



TEACHER'S GUIDE

LESSON 38: HOW CAN YOU HELP THE ENVIRONMENT?

Video summary: A vine is killing Anna's favorite tree. She must help it.

Functional purpose: Giving advice or suggestions; sharing the Earth; caring for the natural world

Grammar: Conditional sentences with *when*; Modal – *should*

Question: How can you (we) help the environment?

Answers: We can help the environment by cleaning up trash from the floor. / I help the environment by riding my bike and recycling. / We should recycle as much as possible. / I help the environment by recycling.

Adjective	Noun	Verb
empty	advice	identify
last	area	lead
possible	bath	leave
tired	container	practice
	environment	recycle
	lights	remove
	suggestions	rest
		rinse
		save

PREPARE TO WATCH

Get students' attention

Here are some ideas to introduce the lesson points. This can be done in English or the students' native language.

- Show a disposable plastic bottle or container.
- Ask, "What happens to this when you throw it away?"
- Write some of the students' ideas on the board. They may include: it goes into a dump, it is recycled as another bottle, it goes into the ocean, or someone picks it up and uses it again.
- You can show pictures of polluted and clean/natural environments and ask students what they think and feel when they look at each.
- Write the things students mention on the board to refer to later.

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Connect to students' experiences

- Say, "In this lesson, we will learn about taking care of the planet we share."
- Ask, "Do you recycle? Do you save water or power? What else can you do to protect the environment?" Note student responses on the board.

Guess: What will happen?

- Show this image of Anna holding some vines.



- Ask, "What do you think Anna is doing in this picture?"
- Take some student ideas and write them on the board to refer to later.

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- What does Dr. Jill do to help the environment?
- What did Anna do last year to help the environment?

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- Point to the guesses you wrote on the board earlier. Say, “Here are your guesses. Did you learn about what Anna was doing? (She cut a vine from her tree. The vine was hurting her tree). Help students compare their guesses to what they heard in the video.
- Say, “Even if you didn’t guess the same thing, guessing can help you listen carefully to English. It can help you get the point of what people are saying or doing. Try it other times you read or listen to English.”

Talk more about the lesson

- Ask students what they liked, what made them laugh or what parts they want to see again.
- Ask, “What do the friends say they do to help the environment? Do you do the same thing? How about the plastic bottle we talked about? Do you have any more ideas now about what might happen to it?”

ACTIVITIES

1. What's in Our Environment? – Habitat Walk

Set up/materials

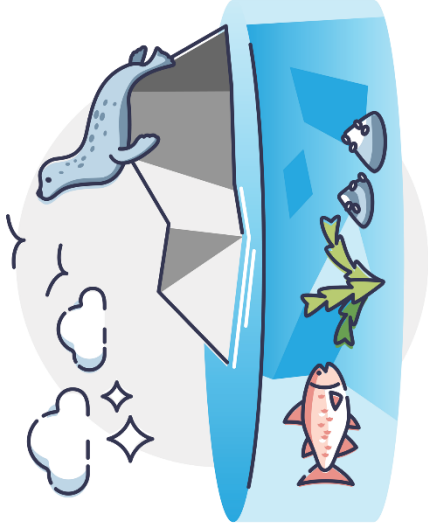
- This activity helps students notice what is in nature around them: plants, animals, birds, insects, and people.
- Find a time when you can safely take your class outdoors. If this is not possible or you teach online, instruct the students to go outside at home with an adult to do the first part of the activity.
- In Lesson 23, we learned about the habitats of wild animals. You can review the lesson here <https://learningenglish.voanews.com/a/7227617.html> or use the graphic below to remind students of the places wild animals live.
- Ask, “What kind of habitat do we live in?” Take student suggestions and write them on the board. Say, “Today, we are going to explore our own habitat, or environment. I want you to act like a scientist. You will study the living things around us and think about how we can help them.”

How to

- Explain that the class will be going outside. Students need something to write on during the activity. The activity sheet below may be printed to help students know what they should write as they explore their habitat.
- As you walk, encourage students to look around them carefully. Give them time to stop and examine interesting plants, animals, birds, or even people they see outside.
- Ask students to draw one thing they see.
- Then, ask students to think – how can I help this living thing in my environment? They should write a sentence on their paper to share with their classmates.
- Return to the classroom to share or, if possible, sit in a circle outside to share what the students have observed and to talk about their ideas on how to help the living things they saw.

Variation

- Have students make a poster for the classroom by cutting out the smaller pictures from their activity sheets and pasting them on a larger sheet of paper. Give the poster a title: What is in Our Environment? Students color the pictures with crayons, colored pencils, or markers.



