions to a hunting company, but the documents offering the cats for sale do not require this. They also say they will be guided by provincial officials on the suitability of the companies that have expressed interests in buying the pride, but Mpumalanga is the only province that has outlawed “canned” hunting – and none of the offers comes from Mpumalanga. Park officials say they will try to avoid selling to hunting companies, but in some instances will have no choice.

**3.**

Willem Gertenbach, general manager of nature conservation at the Kruger, says the park has received offers ranging from R68 000 to R210 000 for the pride, which comprises three females, two males and eight cubs. Gertenbach says the park decided to sell the cats after they left the park twice and ate cattle belonging to the Malumulele community along the north-west border of the Kruger. The money raised will be used to compensate the community. “We could have shot the lions and sold their skins, but we probably wouldn’t have got R20 000 for them,” he says. “We’ve sold several live lions to buyers over the past three years. Part of the South African National Park’s new policy on sustainable utilisation of natural resources is to start farming wild animals.”

**4.**

Big money can be made out of such sales: Kruger bull elephants tendered for sale earlier this year cost between R60 000 and R200 000 each, depending on the size of their tusks. The offer did not mention anything about hunting, only that the elephants could not be sold to circuses. But the long list of horrors facing the “surplus” and “problem” animals when they reach their new homes indicates not enough checks are being done. Stories abound of elephants and rhinos being shot within days of relocation. Two elephant bulls sold to a Northern Province hunting company last year were mowed down in a hail of bullets after they escaped from their new home. The Northern Province officials who shot them ran out of ammunition and had to borrow some from passing motorists to finish the job. A rhino shot by a hunter within days of being relocated was wounded and left to rot in the veld.

