

UNIVERSIDADE FEDERAL DE MINAS GERAIS – UFMG  
Faculdade de Letras – FALE  
Programa de Pós-Graduação em Estudos Linguísticos – POSLIN  
Curso de Especialização em Ensino de Inglês – CEI

**Sustainable issues in the classroom:**  
Material Didático para o Ensino de Inglês

Maria Clara Castellain Mayworm

**Belo Horizonte**  
**Dezembro/2022**

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Trabalho apresentado ao Curso de Especialização em Ensino de Inglês do Programa de Pós-Graduação em Estudos Linguísticos da Faculdade de Letras da Universidade Federal de Minas Gerais como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientador: Prof. Ricardo Augusto de Souza

**Belo Horizonte**

**Dezembro/2022**



Universidade Federal de Minas Gerais  
Faculdade de Letras  
Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI)

## ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

**Nome do(a) aluno(a): Maria Clara Castellain Mayworm - Matrícula 2021659598.**

Às 14:00 horas do dia 16 de janeiro de 2023 reuniu-se na Faculdade de Letras da UFMG a Comissão

Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado Sustainable issues in the classroom:

Material Didático para o Ensino de Inglês, requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

O(A) Prof(a). Marisa Mendonça Carneiro, indicou a ( x ) aprovação ( ) reprovação do(a) candidato(a).

O(A) Prof(a). Edelvais Brígida Caldeira, indicou a ( x ) aprovação ( ) reprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado(a) aprovada(o) ( x ) reprovada(o) ( ).

Nota ...95.....

O resultado final foi comunicado publicamente a(o) candidato(a) pela banca. Nada mais havendo a tratar, encerrou-se a sessão, da qual foi lavrada a presente ATA que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 16 de janeiro de 2023.

*Marisa Mendonça Carneiro*

*Edelvais Caldeira*

O trabalho atende aos requisitos do curso.

## RESUMO

Este material de ensino, projetado para alunos intermediários de inglês como língua estrangeira, consiste em duas unidades centradas em temas de extrema importância: Direitos dos Animais e Consciência Ambiental. Essas unidades têm como objetivo aprimorar a proficiência linguística dos estudantes e suas habilidades de pensamento crítico, ao mesmo tempo que incentivam a prática comunicativa em todas as habilidades linguísticas - escuta, fala, leitura e escrita. A estrutura de cada unidade é dividida em seções, incluindo Introdução, VocabBoost, Reforço de Leitura, Reforço de Gramática, Reforço de Conversação, Reforço de Audição e Reforço de Escrita. Esses segmentos garantem uma cobertura abrangente do aprendizado de idiomas, com foco na prática comunicativa por meio de várias formas de interação. O material de ensino incorpora uma variedade diversificada de materiais de aprendizado cuidadosamente elaborados e atividades interativas para incentivar a prática personalizada de conversação e estimular debates significativos entre os alunos. Materiais autênticos e leituras envolventes são utilizados para manter o interesse dos alunos enquanto desenvolvem sua proficiência no idioma. O objetivo é capacitar os alunos intermediários de inglês a expressarem suas experiências, opiniões, desejos e aspirações de forma independente. As unidades são concluídas com uma seção de autoavaliação, permitindo que os alunos avaliem seu progresso e reflitam sobre suas atitudes em relação ao professor e aos colegas.

Palavras-chave: Direitos dos Animais, Consciência Ambiental, Pensamento Crítico.

## ABSTRACT

This teaching material, designed for intermediate learners of English as a foreign language, consists of two units centred on topics of paramount importance: Animal Rights and Environmental Awareness. These units aim to enhance students' language proficiency and critical thinking abilities while fostering communicative practice in all language skills- listening, speaking, reading, and writing. The structure of each unit is divided into sections, including Getting Started, VocabBoost, Reading Boost, Grammar Boost, Speaking Boost, Listening Boost, and Writing Boost. These segments ensure comprehensive coverage of language learning, with a focus on communicative practice through various patterns of interaction. The teaching material incorporates a diverse array of carefully constructed learning inputs and interactive activities to encourage personalized speaking practice and stimulate meaningful debates among students. Authentic materials and engaging readings are employed to maintain students' interest while developing their language proficiency. The goal is to equip intermediate English learners to express their experiences, opinions, wishes, and aspirations independently. The units conclude with a self-assessment section, enabling students to evaluate their progress and reflect on their attitudes toward their teacher and peers.

