



Primary 7 English

Term 3

TOPIC 1/2: Environmental Protection

Learning Outcome: The learner uses the appropriate language and appreciates and protects the environment.

Teaching activities

1. Using vocabulary and structures appropriately
2. Talking about the importance of environmental protection
3. Acting dialogues on environmental protection
4. Reading, writing and reciting poems correctly
5. Reading texts and answering questions on importance of environmental protection
6. Completing word puzzles and other spelling exercises correctly
7. Conducting debates and quizzes appropriately
8. Writing and singing songs on environmental protection.

Sub-Topic 6A: Importance of Environmental Protection

Vocabulary Meanings



Overgrazing



Drought



Floods

1. **Pollution** – Making the environment dirty or harmful (e.g., smoke, waste, chemicals).
2. **Garbage** – Waste materials like food remains, paper, or plastics.
3. **Refuse** – Another word for rubbish or unwanted materials.
4. **Erosion** – Wearing away of soil or land by wind, rain, or running water.
5. **Drought** – A long period without rain, causing water shortage.
6. **Floods** – Too much water covering land after heavy rains.
7. **Storms** – Strong winds with heavy rain, thunder, or lightning.
8. **Source** – The beginning or origin of something (e.g., a river's source).
9. **Raw materials** – Natural resources used to make products (e.g., cotton, timber).
10. **Habitat** – The natural home of animals and plants.
11. **Flora** – All the plants in a particular area.
12. **Fauna** – All the animals in a particular area.
13. **Manure** – Animal waste used to fertilize soil.
14. **Drainage** – The system of removing excess water from land.
15. **Conserve** – To use resources carefully so they are not wasted.
16. **Conservation** – Protecting and managing the environment and wildlife.
17. **Smoking** – Burning substances (like tobacco or waste) that produce smoke.
18. **Burning** – Setting fire to materials (e.g., grass, garbage).
19. **Overgrazing** – When animals eat too much grass in one area, leaving land bare.

Exercise 1: Answer the following questions in full sentences.

1. What is pollution?
2. Give two examples of garbage.
3. What is another word for refuse?
4. What causes erosion?
5. What is drought?
6. What happens during floods?
7. What are storms?
8. What is meant by raw materials?
9. Define habitat.
10. What is the difference between flora and fauna?

Exercise 2: Read the story and answer the following questions in full sentences.

Story

In the village of Green Valley, people used to throw **garbage** and **refuse** everywhere, causing **pollution**. The rivers became dirty, and the **source** of clean water was destroyed. Because of **erosion** and **overgrazing**, the land lost its fertility, and soon **drought** followed. When heavy rains came, **floods** and **storms** damaged homes and animals lost their **habitat**.

The elders decided to teach the children about **conservation**. They showed them how to **conserve** water, plant trees, and use **manure** to enrich the soil. They explained that **flora** (plants) and **fauna** (animals) depend on a clean environment. Good **drainage** was built to prevent floods, and people stopped **burning** plastics and **smoking** near schools. Slowly, the environment became **secure** again, and Green Valley turned into a healthy sanctuary for all.

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Questions

1. Suggest a title for the story.
2. What caused pollution in Green Valley?
3. What happened to the source of clean water?
4. What caused erosion and drought?
5. What happened when heavy rains came?
6. What is a habitat?
7. What did the elders teach the children?
8. How did manure help the soil?
9. What are flora and fauna?
10. Why was drainage important?
11. What changes made Green Valley secure again?
12. Who wrote the story?

Exercise 3: Read the dialogue and answer the following questions in full sentences.

Dialogue

Teacher: Why should we stop throwing **garbage** and **refuse** everywhere?

Pupil: Because it causes **pollution** and destroys the **source** of clean water.

Teacher: Good. What happens when animals lose their **habitat**?

Pupil: The **fauna** suffer, and even the **flora** may die.

Teacher: Correct. What is the importance of **conservation**?

Pupil: It helps us **conserve** resources and protect the environment.

Teacher: How can farmers improve soil fertility?

Pupil: By using **manure** and avoiding **overgrazing**.

Teacher: Excellent. What should we do to prevent **floods** and **erosion**?

Pupil: We should plant trees and build good **drainage**.

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Exercise 4: Read the dialogue and answer the questions that follow in full sentences.

1. Suggest a title of the dialogue?
2. Why should we stop throwing garbage?
3. What does pollution destroy?
4. What happens when animals lose their habitat?
5. What is conservation?
6. How can farmers improve soil fertility?
7. What should we avoid to protect land?
8. How can we prevent floods?
9. What is the importance of drainage?
10. Who suffers when flora and fauna are destroyed?
11. What should pupils learn about conservation?
12. Who wrote the dialogue?

