



TEACHER'S GUIDE GRADE 4- UNIT 7 VOCABULARY AND WARM-UP

Pre-activity

Schema Building:

- The teacher activates the students background knowledge by writing on the board the following words: POLLUTION, WATER POLLUTION, AIR POLLUTION, LAND POLLUTION, NOISE POLLUTION
- The teacher tells students to brainstorm words that are related to these types of pollution.
- Students repeat the words after the teacher.

Activity

Grouping:

-Individual work

Setup: The teacher writes on the board ways to prevent pollution. Students must match the ways with the types of pollution. Example: DRIVE LESS, SAVE ENERGY, USE RECYCLED PRODUCTS, DON'T CUT DOWN TREES, DON'T BURN GARBAGE, ETC.

VOCABULARY

- Students click on the different types of pollution and the ways to prevent them. Students look at the pictures. They listen and repeat.
- Students click again on the vocabulary section and repeat after the teacher.

Practice:

- Students read the types of pollution and the ways to prevent them. Students drag the ways to prevent pollution to the appropriate type of pollution it refers to.

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|--------------------|------------------------------------|
| 1. Air pollution | ___ Walk or use a bicycle. |
| 2. Noise pollution | ___ Don't throw garbage in rivers. |
| 3. Land pollution | ___ Don't play loud music. |
| 4. Water pollution | ___ Don't use pesticides. |

Warm-up.

Drag the type of pollution to the correct category:

WATER
POLLUTION

LAND
POLLUTION.

AIR
POLLUTION

NOISE
POLLUTION

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Post-activity

Students click on the **PLAY** button. Students view the different landmarks around Costa Rica in the video.

Tips/Further activities

-Students click on the following website: <http://tiki.oneworld.net/pollution/pollution2.html>
- Students read the information and answer the following question: WHAT DO NASTY CHEMICALS DO TO ANIMALS AND HUMAS?



TEACHER 'S GUIDE
GRADE 4 - UNIT 7
LISTEN

Pre-activity

Schema Building: Pre-listening

- Activate background knowledge by showing some cartoons related to pollution. Students have to guess the type of pollution they refer to.
- Students listen to the do's and don't's about pollution. Then students drag the phrases to the correct type of pollution they refer to.

Listen to the different recommendations to avoid water pollution. As you listen, click on the source of pollution it refers to.

Water Pollution Guide

Don't throw tires in the river.



Activity

Grouping

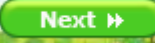
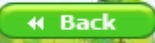
- Individual work

Setup:

Each student should have a headphone. Students listen to the recommendations to avoid water pollution. Students look at the picture about water pollution and relate the statements to the images in the picture provided.

	<p>While-listening</p> <ul style="list-style-type: none"> - Students listen once and relate the information they are listening with the pictures. - Students listen a second time and click on the picture that describes the recommendation to avoid water pollution - Students listen a third time and check their answers. - Students check the answers with the teacher. - Students can click on the refresh button  if they want to listen again. <p>Now students click on the ABC button  to test their understanding of the conversation.</p> <p>Sample recommendations: <i>Don't dump pesticides in the river. / Don't throw bottles in the river. / Don't throw aluminum objects in the river.</i></p>
<p>Post-activity</p>	<p>Post-Listening</p> <p>Students write three recommendations to avoid noise pollution</p> <p>Students work in pairs.</p> <p>Then, students share their papers.</p> <p>Students read the recommendations out loud.</p> <p>The teacher writes the recommendations on the board.</p> <p>Students repeat after the teacher.</p>
<p>Tips/Further activities</p>	<ul style="list-style-type: none"> - Students go to the following website: http://www.wikihow.com/Help-Stop-Pollution - Students write the 5 steps to follow to help stop pollution.

**TEACHER'S GUIDE
GRADE 4 - UNIT 7
LANGUAGE STUDY**

<p>Pre-activity</p>	<p>Schema Building:</p> <p>The teacher reads the different suggestions to prevent pollution:</p> <ul style="list-style-type: none"> - Don't throw garbage. - Save energy. - Let's save energy. - Recycle. <p>The teacher tells students to write other suggestions using DON'T and LET'S. The teacher writes the suggestions on the board and corrects mistakes. The students then listen and repeat. Then, students say suggestions with the imperative form of the verb. Example: RECYCLE.</p>	
<p>Activity</p>	<p>Grouping Pair work</p>	<p>Setup:</p> <p>Students look at the language study chart. Students study the charts about the recommendations about ways to prevent pollution with the use of the imperative, let's and don't. Example: Let's recycle. Plant trees. Don't throw garbage. Students can go forward or backwards by clicking the NEXT  or BACK  buttons.</p>



Suggestions:

- Don't throw garbage.
- Save energy.
- Let's save energy.
- Recycle.

Next ➔

⬅ Back

Activity 1. Students look at the picture. Students have to choose between the two options provided according to the picture.



Cut down trees. / Don't cut down trees.