Ocean



Fresh Water



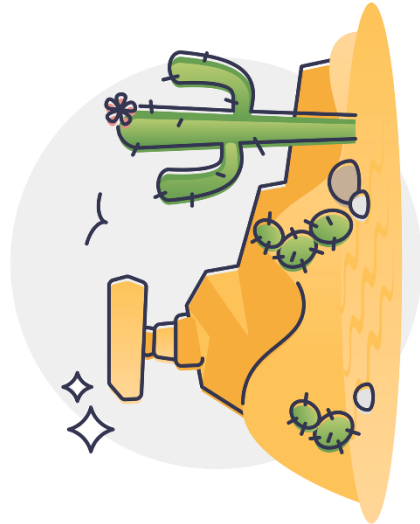
Rainforest



Forest



Grassland



Desert



Habitat Explorer

Walk with your teacher or parent. Look around carefully.
What living things do you see outside? List them below:

Plants

Animals

Birds

Insects

People

Look closely. Draw one of the living things you see here:

Think to yourself: How can I help this living thing? Write your answer here.

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2. Read and Write

Set up/materials

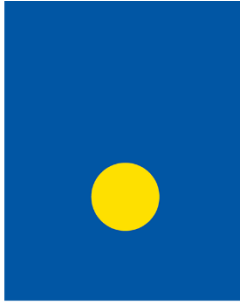
- Ask students to think about all the ways to help the environment mentioned in the lesson. They will practice writing them in this activity.
- Give students a copy of the *Read and Write* activity sheet.

How to

- Have students trace the words. The sentences are:
 - You can help the environment by recycling.
 - When you go shopping, you should bring a bag.
 - You can plant trees to help the environment.
 - When you wash your face, you should turn off the water.
- Divide students into pairs and see how many more sentences they can form using the patterns in the sentences on this sheet.
- Ask pairs to read their sentences out loud.

Variations

- Have students write questions that can be answered with the statements in the activity sheet: “What should you do when you go shopping?” “Why should you plant trees?”
- Students can copy completed sentences into their notebook.



READ AND WRITE

You can help the environment by recycling .



When you go shopping, you should bring a bag.



You can plant trees to help the environment.



When you wash your face, you should turn off the water.



<https://learningenglish.voanews.com>

3. Listen and Speak – Giving Advice

Set up/materials

- Review the things mentioned in the lesson so far about what young people can do to help the environment.
- Divide the class into pairs.

How to

- Give students the *Listen and Speak* activity sheet. Have two students model the sample conversation given on the sheet. Assign a time to end the activity.
- Let students begin asking and answering questions with their partner about the other pictures on the sheet. Monitor whether any of the images present a problem and help pairs who cannot think of what to ask about a picture.
- Have several pairs choose a picture and demonstrate their conversation for the class about the pictured elements.

Variation

- Have students draw or cut out more pictures from newspapers or magazines to prompt questions from their partner or from other students.

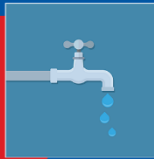
● LISTEN AND SPEAK

Look at the pictures, Take turns with your friend asking questions about each one. Ask and answer with "When" and "should" or "shouldn't."

Example:

Student A: What should you do when you see water running?

Student B: When you see water running, you should turn it off.



Words: trash, plastic bottle, plant, rain, save, cloth bag, plastic bag, plastic cup, reusable water bottle, recycle

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LEARN MORE

1. More practice with “when” and “should”

How to

- If needed, refer back to the *Listen and Speak* or *Read and Write* activity sheet to remind students how they can form sentences beginning with the word *When*.
- On the board, write:

*When you ride a bicycle,
When you do your homework,
When your teacher explains,*

- Next, ask students to finish the sentences using the modal *should*. For example:

When your teacher explains, you should listen.

- Divide the class into two groups, A and B. Then have students in each group work with a partner.
- Partners should write five clauses beginning with *When* to form the first part of five sentences that can also use the modal *should*. To help students, ask them to think of situations where they should follow particular rules or do particular things.
- Next, have pairs from A meet with pairs from B. The pairs exchange papers and students try to complete each sentence using the modal *should*.
- After the pairs have worked together, ask students to share examples with the entire class and write their examples on the board. Or, have several students come to the board and write their examples. Review and discuss student examples.

Variation

- Discuss other ways students might finish the sentences without the modal *should*. Point out student examples where the modal *should* is not appropriate for the sentence. Why didn't the modal *should* work? What other verbs or expressions would work better in these examples?

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2. By + -ing

How to

- Refer to the following example from the video:

We can help the environment by cleaning up trash.

- Tell students they will make more sentences with the following form:

(subject) + can + verb + by + -ing

Example: *We can learn directions by studying a map.*

- Divide the class into two groups, A and B. Then have students in each group work with a partner. Each pair tries to write five sentences following the form given.
- Next, have pairs from A meet with pairs from B and compare their sentences. Have them choose the sentences they want to share with the rest of the class.
- Have students share the sentences they chose with the class and write those sentences on the board.
- Discuss which sentences use the form correctly and which do not.

Variation

- Show students that they can reverse word order of the sentences:

We can learn directions by studying a map.

By studying a map, we can learn directions.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. We all _____ planet Earth.
2. _____ I am hungry, I eat.
3. Anna wants to _____ her tree.
4. When you leave a room, you _____ turn off the lights.

Answer key:

1. share
2. When
3. save
4. should



QUIZ

1. We all planet Earth.



2. I am hungry, I eat.



3. Anna wants to her tree.



4. When you leave a room, you turn off the lights.

