

## 2,000 children die every day from air pollution, report finds

### Level 1: Elementary – Teacher’s notes

**Article summary:** The article presents data from a report about the deadly effect of air pollution on children under five.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Past passive voice

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. This activity aims to get students thinking about the environment and their concerns about it. Have students practise comparing and contrasting by sharing their biggest concern with a classmate. Then, expand it to a class discussion and tally up the top three concerns for the class. You could get students to explain their thinking by asking, *What makes you say that?* Encourage students to present their reasons for or against the issues as they share their thoughts and opinions about the topic.

#### 2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. Students may have heard of the *ozone layer*, which is a good thing. When ozone is high up in the atmosphere, it is helpful for humans, but it is harmful when it is close to the Earth’s surface.

**Key:**

- |                |                   |
|----------------|-------------------|
| 1. risk factor | 6. reduce         |
| 2. outdoor     | 7. protect        |
| 3. indoor      | 8. climate crisis |
| 4. nutrition   | 9. quality        |
| 5. suffer      | 10. ozone         |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

**Key:**

- |              |            |
|--------------|------------|
| 1. suffering | 4. reduce  |
| 2. nutrition | 5. protect |
| 3. quality   | 6. ozone   |

#### 3. Comprehension check

- a. Students answer the questions based on the information in the article.

**Key (suggested answers):**

1. nearly 2,000
2. air pollution
3. 8 million
4. poor nutrition
5. 2017
6. PM2.5 because they are smaller than 2.5 micrometres
7. 90%
8. to reduce air pollution and protect children’s health
9. the climate crisis
10. They can create ozone more quickly.
11. dirty energy sources used for cooking

#### 4. Key language

- a. The activity allows students to review the passive voice with past tense.

**Key:**

1. More than 8 million deaths were caused (by) air pollution in 2021.
2. This year’s State of Global Air report was produced (by) the HEI and UNICEF.
3. About half a million children’s deaths in 2021 were linked to dirty air indoors (by) the report.
4. \$2.2 billion was raised last month for projects to help move people to cleaner methods.

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- b. Students should rewrite the verbs in the previous task in the active voice. As an extension activity, ask students to write a sentence in both the active and passive voices.

**Key:**

- |                    |                  |
|--------------------|------------------|
| 1. <i>caused</i>   | 3. <i>linked</i> |
| 2. <i>produced</i> | 4. <i>raised</i> |

### 5 Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

### 6 In your own words

- a. Ask students to research more about pollution. Ask them to answer the questions.
- b. Students then present their reports to the class. Encourage students to share their opinions and give reasons to support their answers. Encourage students to use some of the given phrases in their presentations when making transitions.