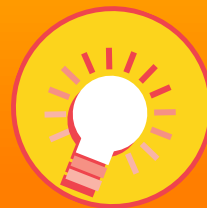


Repairing land

(How eroded land can be repaired)



Find out about the meaning of stories and articles

CurriculumVisions

VisionMasters

Comprehension Workbook 8

Repairing land

(How eroded land can be repaired)



Find out about the meaning of stories and articles

understand • key words • summarise • sequencing • AF2-3 • AF4-5 • AF6-7 • discuss • create

Caring for our environment

Matches the requirements of the Literacy Strategy and designed to integrate with your normal subject studies. (This material is independent of any specific text book and can be used alongside any publisher's books including our textbook.)

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Repairing land

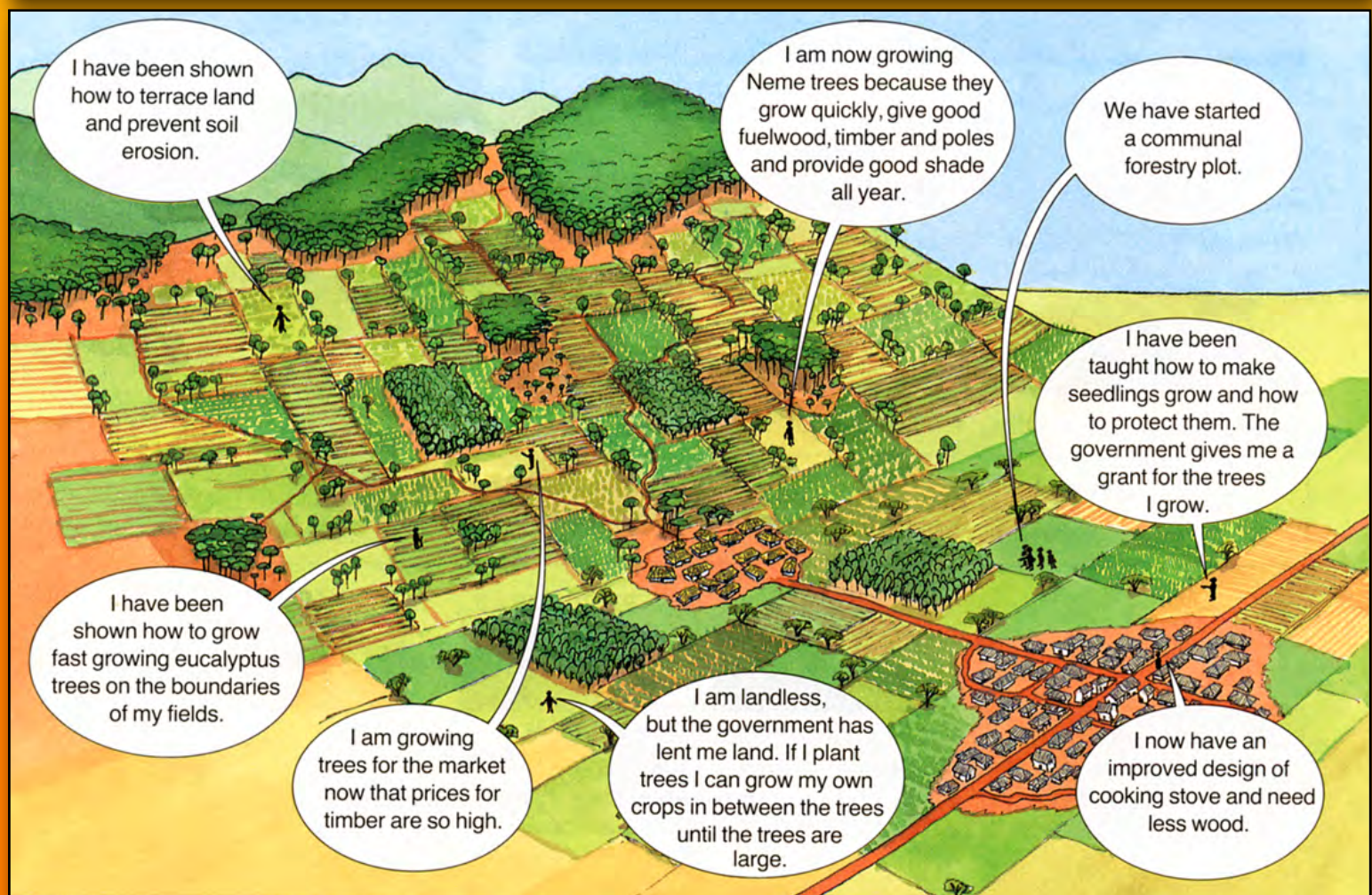
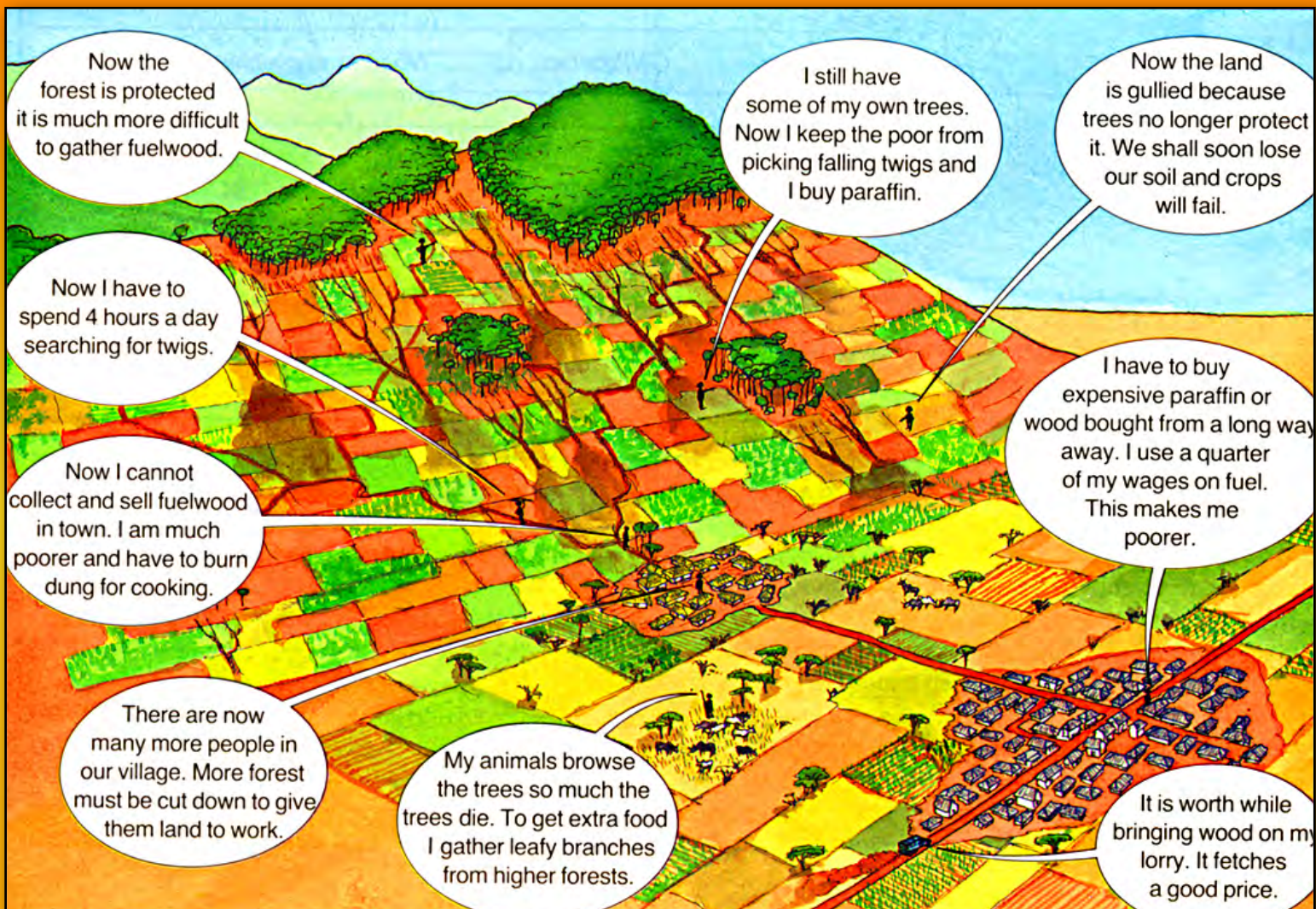
There are more of us on the planet each day. Most of us are still farmers and live in the developing world.