Exercise 5: Read the poem and answer the questions that follow in full sentences.

Poem

Stop the **pollution**, keep rivers clean,
Throw no **garbage**, keep the land green.
Avoid **refuse** scattered around,
Let **flora** and **fauna** safely be found.

Prevent **erosion**, plant trees with care,
Stop **overgrazing**, protect everywhere.
When **drought** comes, conserve each drop,
Build good **drainage**, let floods stop.

Use **manure** to make soil strong,
In **conservation**, we all belong.
No more **burning**, no more **smoking**,
Protect our earth, it's not for joking.

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Questions

1. What should we stop to keep rivers clean?
2. What should we do with garbage?
3. Who should be protected: flora or fauna?
4. How can we prevent erosion?
5. What should we stop to protect land?
6. What should we do when drought comes?
7. Why is drainage important?
8. How does manure help soil?
9. What should we stop burning?
10. What is the main message of the poem?

How to Use “We must ... to ...”

The phrase “**We must ... to ...**” is used to express **necessity or obligation** followed by a **purpose**. It shows what action is required and why it is important.

Structure

- **We must + verb (action) + to + verb (purpose)**

Examples:

- *We must study hard to pass the exam.*
- *We must plant trees to prevent erosion.*
- *We must conserve water to avoid drought.*

Key Points

1. “**We must**” shows obligation or duty.
2. “**to ...**” introduces the reason or purpose.
3. It is often used in teaching, advice, or rules.

Exercise 6: Complete the sentences using **We must ... to ...**:

1. We must plant trees ... (prevent erosion).
2. We must study hard ... (pass exams).
3. We must conserve water ... (avoid drought).
4. We must clean our environment ... (reduce pollution).
5. We must respect elders ... (learn good manners).
6. We must feed animals ... (keep them healthy).
7. We must build drainage ... (stop floods).
8. We must recycle garbage ... (protect the environment).
9. We must work together ... (achieve success).
10. We must protect flora and fauna ... (preserve habitats).

🔑 Example Answer: *We must plant trees to prevent erosion.*

How to Use "... so ..."

The word "so" is used to show **result or consequence**. It connects two ideas: the cause and the effect.

Structure

- **Clause A + so + Clause B**

Examples:

- *It was raining, so we stayed indoors.*
- *She studied hard, so she passed the exam.*
- *The farmer planted trees, so erosion was reduced.*

Key Points

1. "So" introduces the result of an action.
2. It is similar to "therefore" or "as a result".
3. It is often used in everyday speech and writing.

Exercise 7: Join the sentences using so:

1. The pupils were noisy. The teacher punished them.
2. It was very hot. We drank a lot of water.
3. She revised daily. She passed her exams.
4. The farmer used manure. The crops grew well.
5. The children cleaned the compound. It looked neat.
6. He was sick. He did not attend school.
7. The river flooded. Houses were destroyed.
8. They conserved water. They had enough during drought.
9. The poacher was arrested. The animals were safe.
10. The pupils worked together. They finished early.

🔑 Example Answer: *She revised daily, so she passed her exams.*

How to Use “Since ...”

The word “since” is a conjunction that can be used in two main ways:

1. **To show time (from then until now)**
 - *I have lived here since 2010.*
 - *She has been studying since morning.*
2. **To show reason (because)**
 - *Since it is raining, we will stay indoors.*
 - *Since you worked hard, you passed the exam.*

Structure

- **Since + point in time → to show duration**
- **Since + reason clause → to show cause**

Key Points

1. When used for **time**, it connects the starting point of an action with the present.
2. When used for **reason**, it means *because*.
3. Often used in both spoken and written English.

Exercise 8: Fill in the blanks or rewrite sentences using **since**:

1. I have lived in Kampala ... 2015.
2. She has been waiting ... morning.
3. He has not eaten ... yesterday.
4. We have studied ... last week.
5. They have played football ... two hours.
6. ... it is raining, we shall not go out.
7. ... you are my friend, I will help you.
8. ... the teacher is absent, the pupils are free.
9. ... the farmer used manure, the crops grew well.
10. ... the pupils cleaned the classroom, it looked neat.

