

<p>LESSON 3: <u>HUMAN EFFECTS ON THE ENVIRONMENT</u></p>	<p><u>3 SESSIONS</u></p>
<p>SESSION 1: <u>OUR PLANET IN DANGER</u></p>	<p>TIMING: 1 hour</p>
<p>* This indicates the activity can be used for assessment.</p> <p><u>WARM-UP ACTIVITY</u> “The Planet Earth Museum” Grouping: whole group</p> <p>Tell the children they are going to see a short story about some students who are on a school trip. They are visiting The Planet Earth Museum. They learn some interesting facts about the world we live in. Students watch the story twice. The first time, they only watch and listen to the story. The second time, the teacher stops and compares every natural landscape with the human effects on the same natural landscape.</p> <p><u>Ask:</u> Describe this picture using as many words as you know in English. What is wrong with this picture? Would you like to live there? Why not?</p> <p>You can find this story in this webpage: http://learnenglishkids.britishcouncil.org/en/short-stories/planet-earth</p> <p><u>INTRODUCTION</u> “Pollution” Grouping: whole group</p> <p>Introduce the topic “Our planet is in danger” through the PowerPoint presentation. Slide 1. <u>Ask them:</u> Tell me some things that could be dangerous for our Planet.</p> <p>Slide 2 and 3 <u>Ask them:</u> Do you know what this word means? Explain: What pollution is.</p> <p>Slide 4 and 5 <u>Ask them:</u> Do you know what pollution can destroy? Who contaminates our planet?</p> <p>Slide 6 Tell the children they are going to study the different types of pollution. <u>Ask them:</u> Do you know any type of pollution? Say: Let's learn the different types of pollution.</p> <p>Slide 7, 8 and 9 <u>Ask them:</u> Describe this picture using as many words as you know in English. What is wrong with this picture? Explain: What air pollution is and its causes and effects.</p>	

Slide 10, 11 and 12

Ask them: Describe this picture using as many words as you know in English.

What is wrong with this picture?

Explain: What water pollution is and its causes and effects.

Slide 13 and 14

Ask them: Describe this picture using as many words as you know in English.

What is wrong with this picture?

Explain: What soil pollution is and its causes and effects.

Slide 15 and 16

Ask them: Describe this picture using as many words as you know in English.

What is wrong with this picture?

Explain: What noise pollution is and its causes and effects.

Slide 17 and 18

Ask them: Describe this picture using as many words as you know in English.

What is wrong with this picture?

Explain: What light pollution is and its causes and effects.

RESOURCES: PowerPoint Presentation supplied in Support Teaching Resources Section.
Worksheet 2.1.

<http://www.lessonsips.com/docs/pdf/typespollution.pdf>

ACTIVITY 1 “Match”

Grouping: individual – whole group

Give out **Worksheet 3.1**. Children match the pictures with their names and with the definitions.
Correct the worksheet all together.

RESOURCES: **Worksheet 3.1.**

SESSION 2: POLLUTION**TIMING:** 1 hour**ACTIVITY 1 “Brainstorming”****Grouping:** individual / whole group

Give out **worksheet number 3.2**. Children write down anything that comes to mind when they think of the word **“POLLUTION”**. There is a rectangle to fill in. Give them 5 minutes to write as many words as they can.

Ask them: Who remember the most words?

Which words are the easiest / most difficult to remember? Why?

Write on the blackboard the children's information.

Revise the topic: Pollution and types of pollution through the PowerPoint presentation. **Slide 1-18**.

RESOURCES: PowerPoint document supplied in Support Teaching Resources section.
Worksheet 3.2

ACTIVITY 2 “Causes of pollution”**Grouping:** in pairs / whole group

Give out **worksheet 3.3a**. Tell the children to work in pairs. Tell them to complete the chart with the words given in the box below. Tell them some words go in more than one column.

Check the answers with whole group.

RESOURCES: **Worksheet 3.3a**

ACTIVITY 3 “Let's talk about pollution”**Grouping:** whole group / in pairs

Give out **worksheet 3.3b**. Tell the children to work in pairs. Student A chooses a type of pollution and asks “Tell me one cause of _____ pollution”. Student B answers the question.