Keywords: Animal Rights, Environmental Awareness, Critical thinking.

## Table of Contents

|  |    |
|--|----|
| Introduction .....                               | 6  |
| Unit 1 – Where do you stand? Animal rights ..... | 8  |
| Unit 2 – Go green .....                          | 19 |
| Teacher’s Guide.....                             | 29 |
| Rationale.....                                   | 42 |
| References .....                                 | 48 |

## Introduction

This teaching material was designed for learners of English as a foreign language at intermediate level, B1 English level according to the Common European Framework (CEFR). It is important to highlight that the Common European Framework of Reference for languages (CEFR)<sup>1</sup> is the system that defines and explains the different levels of oral and written expression and comprehension for languages such as English. Intermediate speakers of English are independent users of the language and they are able to describe experiences, events, wishes, and aspirations, as well as, express their opinions in English

The teaching material sample consists of two units created with the objective of building students' knowledge and skills through a series of carefully constructed learning inputs and activities. The idea is to promote debate and ask thought-provoking questions so that students have abundant opportunities for personalised speaking practice.

Both units aim at the practice of all four skills involved in language learning: listening, speaking, reading and writing. The main idea is to promote communicative practice among students, using different patterns of interaction, with the use of authentic materials and high-interest readings. Furthermore, the topics and activities were designed to foster students' critical thinking. Students need to be equipped with the thinking strategies necessary to perform well in academic and professional areas. Hence, teachers have the role to stimulate their students in their daily practice by conducting activities that encourage debate and discussion.

The first unit deals with the topic of Animal Rights and speciesism. Joaquin Phoenix's speech at the Oscars 2020 was what inspired me to do a unit on this topic. The goal is to raise students awareness about animal welfare and make them think about how to best protect and respect animals.

The second unit addresses the issue of environmental problems and how to reduce your carbon footprint. Students are supposed to give suggestions and advice on how to live greener. The idea is to help students understand why the protection of our environment is vital and make them realise the importance of taking action to become more engaged with their communities

The units are divided into sections: Getting started, VocabBoost, Reading Boost, Grammar Boost, Speaking Boost, Listening Boost, and Writing Boost. At the end, there is room

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<sup>1</sup> Available: <https://www.coe.int/en/web/common-european-framework-reference-languages>. Access: 13 nov. 2022.

for self-assessment based on what students can do so far and their attitude towards teacher and classmates.

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## Unit 1 – Where do you stand? Animal rights

### Getting Started

1. Read the quotes below. What do you know about the men who said them? Do you agree with them? Talk to your partner.

“I am in favour of animal rights as well as human rights. That is the way of a whole human being.”

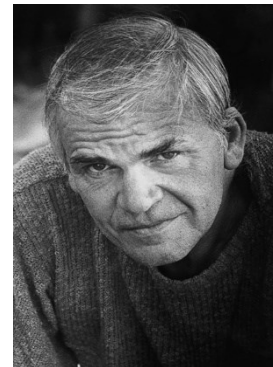
**Abraham Lincoln**



Source: WIKIPEDIA, 2022.

“Humanity's true moral test consists of its attitude towards animals.”

**Milan Kundera**



Source: WIKIPEDIA, 2022.

### VocabBoost

2. Read the definition below:

**Speciesism:** the idea that one species (= a set of animals with the same characteristics that can breed from each other), especially human beings, is more important and should have more rights than another (<https://dictionary.cambridge.org/pt/dicionario/ingles/speciesism>).

Have you ever heard about the term “Speciesism” before?

Do you think we treat all animals equally?

