LESSON PLAN ON POLLUTION

DATE:	2025.05.25
SCHOOL:	UMSZKI
TEACHER:	Alexander Demeter
NUMBER OF STUDENTS:	20
CLASS:	11
LEVEL:	B2 / C1
AGE:	16
TOPIC:	**POLLUTION**
AIMS:	The lesson aims to develop students' vocabulary in the frame of the topic. The teacher aims to provide space and time for speaking and interaction with students. The students should know how to express themselves on the related subject. They should learn new words and expressions to talk about pollution-related issues.
COMPETENCES:	Communication, Collaboration
ASSUMED KNOWLEDGE:	The students may have the basic vocabulary in this topic, but some words, expressions, and phrases will be new to them.
ANTICIPATED PROBLEMS:	There might be any technical problem such as lack of internet network, or electricity issues. In such cases, printed materials must be ready to provide the students with handouts. The time planned for the different tasks can either be longer or shorter. For both cases, additional tasks must be ready to provide students with enough material.
AIDS:	ChatGPT, Printed handouts, Online sources, Realia, Smart TV, WhiteBoard

SPEAKING | VOCABULARY | GRAMMAR | PRONUNCIATION | LISTENING | READING | WRITING

STAGE	ACTIVITY	AIM	TIME	INTERACTION	AIDS	PROCEDURE
Warm-up	Motivational opening **Speaking activity**		0-5 min	**FRONTAL TEACHING**	IMAGERY 1	**Lead-in:** The teacher informs the students about the content of the lesson. **Imagery**: The teacher shows the students different pollution-related images.

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						The aim is to discover new words such as nuclear power, water pollution, air pollution and deforestation.
Presentation	VOCABULARY PRONUNCIATION Q-A	Expand the students' vocabulary on the topic of pollution. Teach students synonymous expressions for like / dislike.	5-20 min	T-Ss Ss-T	HANDOUT 1 Students may make their own wordlist by Wordart	**VOCABULARY** **Pre-teaching words** The students are introduced to the following words and phrases: **Handout 1:** A collection of environmental-related words. Students will discuss the meanings of the words and place them in the right columns. The teacher explains the words in English! **Example:** *Contamination is the synonym of pollution.* *Hazard is the synonym of danger, but it is a more serious danger.* **CHORAL REPETITION** The students will practice pronunciation with the help of the teacher. Difficult words should be pronounced by each student.

STAGE	ACTIVITY	AIM	TIME	INTERACTION	AIDS	PROCEDURE
Practice	SPEAKING WRITING	The students should be able to collaborate in groups. They should be able to give clear and comprehensible instructions to ChatGPT. They have to learn the importance of clear commands.	15-40	T-S S-S	ChatGPT SAMPLE 1	**STUDENTS WORK IN GROUPS** The students have to use their smartphones or computers. **TASK** Each group has to generate a realistic photo of 1 type of pollution with the inclusion of a story. The students have to be smart to give a detailed command to **ChatGPT** to make the picture realistic and detailed. The teacher may show his own story first to help the students. (Example: a lonely squirrel is crying alone in the middle of a deforestation. Why is deforestation dangerous? What can it cause?) The teacher selects the speakers in each group, who will tell the story of the generated picture. (PROBLEM) If smartphones, or the internet are not accessible for the students: The teacher asks the prompts that students would like to type to ChatGPT, and he will generate the pictures on his own computer based on the students' prompts.