As more and more people have to be fed from the same amount of land, life can be very tough for poor farmers. Here is a remarkable story of success from Kenya.

In Kenya poor people use the land for everything. They grow crops in their small fields, they collect branches, or cut down trees for firewood. They even let animal dung dry and use it as a fuel. They use every scrap of soil to grow crops, so there is less grass for animals to graze on, and in the rainy season, the bare soil washes away.

But animals dung is best put on fields as a fertiliser. Trees and grass are best grown to help hold soil in place, not be cut down. So how was life made better for these people? The two diagrams on the next page show how. The top one is before, and the bottom one is after they have been shown ways to conserve the land and still get more from it.







Understanding words

Before we can understand a story we have to know what all of the words mean. Let's try one...

a Write a sentence in which you found the word 'terrace'.

b From that sentence, write what you think 'terrace' means.

c Write a new sentence using the word 'terrace'.

d Use a dictionary to find words with a similar meaning (synonyms) to 'terrace'.

e Write down two places in the world where you can find large 'terrace'.



Finding key words

Next, we need to find the key words that tell us what the story is about...

Read the story and underline the key words. Write the most important of these key words in a list like the one below. Write next to it a word that means a similar thing (a synonym). You don't have to use all the spaces, but you should not use more.

Key word	Synonym (similar word)
Example: protected	kept safe

3

Summarising

(the gist of the story)

To summarise means to rewrite the story in a shorter version using as many of our key words from Task 2 as needed.

