

MAJOR SCIENCE



TEACHER'S GUIDE



UNIT 3: PROTECT WATER AND AIR ENVIRONMENT

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

- identify types of pollution and causes of pollution: *water pollution, garbage, wastewater, air pollution, smoke from vehicles, smoke from factories, smoke from forest fires.*
- talk with a partner about ways to protect the environment.

Vocabulary: *water pollution, garbage, wastewater, air pollution, smoke from vehicles, smoke from factories, smoke from forest fires*

MATERIALS

Textbook, teacher's guide, lesson plans, flashcards, audios...

WARMER

- Greet the class. Wave and say *Hello*. Then ask students how they are feeling: *How are you? Are you happy?*
- Energy the class with a warm-up game – Miming.
- Prepare a set of vocabulary that can be easily mimed. Pick a flashcard from the vocabulary set.
- Ask one student to come to the board, look at the flashcard and mime the word for other students to guess.
- After students have guessed, hold the flashcard up.
- Have students read out loud the words from the vocabulary set.

LEAD IN

- Point to the pictures: *water pollution, garbage, wastewater, air pollution, smoke from vehicles, smoke from factories, smoke from forest fires* to elicit the vocabulary for this lesson.
- Point and ask "What causes water / air pollution?"

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 11

- Tell students to look at the pictures.
- Play the audio while you point to the pictures in time with the recording.
- Play the audio again for students to listen and point to the pictures with you.
- Play the audio and say the new words in time with the recording.
- Play this part again for students to repeat the words. Point to the pictures. Have students read the words.

UNIT 3

PROTECT WATER AND AIR ENVIRONMENT

LESSON 1

WE LEARN

1. Listen, point and repeat. 11

water pollution		air pollution		
garbage	wastewater	smoke from vehicles	smoke from factories	smoke from forest fires

2. Listen and read. 12

Water pollution happens when garbage, wastewater and other wastes enter lakes, rivers, seas and oceans. Polluted water can harm water animals. If we drink polluted water, it can affect our digestive system.

Air pollution happens when smoke from vehicles, factories, forest fires, etc. goes up into the air. Polluted air is the cause of many respiratory diseases.

3. What should / shouldn't we do to protect the water and air environment? Make sentences.

1. throw garbage into rivers
2. use public transportation
3. put garbage / different bins
4. walk / ride bikes to school

13

Track 11

water pollution	water pollution
garbage	garbage
wastewater	wastewater
air pollution	air pollution
smoke from vehicles	smoke from vehicles
smoke from factories	smoke from factories
smoke from forest fires	smoke from forest fires

2. Listen and read. 12

- Have students look at the text.
- Play the audio for students to listen to for the first time. Ask students to follow the text while they listen.
- Read the text and have students repeat it.
- Play the audio again and let students read along.
- Call some students to read the text and check their pronunciation.
- Ask questions about the text to check students' understanding.

Track 12

Water pollution happens when garbage, wastewater, and other wastes enter lakes, rivers, seas and oceans. Polluted water can harm water animals. If we drink polluted water, it can affect our digestive system.

Air pollution happens when smoke from vehicles, factories, forest fires, etc. goes up into the air. Polluted air is the cause of many respiratory diseases.

3. What should / shouldn't we do to protect the water and air environment? Make sentences.

- Ask students to look at the pictures.
- Have students use "We should" or "We shouldn't" to make sentences with given words or phrases.
- Call students to read their sentences.
- Give feedback.

Answer

1. We shouldn't throw garbage into rivers.
2. We should use public transportation.
3. We should put garbage into different bins.
4. We should walk or ride our bikes to school.

Fast finishers

Tell students who finish early to think of some sentences about saving the environment. Remind them to start their sentences with "We should" or "We shouldn't". When everyone has finished the exercise, encourage some students to give extra examples in front of the class.

WE PRACTICE

4. Write the cause of pollution under each picture

- Have students look at the example and explain how to do this exercise.
- Ask students to write down the causes based on the given pictures.
- Let students give their answers and check.

Answer

- a. wastewater
- b. smoke from forest fires
- c. garbage
- d. smoke from vehicles

5. Look at the pictures in exercise 4. Ask and answer.




- Have students review the phrases in exercise 4.
- Ask students to look at the example and read the question and answer.
- Have students work in pairs to
- Check the answers with the class.

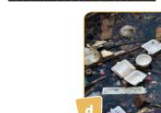

Suggested answer

1. In picture b, what causes water pollution?
Wastewater from factories causes water pollution.
2. In picture c, what causes air pollution?
Smoke from forest fires causes air pollution.

WE PRACTICE

4. Write the cause of pollution under each picture.

smoke from factories

5. Look at the pictures in exercise 4. Ask and answer.

In picture a, what causes air pollution?

Smoke from factories causes air pollution.

6. Complete the text with the words from the box.

throw things walk environment save different

Nowadays, our (1) _____ is facing too much pollution. To protect it, there are some (2) _____ that we can do daily.

- Put the garbage into (3) _____ bins.
- Use public transportation or (4) _____ to school if your house is not far from your school.
- Don't litter or (5) _____ garbage into rivers.

Do these activities every day and we can (6) _____ the environment.

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6. Complete the text with the words from the box.

- Ask students to look at the words in the box, then read the text, and guess the correct word for each gap.
- Have students give their answers and check.
- Let students say complete sentences in front of the class.

Answer

1. environment
2. things
3. different
4. walk
5. throw
6. save

Mixed ability

- With weaker students, ask them to read the complete sentences again.
- With stronger students, ask them to talk about water and air pollution nowadays and suggest some ways to protect water and air environment.



Lesson 2

OBJECTIVES

Knowledge: Students will be able to

- review the words and sentences from lesson 1.
- understand the story and then act it out.
- review and consolidate the language introduced in the unit.

