

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

### Level 2: Intermediate – 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:** Present and past passive

**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 lists with a classmate. If you wish, you could make it a class discussion and tally up the top three 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. You may wish to note that *bear* is irregular, and the past participle is *borne*. Students may have heard of the *ozone layer*, which is good. 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 | 7. wellbeing  |
| 2. suffer      | 8. pollutant  |
| 3. burden      | 9. ozone      |
| 4. bear        | 10. fuel      |
| 5. particle    | 11. emissions |
| 6. predictor   | 12. priority  |

- 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. priorities | 5. suffering  |
| 2. fuel       | 6. burden     |
| 3. wellbeing  | 7. bear       |
| 4. predictor  | 8. pollutants |

#### 3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways, e.g., in item 1, they may say, 'According to the article, it is the second biggest health risk factor,' or similar.

**Key (suggested answers):**

1. second
2. 8 million
3. poor nutrition and air pollution
4. 100 times
5. PM2.5, which means they are smaller than 2.5 micrometres
6. 90%
7. poor health outcomes
8. the climate crisis
9. They worsen the impact of pollutants, which can turn into ozone.
10. Using cleaner cooking fuels reduces PM2.5 and carbon dioxide emissions.

#### 4. Key language

- a. The activity allows students to review the passive voice with both present and 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. Too much of the burden is borne (by) young children, older populations, and low- and middle-income countries.
4. About half a million children's deaths in 2021 were linked to dirty air indoors (by) the report.
5. About \$4 billion a year is needed by 2030 to solve the problem in sub-Saharan Africa alone.
6. \$2.2 billion was raised last month for projects to help move people to cleaner methods.

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

### Level 2: Intermediate – Teacher's notes

- b. Students rewrite the sentences above in the active voice. Remind students to use the doer from the *by* phrases as the subject and to keep the correct tense. The subject from the passive sentence becomes the object in the active sentence. You may wish to demonstrate how the parts of the sentence move with an example on the board. Use an arrow to show where the different parts go. As an extension activity, ask students to write a sentence of their own in both the active and passive voices.

**Key:**

1. *In 2021, air pollution caused more than 8 million deaths.*
2. *HEI and UNICEF produced this year's State of Global Air report.*
3. *Young children, older populations, and low- and middle-income countries bear too much of the burden.*
4. *The research linked dirty air indoors to about half a million children's deaths in 2021.*
5. *To solve the problem in sub-Saharan Africa alone, we need about \$4 billion a year by 2030.*
6. *Last month, people raised \$2.2 billion for projects to help move people to cleaner methods.*

### 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.