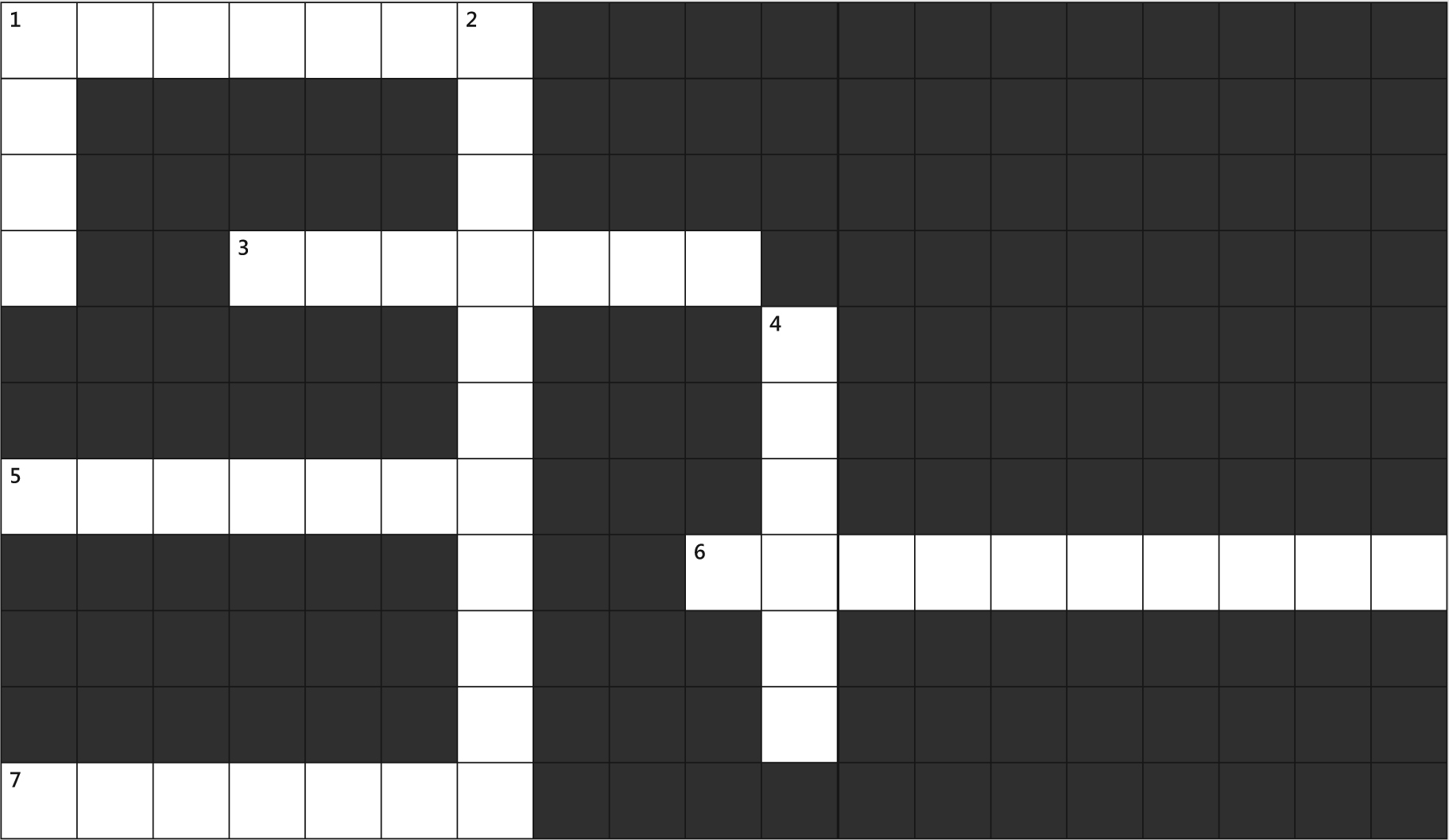
**5.**

One of the reasons behind the present controversy over 13 lions up for sale is that they are certified disease-free, at a time when it is estimated that up to a third of the Kruger’s lion population is infected with tuberculosis and between 60% and 80% have been exposed to the lion version of HIV. But Gertenbach says though they are disease-free and valuable as breeding stock, they won’t be a loss to the park. He “guesstimates” the present lion population in the park to be about 2 500.

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| Icon_3.jpg | Pre-Reading & Post-reading Activity  learning activity 2.9: |

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| **sustain** | **utilise** | **sustainable** | **surplus** |
| **suit** | **expose** | **compensate** | **certify** |

Now complete the following crossword puzzle based on the vocabulary in the text. Use the words above.



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| **Across** | **Down** |
| 1. noun or adjective,(an amount which is) more than is needed | 1. verb, to be right for (a particular person, situation or occasion) |
| 3. verb, to state (something) officially, usually in writing, esp. that (something) is true or correct | 2. adjective, describing something which is able to be continued in its present form |
| 5. verb, to keep (something) in existence | 4. verb, to make able to be |
| 6. verb, to pay (someone) money in exchange for something that has been lost or damaged |  |
| 7. verb, to use (something) |  |

Adapted from the Cambridge International Dictionary of English

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| Icon_3.jpg | While-Reading Activity  learning activity 2.10: |

Complete the following activities after reading the passage.

Paragraph 1

1. Why are there quotation marks around the word “canned”?

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1. What is “canned” hunting?

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1. Which “cats” are being referred to in “Two of the cats went to…”?

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1. What word could be added to the sentence:

“… while the other four were sold to…”

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Paragraph 2

1. What does “this” mean in “… the documents offering the cats for sale do not require this”?

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1. Who is “they” in “They also say they will be guided by…?

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1. What “offers” are being referred to in “… none of the offers come from Mpumalanga?

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Paragraph 3

1. What words (2 or 3) could be added to this sentence:

“The money raised will be used to…”?

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1. What word in the last sentence of the paragraph seems odd (out of place)?

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Paragraph 4

1. Underline the complete subject of the third sentence (Hint: the verb is “indicates”).
2. What 7-word phrase in sentence five (the sentence beginning “Two elephant bulls…”) is an example of figurative language?

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1. What “job” is being referred to in “… from a passing motorist to finish the job”?

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Paragraph 5

1. Why are there quotation marks around the word “guesstimates” and what do you think this word means?

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1. Given the information in this paragraph, calculate the approximate number of lions in the Kruger Park that are infected with TB.

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1. Is this article accusing the Kruger Park of doing something wrong?

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1. Is this the Kruger Park breaking any law?

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| Icon_3.jpg | While-Reading Activity  learning activity 2.11: |

Discuss the following with your partner and be prepared to share your ideas with the class.

Make notes in the space provided.

The South African National Parks now sell “surplus” and “problem” animals to private businesses.

1. Do you agree with this policy? Support your opinion.

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1. If animals are sold, should there be any restrictions on whom they are sold to? Explain clearly.

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| Icon_3.jpg | Post-Reading Activity  learning activity 2.12: |

Let’s play a game called ***Hot Seat***. The game is played as follows: Students take turns to sit in the “Hot Seat”. The chosen student represents a Kruger National Park official. The rest of the class takes turns to ask the chosen student some questions relating to events in the article “Kruger wildlife sold to hunters”.

