SPEAKING ACTIVITY

Name: _____ **Date:** _____

Professor: Claudia Camila Coronado Rodríguez
Purpose: Through this activity, "Air Pollution" students will talk about environmental issues
Content aim: Students will be able to analyze environmental issues and their consequences.
Language aim: Students will be able to explain and evaluate air pollution.
Group: Environmental engineering.
Level IV
PRE-SPEAKING (20 minutes)

Watch the video Air Pollution 101 | National Geographic



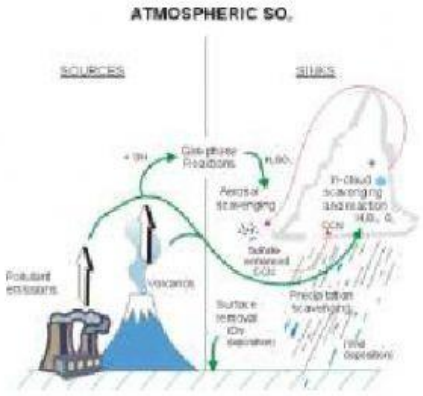
According to the video, answer the following questions:

Air pollution consists of chemicals or particles in the atmosphere.	T	F
Air pollution results exclusively from human activities.	T	F
Climate change doesn't create higher temperatures.	T	F
Warmer weather leads to longer pollen seasons.	T	F
Smog is a type of air pollution.	T	F
Sulfurous smog is also called ground-level ozone.	T	F
Photochemical smog is made up of chemical compounds called sulfur oxides.	T	F
Toxic pollutants are chemicals such as mercury, lead, dioxins, and benzene.	T	F
Reducing air pollution contributes to a cleaner environment.	T	F
Reducing air pollution doesn't contribute to slow the rate of global warming.	T	F

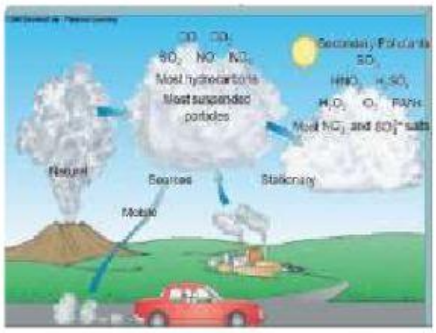
LIVEWORKSHEETS

Taking into account the video, match the picture with their names.

Air pollution



Climate change



Sulfurous smog



Photochemical smog



Toxic pollutants



LIVEWORKSHEETS

WHILE-SPEAKING (50 minutes)

Talk about Why is Air Pollution so Serious?
Example:

- Long term exposure to air pollution can increase the risk of asthma, heart disease and potentially even dementia.
- According to the UN, 3.3 million people die prematurely due to the effects of air pollution every year
- According to King's College, almost 9,500 people die annually as a result of poor air quality. Over 3,500 as a result of nitrogen dioxide and almost 6,000 because of PM2.5 which is the name given to the smallest particles of pollution. These particles can penetrate deep into the lungs and cause respiratory problems
- According to the WHO, 91% of the world's population lives in places where air quality exceeds World Health Organization limits.
- Around 3 billion people cook using polluting open fires or simple stoves fuelled by kerosene, biomass (wood, animal dung and crop waste) and coal.
- Each year, close to 4 million people die prematurely from illness attributable to household air pollution from inefficient cooking practices using polluting stoves paired with solid fuels and kerosene.

Then, mention solutions to Air Pollution
Examples.
Personal Solutions

- Travel by foot, bicycle or train which are more environmentally friendly.
- Reduce your carbon footprint by considering the amount of carbon dioxide you put into the atmosphere.
- Only use a car when there are at least 2 passengers.

Government Solutions

- The Paris Agreement was ratified on November 4, 2016, among 118 nations as a larger effort to limit the emissions of carbon dioxide and other greenhouse gases. Each country agreed to take measures to combat climate change, with the final objective of keeping the post-industrial global temperature rise below two degrees celsius.
- Governments should create higher taxes on petrol, so that individuals and companies will have greater incentives to conserve energy and pollute less.
- Governments should create a congestion charge which charges a fixed fee for everyone who drives in the city centre. This will encourage people to take public transport especially if the charge is used to subsidize subways, buses or trams.

Taken from: https://ieltsmatt.com/ielts-environment-air-pollution-vocabulary/

Think about 3 potential solutions to this problem (at least one governmental, one personal solution)

LIVEWORKSHEETS

POST-SPEAKING (30 minutes)

In a jamboard, consider another environmental problem that is prevalent in Colombia.

name of the problem, opinion of how it can be solved.

Write a paragraph (minimum 100 words) using the environment phrasal verbs from the picture. At least 3 phrasal verbs. Also, include a representative picture of your answer.



LIVEWORKSHEETS