Activity 2. Students read the questions the incomplete recommendations. Students have to use LET 'S and DON 'T appropriately. Example:

1. _____ throw garbage.
2. _____ plant a tree.
3. _____ recycle.

Activity 3 Students complete the sentences with words from a word bank provided. To do this, they work in pairs. Then they check answers with the teacher.

1. ___ Recycle___ plastic bottles.
2. ___ Drive___ less.
3. ___ Plant___ a tree.
4. ___ Save___ energy.
5. ___ Ride_ bicycle.

**PLANT DRIVE
SAVE RIDE
RECYCLE**

Post-activity

Students draw symbols related to the following suggestions:

1. Don't throw garbage.
2. Plant a tree.
3. Recycle.

Tips/Further activities

- Students go to the following website: <http://www.clean-air-kids.org.uk/airquality.html>
- Students answer the following questions: Why is breathing important? What is the main cause of air pollution? What are some causes of air pollution inside homes?



TEACHER 'S GUIDE
GRADE 4 – UNIT 7
READ

Pre-activity

Schema Building: (For the students)

- Students click on the pictures and listen to the following words: *acid rain, sewage wastes, oil spills, artificial fertilizers, fumes, chemical wastes*
- Students listen and repeat.
- Students do a match. They look at the pictures and they have to match them with the appropriate word which they practiced previously.
- The teacher checks answers with the students.
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Pre-reading
Click on the different pollutants and learn their names.

Sewage wastes

Artificial fertilizers

Oil spills

Pre-read

Grouping
Individual
work

Setup:

- The teacher brainstorms information from the students. She writes the words AIR, WATER (SEA), SOIL. Then she asks students to say what destroys these elements.
Example: Air – fumes; sea – oil; soil - fertilizers

- Students read information about the destruction provided by pollution.

RECOMMENDATION FOR READING:

- Students read the reading selection once.
- Students read *a second time*.
- Students read the incomplete statements related to the reading.
- Students complete the spaces with information from the reading.

EXAMPLE:

1. Air is damaged by fumes.
2. Power stations create acid rain.

Post-read

Students look at the cartoons related to pollution. Students have to color parts of the cartoon by following instructions. Example: COLOR THE INDUSTRIAL WASTES GREEN



Tips/Further activities

Tips for the teacher: Students can listen and read. This helps students to practice pronunciation.



TEACHER'S GUIDE
GRADE 4 - UNIT 7
WRITE

Pre-write

Schema Building:

- Students read and sing the song about pollution with the tune to Twinkle, Twinkle Little Star. SONG

*Don't pollute give a hoot
Don't litter because it's rude.
See cans and bottles pick them up
All day long you'll have good luck
Listen to me*

Write

Grouping
Individual
work

Setup:

Students brainstorm words and phrases for a song they have to invent.

- Students work in pairs.
- Students invent a song about ways to prevent pollution or about protecting the environment.
- Each pair of student sings the song in class.
- Classmates listen and repeat the songs in class.

SONG:

Post-write

GROUP READING.

1. Students look at the picture about the causes of water pollution.
2. Students read the causes provided.
3. Students match the causes of water pollution with the pictures provided.
4. Students check their answers with the teacher.

Tips/Further
activities

Tips for the teacher:

- Monitor students while writing.
- Check spelling.



TEACHER'S GUIDE
GRADE 4 - UNIT 7
PROJECT AND SURF THE WEB

Pre-activity

Schema Building: Students read the objectives of the team project

Objectives:

1. To promote the protection of our environment.
2. To design **SIGNS** related to the protection of the environment

GROUP FORMATION

Grouping
Pair work

Setup:
The teacher forms the groups.

Roles	Job Description	Student's Name
Student 1 Leader	Sees that everybody uses English Sees that everybody participates Presents the product	
Student 2 Secretary	Writes information about project	
Student 3 Designer	Designs layout and adds artwork	
Student 4 Assistant	Helps secretary and designer with their work	

STEPS FOR THE TEAM PROJECT

STEP 1. Investigate about the different ways to avoid the different types of pollution that affect the environment. These topics are related to:

- Air Pollution
- Water Pollution
- Land Pollution
- Noise Pollution

STEP 2. Students get together and create different signs regarding the environment.

Example: No littering, No trucks, No dumping, No burning, Plant trees, Collect garbage, Recycle, Reuse, Don't throw garbage, Don't use pesticides, Drive less, etc.

STEP 3. Students check the signs with the teacher for spelling.

STEP 4. Students display the signs around school.

SURF THE WEB

Students go to the following website:

1. Go to the following website: <http://www.water-pollution.org.uk/causes.html>
2. Students follow instructions to discover the website on pollution:
 1. Click on types: List five (5) types of pollution.
 2. Click on causes: List five (5) causes of water pollution.
 3. Click on dangers: Write three (3) harmful effects for humans.
 4. Click on preventing: Write two (2) ways to prevent water pollution.