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| ***Note:*** *The question and answer session should be limited to 3 to 5 minutes per student.*  *The class members should try not to repeat the same questions for every candidate in the*  *Hot Seat.* |

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| Icon_3.jpg | Post-Reading Activity  learning activity 2.13: |

Return to your KWL chart on page. Complete the last column.

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| Icon_3.jpg | Post-Reading Activity  learning activity 2.14:[20 marks] |

Write a two-paragraph letter to your local newspaper expressing your opinion about the selling of wildlife at the Kruger Park*.*

**Your response will be marked as follows:**

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| **Organisation:** Topic sentence, supporting sentences cohesive ties | 6 MARKS |
| **Content:** Logical ideas, relevant support, convincing arguments | **6 MARKS** |
| **Clarity:** clear, legible sentences, easy to understand | 4 MARKS |
| Language; grammar and general language usage. | 4 MARKS |
| TOTAL | 20 MARKS |

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| Icon_3.jpg | Passage 3-Pre-Reading Activity  learning activity 2.15:[20 marks] |

Look carefully at the picture and the title of the passage below. Discuss with a partner what you predict the passage will be about. Write two sentences containing your predictions below.

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| Icon_3.jpg | Pre-Reading Activity  learning activity 2.16: |

1. What does the [:] indicate in the title?

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1. Turn the title into a question. Write it down below.

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1. What type of nature conservation is discussed in this passage? Read only the first paragraph.

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| Icon_3.jpg | Pre-Reading Activity  learning activity 2.17: |

The following words are taken from the text below. See if you can match the meanings in the right column with the words in the left column by placing the correct letter next to each word.

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| 1. natural resources | A. noun; a regular amount of money that you earn, usually every week |
| 2. landscaping | B. noun; (in the context of the text) the production of new plants from a parent plant |
| 3. nurserymen | C. noun; the study or practice of growing flowers, fruit and vegetables |
| 4. ecotourism | D. noun; the improvement of the appearance of an area of land by changing the design and planting trees |
| 5. propagation | E. adjective; belonging to a particular place rather than coming to it from somewhere else |
| 6. maintenance | F. noun; organized holidays/vacations that are designed so that the tourists damage the environment as little as possible, especially when some of the money they pay is used to protect the local environment and animals |
| 7. wage | G. adjective; officially approved as being of an accepted quality or standard |
| 8. accredited | H. composite noun; also referred to as land or raw materials - that which occurs naturally within environments that exist relatively undisturbed by mankind, in a natural form (e.g. forests, oil and coal) |
| 9. indigenous | I. noun; persons who work in or own a nursery |
| 10. horticulture | J. noun; the act of keeping something in good condition by checking or repairing it regularly |

*Definitions taken or adapted from the Oxford Advanced Learner’s Dictionary, 2005.*

**Now read the third passage.**

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| Passage 3: |

**Green Futures:** An empowerment and conservation project by the Grootbos Nature Reserve Foundation

**1.**

A major threat to conservation in the Walker Bay region in South Africa is high unemployment and lack of access for local communities to natural resources. Locally unemployment exceeds 50% of the working population and skills levels are low. As a result, Grootbos initiated the **[Green Futures Horticulture and Life Skills College](http://www.greenfutures.co.za" \t "_blank" \o "Green Futures College and Landscaping)**, a unique project that provides annual, practical-based training programs for unemployed people in the fields of fynbos landscaping, horticulture and ecotourism. The project is designed to develop nature-based sustainable livelihoods for people from the local community, and so engender a conservation ethic in surrounding areas. The purpose of the college is to create a source of qualified, previously disadvantaged gardeners, landscapers, nurserymen and ecotourism guides. Not individuals who simply tidy gardens, but highly trained individuals who can go on to develop a career in a fynbos based industry.

**2.**

The Green Futures College was officially opened by the South African Minister of Education, Prof. Kader Asmal, on the 09th August 2003. Since then, 48, carefully selected graduates, have completed the horticulture and life skills course and all of them have found employment. Entry requirements are very strict. Applicants have to reside in the local villages of Stanford or Gansbaai, have a minimum of grade 9 schooling, have a sound knowledge of English and they must be unemployed. The horticultural component of the course includes plant identification, an appreciation of the natural fynbos vegetation, how and why it should be preserved, propagation skills in their own nursery, garden design, as well as garden establishment and maintenance using water wise techniques.

**3.**

All theory is backed up by a vast range of practical work in gardens in Gansbaai, Hermanus and Cape Town. Furthermore, every year three of the best students are given the opportunity to visit and work at the **Eden Project** in Cornwall, U.K., where they are excellent ambassadors for Grootbos and South Africa. The remainder of the students are provided with the opportunity to spend three weeks working at either Kirstenbosch or Harold Porter National Botanical Gardens.