3. Before you read an article about the legal rights of an elephant in New York, match the words to their meanings:

- |                       |  |
|-----------------------|--|
| a) court (n)          | ( ) the enjoyment of spending time with other people                                       |
| b) imprison (v)       | ( ) an area surrounded by fences or walls  |
| c) sanctuary (n)      | ( ) protection or a safe place, especially for someone or something being chased or hunted |
| d) enclosure (n)      | ( ) to decide officially   |
| e) self-awareness (n) | ( ) to put someone in prison   |
| f) rule (v)           | ( ) good knowledge and judgement about yourself  |
| g) companionship (n)  | ( ) a place where trials and other legal cases happen.                                     |

<https://dictionary.cambridge.org/>

### **Reading Boost**

**4. You will read an article about Happy, an Asian elephant at the Bronx Zoo, New York. According to the Nonhuman Rights Project, why should Happy have the same rights as humans?**

#### **Is this elephant ‘illegally imprisoned’? New York’s top court will decide.**

New York's highest court is about to decide whether an Asian elephant should have some of the same rights as humans and be freed to a sanctuary.

The Nonhuman Rights Project represents Happy, who has lived at the Bronx zoo in America for four decades, and says the animal is a "cognitively complex nonhuman animal" that should be freed.

The 51-year-old Asian elephant has called the zoo home since 1977. Happy has been kept apart from other elephants in a one-acre (0.4-hectare) enclosure since around 2006.

Four years ago, the Florida-based group began asking New York courts to release Happy to one of two elephant sanctuaries in the United States, saying the animal was being illegally imprisoned.

Nonhuman Rights Project has said that Happy is entitled to ‘habeas corpus’, a legal process in which illegally detained people or someone acting on their behalf may inquire about the reason they are being held.

New York's habeas corpus law does not define "person", and the group said Happy should be recognised as one.

According to a 2006 study, Happy passed a "mirror self-recognition" test, considered an indicator of self-awareness. The animal rights group argues that is among the many cognitive abilities Happy shares with humans.

Nonhuman Rights Project claims that Happy needs the companionship of other elephants.

Nonhuman Rights Project claims that Happy needs the companionship of other elephants. The charity is opposing the zoo's claims that the female elephant "doesn't get along with other elephants" and therefore shouldn't be moved to a sanctuary. They say that Happy's behaviour is a result of her long captivity and can be changed over time in a sanctuary.

The veterinarians, keepers, and curators at the Bronx Zoo believe it is best for Happy to remain in familiar surroundings.

Prior efforts to grant legal personhood to animals, including chimpanzees, have been unsuccessful. The Court of Appeals did not specify when it will rule.

Adapted from: <https://www.euronews.com/green/2022/05/22/is-this-elfphant-being-illegally-imprisoned-new-york-s-top-court-will-decide>.

##### 5. Mark the sentences true (T) or false (F), according to the test:

- a) ( ) Happy has lived in the Bronx Zoo since 1977
- b) ( ) There have been many successful cases in favour of animal rights in New York
- c) ( ) Happy has lived without the companionship of other elephants since 2006.
- d) ( ) The Zoo believes that transferring Happy to a sanctuary would serve her interests.

##### 6. Discussion:

Should an elephant, or any other animal, have the same legal rights as humans?  
Do you believe animals are entitled to legal rights?

## Grammar Boost

### 7. Observe these sentences from the article above:

The 51-year-old Asian elephant has called the zoo home since 1977.

The Nonhuman Rights Project represents Happy, who has lived at the Bronx zoo in America for four decades, and says the animal is a "cognitively complex nonhuman animal" that should be freed.

- a) When did Happy go to the Bronx Zoo? \_\_\_\_\_
- b) Does she still live in the Zoo? \_\_\_\_\_
- c) How long has Happy lived in the Zoo? \_\_\_\_\_

### Grammar Box

Happy has called the Zoo since 1977.

Happy has lived at the Zoo for four decades.