📖 Example Answer: *I have lived in Kampala since 2015. Since it is raining, we shall not go out.*

Sub-Topic 6B: Ways of Protecting the Environment

Vocabulary Meanings

1. **Refuse** – Waste or rubbish that people throw away.
2. **Erosion** – Wearing away of soil by wind, rain, or running water.
3. **Terraces** – Steps or ridges made on slopes to stop soil erosion and conserve water.
4. **Crop rotation** – Planting different crops in the same field in turns to keep soil fertile.
5. **Mulching** – Covering soil with grass, leaves, or crop remains to keep moisture and prevent erosion.
6. **Dumping** – Throwing waste materials carelessly in the environment.
7. **Pollute** – To make the environment dirty or harmful.
8. **Conserve** – To use resources carefully so they are not wasted.
9. **Erode** – To wear away soil or land.
10. **Reserve** – A protected area where plants and animals are kept safe.
11. **Degrade** – To damage or lower the quality of the environment.
12. **Dustbin** – A container used for collecting rubbish.
13. **Dispose** – To get rid of waste properly.
14. **Incinerator** – A special furnace used to burn waste safely.
15. **Waste basket** – A small container used indoors for collecting rubbish.

Exercise 9: Answer the following questions using full sentences

1. What is refuse?
2. What causes erosion?
3. What are terraces used for?
4. Why is crop rotation important?
5. What is mulching?
6. What does dumping mean?
7. What does it mean to pollute the environment?
8. What does it mean to conserve resources?
9. What is a reserve?
10. What is the difference between a dustbin and a waste basket?

Exercise 10: Read the story and answer the following question in full sentences.

Story

In Sunshine Village, people used to throw **refuse** carelessly, which caused the environment to **degrade**. The soil began to **erode** because there were no trees, and farmers suffered from poor harvests. Some even practiced **dumping** waste in rivers, which continued to **pollute** the water.

The elders taught the community about **conservation**. They encouraged farmers to build **terraces** on hillsides to stop **erosion**, and to practice **crop rotation** to keep the soil fertile. They also introduced **mulching** to conserve moisture. Proper places like **dustbins**, **waste baskets**, and even an **incinerator** were provided to help people **dispose** of waste correctly. A nearby forest was turned into a **reserve** to protect animals and plants. Slowly, the environment improved, and Sunshine Village became green and healthy again.

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Questions

1. Give the story a title.
2. What caused the environment to degrade in Sunshine Village?
3. What happened to the soil when trees were cut down?
4. What bad habit did people practice with waste?
5. What did dumping in rivers cause?
6. How did terraces help farmers?
7. Why was crop rotation important?
8. What was the use of mulching?
9. Name three places where waste was properly disposed of.
10. What was the purpose of the reserve?
11. What changes made Sunshine Village healthy again?
12. Who wrote the story?

Exercise 11: Read the dialogue and answer the following question in full sentences.

Dialogue

Teacher: Why should we stop **dumping** waste in rivers?

Pupil: Because it **pollutes** water and makes people sick.

Teacher: Good. What happens when soil begins to **erode**?

Pupil: It loses fertility, and crops cannot grow well.

Teacher: How can farmers prevent **erosion**?

Pupil: By building **terraces** and practicing **mulching**.

Teacher: Excellent. What is the importance of **crop rotation**?

Pupil: It keeps the soil fertile and prevents **degradation**.

Teacher: Where should we put our **refuse**?

Pupil: In a **dustbin**, **waste basket**, or an **incinerator**.

Teacher: Why do we need a **reserve**?

Pupil: To **conserve** plants and animals.

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Dialogue Questions

1. Why should we stop dumping waste in rivers?
2. What does polluted water cause?
3. What happens when soil erodes?
4. How can farmers prevent erosion?
5. What is crop rotation?
6. What is the importance of mulching?
7. Where should we put refuse?
8. What is an incinerator used for?
9. Why do we need a reserve?
10. What is conservation?
11. Who wrote the dialogue?

Exercise 12: Read the dialogue and answer the following question in full sentences.

Poem

Do not **dump** or **pollute** the land,

Use a **dustbin**, keep it grand.

Stop **erosion**, build **terraces** strong,

Practice **crop rotation** all year long.

Use **mulching** to keep soil wet,
Dispose of waste, don't forget.
Protect the forest, make a **reserve**,
Conserve the earth we all deserve.

Don't let soil **degrade** away,
Use an **incinerator** the proper way.
Keep **refuse** tidy, in a **waste basket**,
Protect our world, it's a precious casket.
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Questions

1. What should we use instead of dumping waste?
2. How can we stop erosion?
3. What farming method keeps soil fertile?
4. What does mulching do?
5. What should we not forget when disposing of waste?
6. Why should we protect the forest?
7. What does conservation mean?
8. What happens if soil degrades?
9. What is the use of an incinerator?
10. Where should refuse be kept indoors?

