

Environmental Pollution

Angel Sharon & Tharsni M.

Focus: Listening, Speaking

Skill: Listening for specific information

Level: Upper-intermediate

Materials: Images of pollution, video on ecological footprint, video on environmental pollution, worksheet

Estimated Time: 1 hour

Objectives: By the end of the lesson, learners will be able to

- develop listening for specific information skills
- interpret images and videos
- share their thoughts and engage in discussion

Activity:

This lesson mainly focuses on developing listening skills. It also aims to provide the learners with an opportunity to practise their speaking skills.

Pre-Listening: The aim is to introduce the theme—‘Environmental Pollution’ and engage learners in the same. It also activates their relevant schema related to the topic.

While Listening: To introduce the concept of ‘Ecological footprint’, the teacher plays a video and asks a few comprehension questions. Further, to develop listening for specific information skills, the teacher engages the learners in an information-gap-filling activity.

Post-Listening: A few more comprehension questions are asked based on the video. Afterwards, another video is played as input for the speaking activity.

Implementation Notes for Teachers

Pre-Listening (5-7 minutes): The teacher shows a collage with images of different kinds of pollution. The teacher then asks the class a few questions to activate their relevant schema.

The teacher gradually orients them about the video they will be watching next.

While Listening (15-18 minutes): During this stage, the teacher plays the video titled "The Ecological Footprint". Afterwards, the teacher asks a few comprehension questions.

After a brief discussion, the teacher distributes a worksheet, with the transcript of the video. However, a few words in the transcript would be blanked out. The teacher instructs the learners to quickly skim through the transcript. Once they have finished skimming, the teacher plays the video again and asks the learners to fill in the blanks.

Post-Listening (30-35 minutes): In the next stage, the teacher discusses the video briefly and asks the learners to share their understanding of ecological footprint.

After this, the teacher plays another video titled "Save the World from Pollution". The teacher encourages the learners to share their thoughts and initiates a discussion on the contents of the video.

The lesson ends with the teacher explaining the homework/follow-up task of measuring the ecological footprint.

ACTIVITY SHEET

What do you see?

I. Observe the images given below and answer the following questions.



- i) What do you think these images represent?
- ii) Can you identify the different kinds of pollution shown here?
- iii) Have you heard of any other kind(s) of environmental pollution?

Let's Look and Listen

II. Now, watch the following video, titled "The Ecological Footprint".

(Link to the YouTube video: <https://youtu.be/fACkb2u1UJY>)

a) Discuss the following questions with your classmates:

- i) What was the video about?
- ii) What things contribute to the ecological footprint?
- iii) Why is it important to measure your ecological footprint?

b) Now read the video transcript given below and fill in the blanks as you re-watch the video.

Our human activities consume _____ and produce _____. And nature needs to have the capacity to meet these _____. The ecological footprint is a way to measure our human demand on nature. Every one of us has an ecological footprint. The footprint represents the impact of a person, a _____, a city, a _____ or a country on nature. Things like food, _____, transportation, goods and services all contribute to our ecological footprint. The footprint is expressed as the amount of _____ and water required to produce what we _____ and to _____ the waste we generate. By measuring the ecological footprint we can assess the pressure our _____ puts on the planet. This helps us to manage our ecological assets more wisely and to take personal and collective action.

c) Discuss your understanding of 'Ecological Footprints'.

See and Speak!

III. Now let's watch another video titled "Save the World from Pollution" and share your thoughts on the video with your class.

(Link to the YouTube video: <https://www.youtube.com/watch?v=IzvmfHJpiwo>)

Fun with Numbers

IV. The following table helps us to decipher our ecological footprint.

For each activity mentioned in the table, calculate the number of

hours spent on it and assign the respective score. For example, if you spend over an hour watching television, your score for that activity will be 3. In the end, add all the scores and find your spirit animal. Calculate these scores for at least 2 more friends or your family members.

Activity	Resource(s) (Water, Energy)	Usage		
		Low	Medium	High
Brushing my teeth	Water	1		
Having a bath				
Commuting to school				
Watching Television				
Visiting Friends				
Using computer				
Using Fans / Air conditioners / Coolers				
Cooking				
Entertainment				
Subtotals (add up each column and write the subtotals in the boxes)				
Total Score (add all the subtotals)				

Length of the Activity	Use	Score
Less than 10 minutes	Low	1
11 minutes to 1 hour	Medium	2
Over 1 hour	High	3

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