The Present Perfect is formed by \_\_\_\_\_ / \_\_\_\_\_ + Past Participle

When we refer to a period of time we use **for/since**

When we refer to a point in time we use **for/ since**

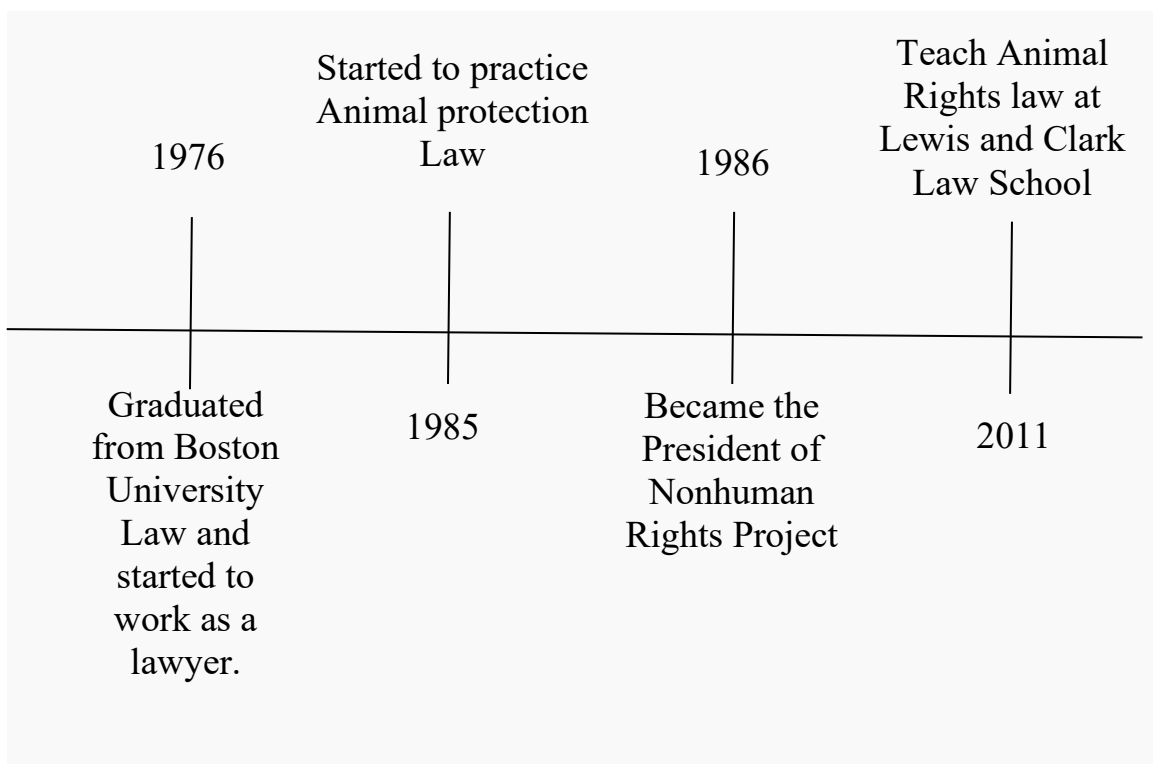
The Present Perfect Simple is used to describe something that started in the past and still continues.

### 8. Complete the sentences with the correct form of the verbs in brackets.

- a) NhPR, Nonhuman Rights Project, \_\_\_\_\_ (file) more than eight habeas corpus on behalf of chimpanzees and elephants in New York since 2013.
- b) The Bronx Zoo \_\_\_\_\_ (be) a tourist attraction since its inauguration in 1899.

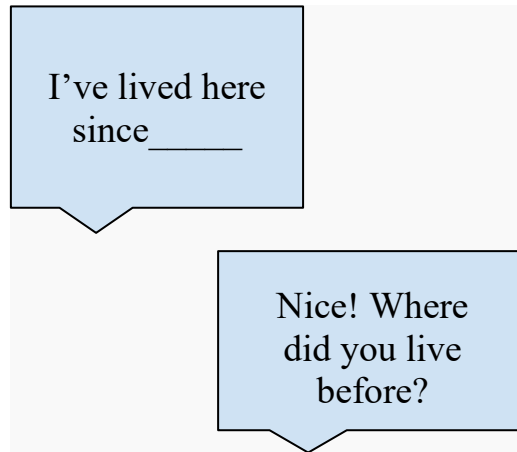
- c) Steven Wise, founder and president of the Nonhuman Rights Project, \_\_\_\_\_ (give) many lectures on animal rights law since he graduated from Law School.
- d) NhRP, Nonhuman Rights Project, \_\_\_\_\_ (work) to secure legal rights for nonhuman animals since it's beginning.
- e) The modern animal rights movement \_\_\_\_\_ ( not change) much since its beginning in 1950.