Values: *Remember to sort garbage*

MATERIALS

Textbook, teacher's guide, lesson plans, flashcards, audios, ...

WARMER

Whispering:

Ask students to stand up in two lines. Have a student in the front look at a sentence. Then ask him/her to whisper the sentence to his/her partners. The student standing at the end of the line will run to the board and write the correct answer.

LEAD IN

- Ask questions to elicit some vocabulary from lesson 1.
- Tell students they are going to continue reviewing vocabulary from lesson 1.

MAIN CONTENT

WE PRACTICE

7. Listen and choose the correct answer. 13

- Ask students to talk about water and air pollution, and some ways to protect the environment.
- Ask students to read the questions and answer options, then guess the possible answers.
- Play the audio for students to check the answers.
- Play again with pauses and have students give evidence from the recording.

Answer

1. A 2. B 3. 4.

Track 13

1. According to the girl, what is the main cause of water pollution?

Boy: Water pollution is bad for our health.

Girl: Yes. It causes a lot of health problems.

Boy: In your opinion, what mainly causes water pollution?

Girl: I think throwing garbage into water bodies such as rivers and oceans is the main cause.

2. What does the boy mention about air pollution?

Girl: Can you help me with my science homework?

Boy: OK. What is the homework about?

LESSON 2

7. Listen and choose the correct answer. 13

1. According to the girl, what is the main cause of water pollution?
A. People throw garbage into rivers and oceans.
B. People don't put garbage in different bins.
2. What does the boy mention about air pollution?
A. It affects the digestive system.
B. It affects the respiratory system.
3. What does the girl do to protect the environment?
A. She puts garbage in the bin.
B. She rides her bike.
4. What advice does the girl give to Jack?
A. He should walk to school.
B. He should use public transportation.

WE DO

8. Work in groups. Discuss and make a poster on how to protect our water and air environment.



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Girl: Pollution. What does water pollution affect?

Boy: Oh, polluted water affects our digestive system.

Girl: How about air pollution?

Boy: Polluted air affects our respiratory system.

3. What does the girl do to protect the environment?

Boy: Mary, have you finished reading?

Girl: Yes, I have. I will go to the park now.

Boy: How will you get to the park?

Girl: I'll ride my bike. It's a good way to protect the environment, right?

4. What advice does the girl give to Jack?

Girl: How do you usually get to school, Jack?

Boy: My father takes me to school by motorbike.

Girl: Your house is not far from the school. I think you should go on foot.

Boy: Yeah. That's a good idea.

WE DO

8. Work in groups. Discuss and make a poster on how to protect our water and air environment.

- Have students discuss and make a poster on the ways to protect the environment.
- Go around to help students with new vocabulary.

Extra practice

Let students sit in groups of 5-6 students. Ask them to take turns to present the poster. The other students listen and vote for the best presentation.

WE READ

9. Listen and read the story. Then act it out. 14

- Focus students' attention on the story.
- Talk about each frame with the class and ask questions: *How many people are there in the story? Who are they? What are they talking about?*
- Play the audio for the students to listen and follow the conversation in their books.
- Read the conversation and ask the students to repeat and check their pronunciation.
- Play the audio again. Pause after each sentence for the students to repeat.
- Ask students to find new words that appear in the story.
- Make sure that students understand the story and ask them questions to check what the story is about.
- Allow time for the students to read the story again and try to memorize the conversation.
- Ask some pairs of students to act out the story.

Track 14

LET'S KEEP THE SCHOOLYARD CLEAN!

Tim and Mia are picking up the litter in the schoolyard.

Tim: Mia, you shouldn't put all types of garbage in one bin. You should put them in different bins.

Mia: OK. The newspaper goes in the paper bin.

Tim: The bottles go in the plastic bin.

Tim & Mia: And the cans go in the metal bin.

Tim: We're done. It's easy, right?

Mia: Yeah. Our schoolyard is clean now.

Mixed ability

- In pairs of stronger students, ask them to close their books and let them make a conversation together.
For example:
Student A: *You shouldn't throw garbage into rivers.*
Student B: *Why not?*
Student A: *It causes water pollution.*
- Weaker students can take turns to practice reading the whole conversation in pairs.
- The teacher checks pronunciation carefully.

WE READ

9. Listen and read the story. Then act it out. 14

LET'S KEEP THE SCHOOLYARD CLEAN!

Tim and Mia are picking up the litter in the schoolyard.

Mia, you shouldn't put all types of garbage in one bin. You should put them in different bins.

OK. The newspaper goes in the paper bin.

The bottles go in the plastic bin.

And the cans go in the metal bin.

We're done. It's easy, right?

Yeah. Our schoolyard is clean now.

VALUES

Remember to sort garbage

10. Read the story again and answer the questions.

1. What are Mia and Tim doing?

2. What advice does Tim give to Mia?

3. Should we put the newspaper in the metal bin?

4. Where do they put the plastic bottles?

5. Is the schoolyard still dirty now?

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10. Read the story again and answer the questions.

- Ask students to talk about how to protect the environment.
- Have students answer the questions individually.
- Check the answers with the class.

Answer

1. They are picking up the litter in the schoolyard.
2. "You shouldn't put all types of garbage in one bin. You should put them in different bins."
3. No, we shouldn't.
4. They put plastic bottles in the plastic bin.
5. No, it isn't. It's clean now.

Extra practice

Repeat if it's true: Teacher sticks a set of flashcards on the board. The teacher points to one of the flashcards and say a sentence about the digestive system. If the sentence is correct, repeat it. If the sentence is false, stay silent. Then have students take turn making sentences and let other students guess if the sentences are true or false.