Example: “Factories cause pollution” / “Traffic sound causes pollution”.

If you need to revise present simple, give them some examples. Children can have worksheet 3.3a to support them.

RESOURCES: **Worksheet 3.3b**

EXTRA ACTIVITY: “Scramble”**Grouping:** individual / whole group

Give out **worksheet 3.4a** (**worksheet 3.4b** is prepared for weaker students). Children scramble the words and complete the sentences. Check the answers with the whole group.

RESOURCES: **Worksheet 3.4a and 3.4b**

SESSION 3: CLIMATE IS CHANGING**TIMING:** 1 hour**INTRODUCTION****Grouping:** whole group**Introduce the topic:** Climate is changing through the PowerPoint presentation. **Slide 19.****Explain:** How climate is changing because of pollution; how human beings are the main cause of the Global Warming, due to different types of pollution. Help them to know the meaning of these concepts and to be aware of the real problems that involve us all.**Say:** Let's start by learning a few words that you need, to talk about climate change.**Show them slide 20.****Say:** One of the houses above is a greenhouse. **Ask:** Can you tell me which is the greenhouse?

Explain the differences between them. One is a green house because of the colour and the other is a glass house.

Explain the concepts: Glass house and greenhouse effect.**Show them slide 21** and explain the concept: Global Warming.**Show them slide 22** and explain the main consequences of Global Warming.**Show them slide 23 and 24** and give some examples of how the climate is changing in Spain and in Catalonia.

RESOURCES: PowerPoint document supplied in Support Teaching Resources section.

<http://clean-air-kids.org.uk/glossary.html><http://clean-air-kids.org.uk/airquality.html><http://clean-air-kids.org.uk/globalwarming.html>**ACTIVITY 1 "Stories"****Grouping:** whole group, in pairsOnce you have explained the topic (climate is changing and the reasons for this change), give out **worksheet 3.5a.****Say:** Let's see how the climate is changing in different parts of Spain and Catalonia.

Tell a child to read aloud Rocío's story. Ask them the questions below and write the answers on the blackboard. Children write the answers on their worksheets.

Give out **worksheet 3.5b.** Children work in pairs.

Children read Pau's story and answer the questions below.

Check the answers with the whole group.

RESOURCES: **Worksheet 3.5a and 3.5b**

ACTIVITY 2 “What about you?”**Grouping:** whole group / individual

Ask them: How would you describe the climate where you live?

Tell them to ask their parents or even better, grandparents about the climate changes they have seen. (related to: water, seasons, temperatures etc.) They bring the information back to school and exchange it.

Give out **worksheet 3.5c**. Tell children to write a report about how the climate is changing where they live with the information from their families. Children can have worksheet 3.5a and 3.5b to support them.

Check the stories reports. They read them aloud and they display them on the walls.

RESOURCES: **Worksheet 3.5c**

SESSION 4: RUBBISH**TIMING:** 1 hour**ACTIVITY 1 “RUBBISH”****Grouping:** whole group / in pairs

Show slide 25. Explain what kind of rubbish we can find in the street. Pre-teach the vocabulary. Give out **worksheet 3.6**.

Play a game: Say one word and children answer by saying the corresponding number. When you think they are confident with the vocabulary, do it the other way round, that is, you say the number and children answer with the words.

Show slide 26 as a word support. Tell children to work in pairs and give them two dice. They roll the dice and add up the numbers (2 plus 4 equals 6). Both of them write the answer in box number 6 on their worksheets.

Check the answers on the blackboard once they have finished.

RESOURCES: **Worksheet 3.6**

ACTIVITY 2 “HOW LONG CAN RUBBISH LAST?”**Grouping:** individual / in pairs / whole group

Give out **worksheet 3.7a**. Ask children to predict how long rubbish can last by matching objects with times. Children answer the questions. They work individually.

Tell them to compare the answers with their partner using the sentence starter.

I think _____ lasts / last for ____*. And you?

I think _____ lasts / last indefinitely.

I think _____ takes/take the longest to break down.

I think _____ is / are the most dangerous to the environment.

*1 to 5 years

Ask them about their answers to the questions.

Give out **worksheet 3.7b** with the correct answers and talk about them.

RESOURCES: **Worksheet 3.7a and 3.7b**