**4.**

The life skills component of the course includes a first aid course, numeracy skills, literacy skills, health issues, an AIDS awareness programme, interpersonal skills, money management, basic computer skills, basic business skills as well as completing a driver’s license in our training vehicle that was kindly sponsored by ABSA bank.

**5.**

In addition to the education curriculum the College provides transport, breakfast and lunch, uniform, equipment and a basic wage for all students. Once the course is completed, each student is awarded a nationally accredited certificate, allowing them to continue their studies and assisting them in job application and placement.

**6.**

Linked to the college is an indigenous plant nursery and fynbos landscaping business that generates income for the Green Futures Project. By the students working together with the professional Green Futures landscaping team in Fynbos landscaping projects, they build up experience in this field as well as raising funds for the students of the following year, encouraging team building, pride in their abilities, a sense of responsibility and business understanding.

**7.**

The success of the Green Futures College has been incredible. There have been no drop-outs since the inception of the school and all of past students have gained work in horticultural, conservation or eco-tourism businesses. For many students the course provided a once-in-a lifetime opportunity to develop a career and positive outlook on their future.

**8.**

Green Futures has grown from a modest beginning into one of the most successful and significant social upliftment programs of its kind. The Grootbos Foundation is working with its partners in developing a strategy to roll out Green Futures Colleges to other sites in the Western Cape.

## (from <http://www.grootbosfoundation.org/our-projects/green-futures/>)

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| Icon_3.jpg | While-Reading Activity  learning activity 2.18: |

Decide whether the following statements are **True or False.**

1. Unemployed people destroy the natural resources. **TRUE FALSE**
2. The project creates jobs and income for local, poor people. **TRUE FALSE**
3. Anybody can gain entry to the college. **TRUE FALSE**
4. The students learn only from books in the classroom. **TRUE FALSE**
5. Students learn how to be good gardeners. **TRUE FALSE**

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| Icon_3.jpg | While-Reading Activity  learning activity 2.19: |

Complete the following activities.

Paragraph 1

1. What is being referred to by the term “As a result …”?

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1. What plant species is the focus of this conservation effort?

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Paragraph 2

1. What is the subject of the sentence “… have completed the horticulture and life skills course”?

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1. Find a synonym for the word “reside” in the sentence: “Applicants have to reside…”

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1. What is meant by “have a sound knowledge of English”?

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Paragraph 3

1. What is meant by the term “All theory…”?

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1. Give a synonym for the word “remainder” in the phrase: “the remainder of the students”.

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Paragraph 4

1. What is being referred to by “the course” in the sentence “The life skills component of the course includes…”?

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Paragraph 5

1. Who is being referred to in “allowing them to continue their studies and assisting them…”?

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Paragraph 6

1. What does “this field” refer to in the sentence: “… they build up experience in this field…”?

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1. Where does the funding come from to help support the students’ education?

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Paragraph 7

1. What opportunities does the project provide for local people?

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| Icon_3.jpg | Post-Reading Activity  learning activity 2.20: |

Re-read the passage carefully and with a partner provide a heading for each paragraph. Write the heading next to the appropriate number.

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Your headings should contain the main idea of each paragraph.

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| Icon_3.jpg | Post-Reading Activity  learning activity 2.21: |

Now, write two or three supporting sentences under each heading you identified above. These sentences should contain only the main supporting detail of each paragraph.

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| Icon_3.jpg | Post-Reading Activity  learning activity 2.22: |

Now, use the notes you made in the previous task to write a summary of the passage in no more than 200 words.

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| Icon_3.jpg | Post-Reading  learning activity 2.23:[20 marks] |

Search the Internet for Wangari Maathai and write a one-page essay on who she is, what she does and what award she has won. Include a final paragraph explaining why our theme for this section relates to her work.

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| **Organisation:** Topic sentence, supporting sentences cohesive ties | 4 MARKS |
| **Content:** Logical ideas, relevant support, convincing arguments | **8 MARKS** |
| **Clarity:** clear, legible sentences, easy to understand | 4 MARKS |
| Language; grammar and general language usage | 4 MARKS |
| TOTAL | 20 MARKS |

Note: use the space provided on the following page for your response.

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# References

**Images**

<http://images.encarta.msn.com/xrefmedia/> share med/targets/images/pho/t027/T027941A.jpg

1. <http://images.encarta.msn.com/xrefmedia/> share med/targets/images/pho/t027/T027941A.jpg [↑](#footnote-ref-0)