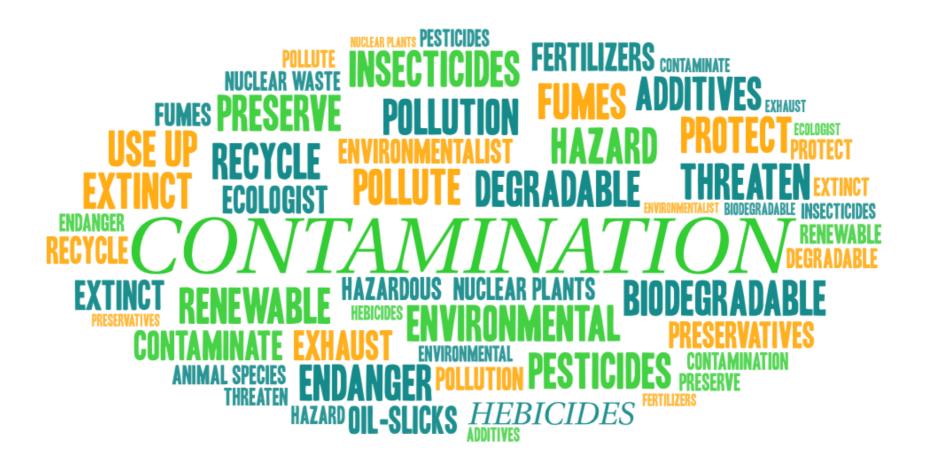|						
Cool-down	**VOCABULARY**	Students will close the lesson with a game. The aim is to recall the words.	**40-45**	Ss-Ss Ss-T	**WORD CUBE SET** (At least 4 sets are needed)	**GROUP WORK** The students remain in the groups. Within 2 minutes they have to find as many environmental-related words as they can by a letter-cube puzzle. The winner group takes a bar of chocolate.
Homework	**Digital Skills Development** **(Gamma, Notebook LM)**	The aim is to develop students' Digital skills. They have to learn how to save time and energy with the help of technological advancement. They must understand that the time they save on generating PPT-s by GAMMA should be exploited to learn the content and context of the material.		Ss-T	TEAMS Notebook LM GAMMA	Homework must be assigned in TEAMS! Students are required to make their own presentation on Environmental Pollution by the help of GAMMA. (10 slides). On the other hand, the students have to generate a podcast in the topic of E. pollution by Notebook LM. They have to write their own prompts, which will make the podcasts unique in the case of each student. (The teacher shows the students how to use Notebook LM.)

IMAGERY 1 (EXAMPLE)

Here are the four realistic photos depicting different kinds of environmental pollution!

1. **Air Pollution**: An industrial factory emitting thick black smoke into the air.
2. **Water Pollution**: A polluted river with floating garbage and plastic waste.
3. **Deforestation**: A deforested area with tree stumps and logs scattered on the ground.

These images can help illustrate the severe impacts of environmental pollution in various forms.

HANDOUT 1

PUT THE WORDS FROM THE CLOUD TO THE RIGHT COLUMNS!

NOUNS	VERBS	ADJECTIVES	EXPRESSIONS

The Tale of Sammy the Squirrel and the Vanishing Forest

Once upon a time, in a lush, green forest filled with towering trees and vibrant wildlife, lived a little squirrel named Sammy.

One sunny morning, Sammy woke up from his cozy nest high in the branches of an old oak tree. But as he stretched and looked around, he was struck by a sudden and terrifying sight. The forest that was once full of life and joy was now eerily silent and barren. The towering trees were gone, leaving behind only stumps and fallen logs. The air, once filled with the sounds of birds singing, was now heavy with a foreboding silence.

As Sammy wandered through the remains of his once-thriving home, he stumbled upon a wise old owl named Oliver, who was perched on a stump. Oliver had seen the destruction and knew the cause of it.

"Why is our forest gone, Oliver? What happened?" Sammy asked, his voice trembling with fear and sadness.

Oliver looked down at Sammy with sorrowful eyes. "Humans have been cutting down the trees, Sammy. It's called deforestation. They do it to make way for farms, roads, and buildings. They don't realize how important our forest is to us and to the entire planet."

"But why is deforestation so dangerous?" Sammy asked.

"Deforestation is dangerous for many reasons," Oliver explained. "When the trees are cut down, many animals lose their homes, just like you did. It also affects the air we breathe. Trees take in carbon dioxide and give out oxygen, which is essential for life. Without trees, the air quality worsens, contributing to climate change. The roots of the trees also help hold the soil together. Without them, the soil can erode, leading to landslides and flooding."

Sammy listened intently, realizing the gravity of the situation. "Is there anything we can do to stop it?" he asked……

"We must raise awareness among humans about the importance of forests and encourage them to plant more trees and protect the ones we have left," Oliver said. "Every small action counts, and together, we can make a difference."

Inspired by Oliver's words, Sammy decided to embark on a mission to spread the message about the dangers of deforestation. He traveled far and wide, talking to other animals and even humans, sharing his story and urging them to take action.

And so, Sammy the squirrel became a symbol of hope and resilience, reminding everyone of the importance of protecting our precious forests for future generations. The forest may have been scarred, but with Sammy's efforts, new trees began to grow, and life slowly returned to the once-barren land.