How to Use *"If we don't ..."*

The phrase **"If we don't ..."** is used to show a **condition** and its **negative consequence**. It means *"unless we do something, a bad result will happen."*

Structure

- **If we don't + verb (action), + consequence/result**

Examples:

- *If we don't plant trees, soil erosion will increase.*
- *If we don't study, we shall fail exams.*
- *If we don't conserve water, we shall suffer drought.*

Key Points

1. It introduces a **warning or condition**.
2. It is often used in advice, rules, or environmental protection.
3. The second part of the sentence shows the **result** of not doing the action.

Exercise 13: Complete the sentences using **If we don't ...**:

1. If we don't plant trees, ...
2. If we don't conserve water, ...
3. If we don't dispose of garbage properly, ...
4. If we don't respect elders, ...
5. If we don't study hard, ...
6. If we don't feed animals, ...
7. If we don't build terraces, ...
8. If we don't recycle refuse, ...
9. If we don't protect flora and fauna, ...
10. If we don't clean our environment, ...

☞ Example Answer: *If we don't plant trees, soil erosion will increase.*

How to Use “If ...”

The word “if” is a conjunction used to introduce a **condition**. It shows that one action depends on another.

Structure

- **If + condition, + result/consequence**

Examples:

- *If it rains, we shall stay indoors.*
- *If we plant trees, we shall prevent erosion.*
- *If you study hard, you will pass the exam.*

Key Points

1. “If” introduces a condition.
2. The second part of the sentence shows the **result**.
3. It is often used in advice, rules, and everyday speech.
4. Negative form: *If + condition does not happen, + result.*
 - *If you don’t eat, you will be hungry.*

Exercise 14: Complete the sentences

1. If we plant trees, ...
2. If we conserve water, ...
3. If we don’t dispose of garbage properly, ...
4. If pupils study hard, ...
5. If farmers use manure, ...
6. If it rains heavily, ...
7. If we protect flora and fauna, ...
8. If we build terraces, ...
9. If we respect elders, ...
10. If we pollute rivers, ...

☞ Example Answer: *If we plant trees, we shall prevent erosion.*

How to Use “... as well as ...”

The phrase “as well as” is used to **add extra information**. It means “in addition to” or “together with”. It connects two ideas, showing that both are true.

Structure

- **Subject + verb + object A as well as object B**

Examples:

- *She likes reading as well as writing.*
- *We must protect animals as well as plants.*
- *The farmer grows maize as well as beans.*

Key Points

1. “As well as” adds another idea without using *and*.
2. It is often used to show **extra responsibility, activity, or quality**.
3. It makes sentences richer and more formal.

Exercise 15: Complete the sentences using **as well as**:

1. The farmer grows coffee ... bananas.
2. Pupils should clean the classroom ... the compound.
3. We must conserve water ... soil.
4. She enjoys singing ... dancing.
5. The teacher teaches English ... Science.
6. The sanctuary protects fauna ... flora.
7. The children collected garbage ... planted trees.
8. He is hardworking ... respectful.
9. We must stop pollution ... conserve forests.
10. The villagers built terraces ... practiced crop rotation.

🔗 Example Answer: *The farmer grows coffee as well as bananas.*

How to Use “... had to ...”

The phrase “**had to**” is used to show **necessity or obligation in the past**. It means that someone was required to do something, even if they didn’t want to.

Structure

- **Subject + had to + verb (action)**

Examples:

- *She had to clean the classroom yesterday.*
- *We had to plant trees to stop erosion.*
- *The farmer had to use manure because the soil was poor.*

Key Points

1. “**Had to**” is the past form of “*must*” or “*have to*”.
2. It shows that the action was **necessary in the past**.
3. Negative form: *did not have to + verb* (meaning it was not necessary).
 - *He did not have to pay because the book was free.*

Exercise 16: Complete the sentences using **had to**:

1. Yesterday, the pupils ... (clean) the compound before assembly.
2. The farmer ... (build) terraces to stop erosion.
3. She ... (study) hard to pass her exams.
4. We ... (dispose) garbage in the dustbin.
5. The villagers ... (fetch) water from a far source.
6. He ... (repair) the drainage after the floods.
7. The teacher ... (explain) conservation to the class.
8. They ... (stop) burning plastics to reduce pollution.
9. The children ... (collect) refuse before playing.
10. The community ... (protect) the reserve for flora and fauna.

🔗 Example Answer: *Yesterday, the pupils had to clean the compound before assembly.*

Thank You

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