**9. Look at Steven M. Wiser, president and founder of Nonhuman Rights Project, lifeline. In pairs, write four sentences about his life using 'for' and 'since'.**



- i. M. Wiser has been a lawyer since/for...
- ii.
- iii.
- iv.

**10. Draw and write your lifeline. Think about your personal and professional life. Talk about it with a friend.**



### **Speaking Boost**

**11. Imagine that you are part of an animal rights organization. Your teacher will assign your group one of the cases below. You and your classmates must list arguments and suggest a solution that might change their present situation.**

#### **CASE A**

Jeff, the chimp.

In 2010 moved to San Diego Zoo. His companion, Greta, died in 2021 and now he is alone. Zoo keepers say he is depressed. After Greta died, he stopped interacting with the keepers.

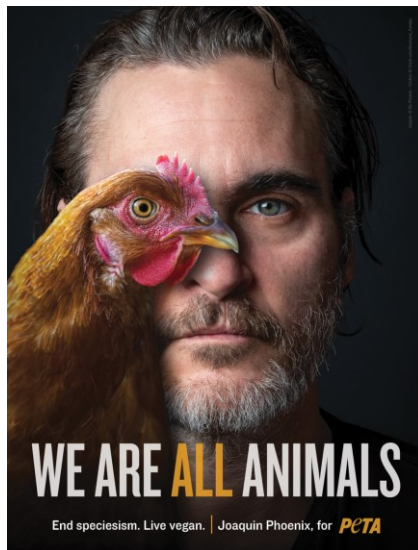
#### **CASE B**

Olga, the orca whale.

Olga was captured in Iceland in 1993, about a year later she was transferred to a water park. She has to perform to a large audience every day. She lives in a small tank, alone. Vets say she is stressed.

## Listening Boost

12. PETA (People for the Ethical Treatment of Animals) is one of the largest animal rights organizations in the world and it is known for its determined and creative campaigns. What do you think of this campaign starred by Joaquin Phoenix?



Source: PETA, 2019.

13. In 2020, Joaquin Phoenix also used his speech at the Oscars to speak up for animal rights. Before you watch it, complete the sentences with the words from the box:

|   |
|---|
| nominee   voiceless   gender   sentient   plunder   scoundrel |
|---|

- a) The future of our planet is in danger if we continue to \_\_\_\_\_ its resources as we do.
- b) She is a \_\_\_\_\_ for best actress.
- c) He spent his life fighting for the rights of the \_\_\_\_\_ and the underprivileged.
- d) Discrimination on the basis of race, \_\_\_\_\_, or age is not allowed.
- e) It is hard for a \_\_\_\_\_ person to understand how any parents could treat their child so badly.
- f) He was a \_\_\_\_\_ to run off with the books and the money.

**14. Watch the video and complete the sentences with one word or number:**

[Joaquin Phoenix wins Best Actor | 92nd Oscars \(2020\)](#)

- a) There are \_\_\_\_ nominees for performance by an actor in a leading role.
- b) This is the \_\_\_\_ Oscar and \_\_\_\_ nomination for Joaquin Phoenix
- c) In his speech he says that he and all the nominees share the same \_\_\_\_\_
- d) At the end of his speech, he quotes his \_\_\_\_\_.

**15. Watch the video again and answer the questions:**

- a) Phoenix gives some examples of causes people are fighting for. What are they?

\_\_\_\_\_

- b) He believes ‘we’ve become very disconnected from the natural world’. What is the result of that?

\_\_\_\_\_

- c) According to him, why are we so afraid of personal change?

\_\_\_\_\_

**16. Phoenix states that “human beings at our best are so creative and inventive, and we can create, develop and implement systems of change that are beneficial to all sentient beings and the environment”. In groups, discuss how this quote relates to animal rights and speciesism.**

**Writing Boost**

**17. Read the article below that express the writer’s view of Phoenix’s 2020 Oscars speech. Why does he believe animals don’t need rights?**

Opinion: Animals don't need rights - just humans to be responsible

Gil Spencer – Opinion contributor

In his acceptance speech for brilliantly playing a madman in the film "Joker," he wanted the whole world to know we need to be better.

“We’re talking about the fight against the belief, one nation, one race, one gender or one species has the right to dominate, control and use and exploit another with impunity...”