1 Write a heading for your summary.

2 Now write the main idea in one sentence.
e.g. "This story tells us..."

3 Now add some detail to the main idea by writing more sentences after it.



**Finally,
can you rewrite your
summary to make it better?**

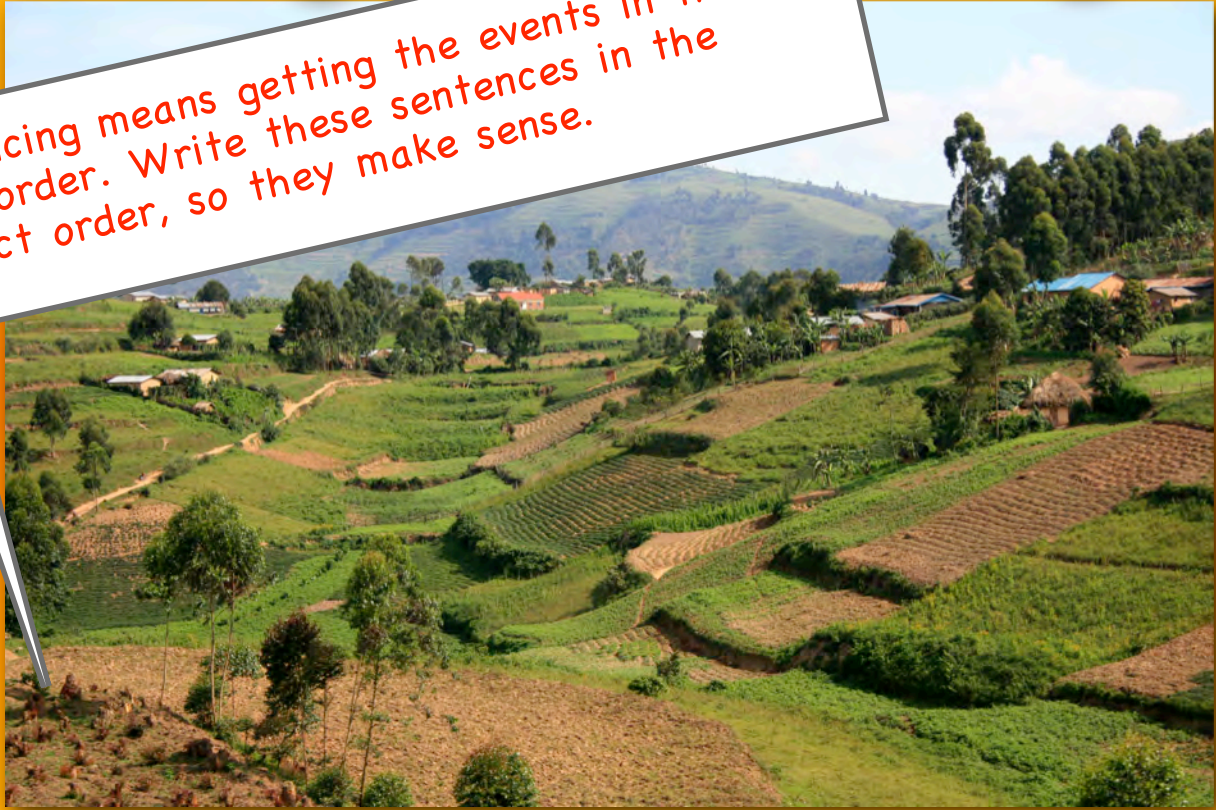
1. Look out for errors such as using the same word too often – use alternatives.
2. Make sure you have summarised the author's purpose in your OWN words.
3. Make sure your summary is in a logical order.
4. Is your summary informative AND interesting to others?

There is nothing wrong with rewriting; even the best authors rewrite their work.

123
4

Sequencing

Sequencing means getting the events in the right order. Write these sentences in the correct order, so they make sense.



My soil keeps washing away. I have no fuel. I don't know what to do!

I have been shown how to grow plants that grow quickly.

I have terraced my land so it does not wash away.

Because there are no small trees, trees cannot grow to make firewood.

There are too many animals they eat up all the small trees.

I plant trees on the boundaries of my fields, so they do not take up farmland.



Get to the facts

Answer these questions to see how much you know about the facts of the story.



1 Where does the story take place?

2 Who are the farmers?

3 What is the main problem

4 What does repairing the land do?



Whys and wherefores

Answer these questions to see how much you know about the meanings in the story and how it was written.



1 What happens when there are too many animals and not enough grass (look at the picture)?

2 Why are so many trees cut down?

3 Why is extra land needed?

4 How much of the day is spent searching for twigs?



Opinions matter

Answer these questions to give your views and to develop the story.



1 Why is a growing population bad for the land?

2 Do you think every last scrap of land should be farmed?

3 You don't see any wildlife in these pictures. Is it important to think about wildlife too?

4 Do you think education (showing better ways of doing things) is important for helping people?



Talking it through

It often helps if a group of people get together and discuss a problem.



Discussion topic: Learning conservation

If you were a young African woman who needed to get more from the land without causing erosion, which steps would you take, and in which order (use page 3 to help: it shows the choices).



Make a story...

When you read a description it often gives you ideas about how the event might be described differently.



Alice's story

In Africa, women do most of the farming. One farmer is Alice. Imagine you are Alice, toiling away in your dry fields, and an aid agency comes along and says "We have a plan to help you get more from your land". Write about what they say and what you would do using the diagrams on page 3 as a guide.

Repairing land

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