

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

Level 3: Advanced – 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: Gerunds and participial adjectives

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 five 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.

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. You may wish to mention that *sanitation* can be used as a noun, as in this article, and as an adjective. Aside from how it is used in the article, *mortality* can also be used more generally to refer to not living forever. The word *burden* can be used as a noun, as seen in this article, or as a verb.

Key:

- | | |
|------------------------|-----------------------|
| 1. <i>sanitation</i> | 9. <i>bloodstream</i> |
| 2. <i>risk factor</i> | 10. <i>prevalence</i> |
| 3. <i>tobacco</i> | 11. <i>profound</i> |
| 4. <i>malnutrition</i> | 12. <i>linger</i> |
| 5. <i>mortality</i> | 13. <i>airborne</i> |
| 6. <i>inequality</i> | 14. <i>ozone</i> |
| 7. <i>burden</i> | 15. <i>filthy</i> |
| 8. <i>particle</i> | |

- 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. <i>burden</i> | 6. <i>profound</i> |
| 2. <i>bloodstream</i> | 7. <i>prevalence</i> |
| 3. <i>lingers</i> | 8. <i>ozone</i> |
| 4. <i>inequality</i> | 9. <i>sanitation</i> |
| 5. <i>malnutrition</i> | 10. <i>filthy</i> |

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, the biggest health risk factor for young children worldwide is poor sanitation and a lack of clean water,' or similar.

Key (suggested answers):

1. *malnutrition*
2. *8 million*
3. *malnutrition and air pollution*
4. *100 times*
5. *PM2.5, which means they are smaller than 2.5 micrometres*
6. *90%*
7. *They can enter the bloodstream and affect the organs.*
8. *the climate crisis*
9. *They worsen the impact of airborne pollutants, which can turn more readily into ozone.*
10. *cleaner cooking fuels*

b. Key language

- a. The activity allows students to review gerunds and participial adjectives. You may wish to point out, or review, that although both use the present participle form (-ing), gerunds function as nouns and participles as adjectives.

Key:

1. *Outdoor and indoor pollution continue to take an increasing toll on health. P*
2. *Women and girls are often given the task of finding firewood. G*

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3. *Dealing with air pollution could also have beneficial impacts on the climate. G*
 4. *It is mainly the result of cooking with dirty fuels. G*
 5. *Switching to cleaner fuels could vastly reduce PM2.5 emissions. G*
- b. Students choose two verbs and write two sentence pairs, one using the verb as a gerund and the other using it as a participial adjective. Invite students to challenge themselves and get creative as they write their sentences. Save some time for students to share examples of their work. As an extension activity, ask students to share one of their sentence pairs and ask the rest of the class to guess which has the gerund and which has the participial adjective.

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 and 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.