Humans do horrible things when it comes to animals! We raise them, hunt them, kill them and eat them. We even make clothes out of them. We’ve been doing it for thousands of years and Phoenix says it’s time for us to stop.

And maybe he’s right.

After all, there are plenty of healthy substitutes for meat, poultry and fish, so I’m told.

Phoenix has been a vegan since age 3. And since gaining celebrity he has publicly attached himself to the cause of animal “rights”.

But the cause is not only wrong-headed, it is unnecessary. First of all, humans have rights because they have responsibilities and duties. They go hand in hand.

You can’t accord one without assuming the other. And, after all, what duties can be reasonably imposed on, say, a jackal? So how do we protect animals from gratuitous abuse without assigning them rights? The same way we’ve been doing it since the mid-1800s. The first SPCA was created in New York City in 1866. And since then, hundreds of other animal welfare groups have made sure animals owned (and not owned) by humans are properly cared for and not abused. We have hundreds of laws on the books to prevent such abuse and no doubt, more are on the way.

Animals don’t need rights. What they need is more responsible people.

Adapted from: <https://www.cincinnati.com/story/opinion/2020/02/19/opinion-animals-dont-need-rights-just-humans-responsible/4759586002/>.

## Glossary:

**Exploit:** to use something in a way that helps you.

**Impunity:** freedom from punishment

**Raise:** to take care of a plant, person or animal, until they are completely grown.

**Poultry:** birds, such as chickens that are bred for their eggs and meat

**Jackal:** a wild animal like a dog that lives in Africa and Southern Asia.

**Impose:** to officially force a rule, punishment, etc. to be obeyed or received.

**Wrongheaded:** based on ideas that are not suitable for a particular situation.

**Gratuitous:** not necessary, or with no cause.

**SPCA:** Society for the Prevention of Cruelty to Animals.

**18. Based on the article you've just read, why do people write opinion articles? Choose the correct option:**

- ( ) To criticise people
- ( ) To share their views on a contemporary issue
- ( ) To provide unhealthy discussion

Adapted from: <https://www.donotedit.com/what-is-an-opinion-article/>.

**19. Write Yes (y) or No (n):**

- a) Articles don't need a title \_\_\_\_\_
- b) Contractions are prohibited \_\_\_\_\_
- c) Articles need to be engaging \_\_\_\_\_
- d) The meaning must be absolutely clear \_\_\_\_\_

**20. You see this announcement in an English-language magazine:**


Animal rights. Where do you stand when it comes to animal rights?  
Do you think animals should have the same rights as humans? Why?  
Should humans protect animals? How can they do that?

We'll publish the most interesting articles answering these questions in our magazine.


Based on the discussions and ideas you have shared throughout the class, write your article. Write about 100 words.

**21. After you've written your article and before you hand in your work to your teacher, make sure you do this checklist:**

|                                  |   |
|----------------------------------|---|
| <b>CONTENT</b>                   | Has the task been fully achieved?<br>Are there enough examples and explanations to support the arguments?     |
| <b>COMMUNICATIVE ACHIEVEMENT</b> | Is the register suitable for the audience?  |
| <b>ORGANISATION</b>              | Is it well-structured? Linkers, paragraphs...?<br>Is there a conclusion?                                      |
| <b>LANGUAGE</b>                  | Is the choice of vocabulary appropriate?<br>Do grammar and spelling mistakes make it difficult to understand? |



## SELF-ASSESSMENT Checklist



| YES                      | NO                       |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 90%;" type="text" value="Can you talk about animal rights?"/>                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 90%;" type="text" value="Can you speak about important events in your life?"/>      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 90%;" type="text" value="Can you explain what speciesism is?"/>                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 90%;" type="text" value="Can you share your opinion by writing an article?"/>       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 90%;" type="text" value="Did you contribute to group discussions?"/>                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 90%;" type="text" value="Did you work well in pairs?"/>                             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 90%;" type="text" value="Did you treat your teacher and classmates with respect?"/> |

**Source:** own work, 2022.

## Unit 2 – Go green

### Getting Started

#### 1. Discuss in groups:

Do you worry about the environment? Why (not)?

Do you believe your country's government takes enough actions to protect the environment?

Why (not)?

