UNIT: LAND	**LESSON:**	*HUMAN EFFECTS ON THE ENVIRONMENT*

LEVEL: Third Cycle	**CONTRIBUTION TO COMPENTENCES:**
TIMING: 4 sessions	• **Communicative skills:** *Pupils will be able to …* . ask and answer questions, to express ideas, and to select relevant information. • **Methodological skills:** *Pupils will be able to …* . handle different resources to transform information into personal knowledge. • **Personal skills:** *Pupils will be able to …* . work with autonomy, creativity, confidence, and critical thinking.
What is global warming? **What is pollution?** **Types of pollution.** **Sources and effects of pollution.** **How litter harms the Earth.**	

AIMS: To understand that pollution has negative effects on the Earth and cause Global Warming.
To name some sources and effects of pollution.

LEARNING OUTCOMES (What learners will be able to do at the end of the lesson)	**COMMUNICATION**	**COGNITION**
To know: . What global warming is. . What pollution is. . Different types of pollution. . Some sources and effects of the different types of pollution. **To be able to:** . Compare and contrast a healthy environment with a polluted environment. . Describe what pollution is. . Name some types of pollution. . Identify, describe and compare different types of pollution. . List the sources and effects of the different types of pollution. . Give of an example of evidence of Global Warming. . Realize how long rubbish can last in our environment. **Be aware of:** . The value of recycling, reusing and reducing in order to take care of our Planet.	• **Language of learning** - *Key vocabulary:* Pollution, land, air, water, get contaminated, destroy, air pollution, water pollution, soil pollution, noise pollution, light pollution, oxygen, burning fuels, pesticides, forest fires, factories, deforestation, smoke, gases, acid rain, illnesses, rubbish, sewage, marine life, construction, animal extinction, traffic sound, demolition, concerts, hearing loss, headaches, street lights, vision loss, luminous commercial adverts, climate, global warming, greenhouse, cigarette ends, banana skin, aluminium can, steel can, plastic bag, glass bottle, plastic bottle, paper bag, break down, water shortage. - *Communication structures:* Tell me a/one cause of _____ pollution. Factories **cause** Air pollution. Traffic Sound **causes** noise pollution. I think _____ lasts / last for _____. And you? I think _____ takes/take the longest to break down. I think _____ is / are the most dangerous to the environment. • **Language for learning** . Describing types of pollution. . Stating causes and effects. . Comparing features of different types of pollution. . Explaining differences. . Giving opinions. • **Language through learning** . Language that comes out when working in the session.	*Pupils will be …* . Matching . Comparing . Classifying . Deducing from observations . Predicting . Giving reasons . Making decisions . Applying knowledge to local context **CULTURE** *Pupils will be able to …* . Understand the importance of taking care of the Earth. . Appreciate better English as a learning language.

ASSESSMENT CRITERIA: *Pupils should be able to ……*
Name some types of pollution and explain the differences between them.
List some sources and effects of the different types of pollution.
Give examples of Global Warming in Spain and Catalonia.
Realize how long rubbish can last before it breaks down.