#### 2. Give examples of environmental problems to help your teacher create a word cloud on the board.

### VocabBoost

#### 3. Match the words and pictures:



Canva Pro Image Bank

- |                                   |                      |
|-----------------------------------|----------------------|
| a) food waste                     | d) plastic pollution |
| b) air pollution                  | e) deforestation     |
| c) fast fashion and textile waste | f) global warming    |

<https://earth.org/the-biggest-environmental-problems-of-our-lifetime/>

#### 4. Which of these environmental problems affect your country?

### Reading Boost

#### 5. You will read an article about how to reduce your carbon footprint. According to the text, what is carbon footprint?

##### **How to reduce my carbon footprint?**

Eating, travelling, heating your home... What's the carbon footprint of these activities and how can we make more climate-friendly choices?

When you drive your car, buy a pair of sneakers or grill a steak, you contribute to the emission of carbon dioxide and other **greenhouse gases** into the atmosphere. It's your carbon footprint. Many countries, institutions and companies have committed to reduce their emissions while the EU has even set the objective of being "climate neutral" by 2050. As an individual, you can also estimate your carbon footprint and reduce it. Discover how.

##### **What is a carbon footprint?**

Greenhouse gases are emitted through the production and consumption of goods and services. Carbon footprint is a concept used to quantify the impact of an activity, a person or a country on climate change.

How much carbon is emitted to produce your t-shirt, meal or phone? The amount will depend on production and consumption choices. If we take the example of transport, taking the plane emits 285g of carbon per kilometre, compared to 104g for a car and 14g for a train. The same goes for the type of meat or fish you eat or the type of jeans you buy.

##### **Why should you care?**

The world's seven billion people consume varying amounts of the planet's resources. According to the United Nations' predictions, global population could reach 9.7 billion people by 2050, and over 11 billion by 2100. Growing populations drive up emissions and **deplete** the planet's resources.

**Increased** greenhouse gas emissions have a direct impact on global warming. It accelerates climate change with disastrous effects on our planet. All of us can contribute to fighting global warming by making climate-friendly choices in our daily lives.

## How to limit your carbon footprint?

Understanding your carbon footprint can help limit the impact of your consumption on the environment. Small changes can make a big difference **in the long run**, for example when it comes to transportation, food, clothing, waste, etc. Here are some tips:

### Food

Consume local and seasonal products (forget strawberries in winter);

Limit meat consumption, especially beef;

Select fish from **sustainable** fishing;

Bring **reusable** shopping bags and avoid products with excessive plastic packaging;

Make sure to buy only what you need, to avoid waste.

### Clothing

Take good care of your clothes;

Try swapping, borrowing, renting or buying **second-hand**;

Buy responsibly-made clothes, e.g. made from recycled material or with an **eco-label**.

### Transport

Cycle or use public transport;

Be smart about when and how you drive;

Try the train for your next holiday.

### Energy and waste

Turn down the **heating** by 1°, it will already make a difference;

Take short showers;

Turn off the water while you brush your teeth or clean the dishes;

Unplug your electronic equipment and don't leave your phone on charge when the battery is already full;

Don't store unnecessary data in the cloud;

Limit and recycle your waste.

**6. In pairs. Look at the highlighted words in the text and guess their meaning. Use a dictionary to check your guesses. Did you guess most of them right?**

**7. Read the article again and answer the questions:**

a) What goal does the EU want to achieve by 2050?

---

b) Why should we care about our carbon footprint?

---

c) What impacts do greenhouse emissions have on the environment?

---

d) According to the text, how can we contribute to minimise the impacts of greenhouse emissions? List at least 3 examples.

---

**8. The article provides some small changes we can make regarding transport, food, clothing, energy and waste. Which of them do you already do? Which do you find easy to implement? And difficult? Discuss in groups.**

### **Grammar Boost**

**9. Observe these extracts from the article above:**

|  |
|--|
| <p>Cycle or use public transport<br/>         Bring reusable shopping bags<br/>         Don't store unnecessary data in the cloud<br/>         Be smart about when and how you drive</p> |
|--|

a) Are they suggestions/advice or orders? \_\_\_\_\_

b) Are the verbs in "ing" form? \_\_\_\_\_

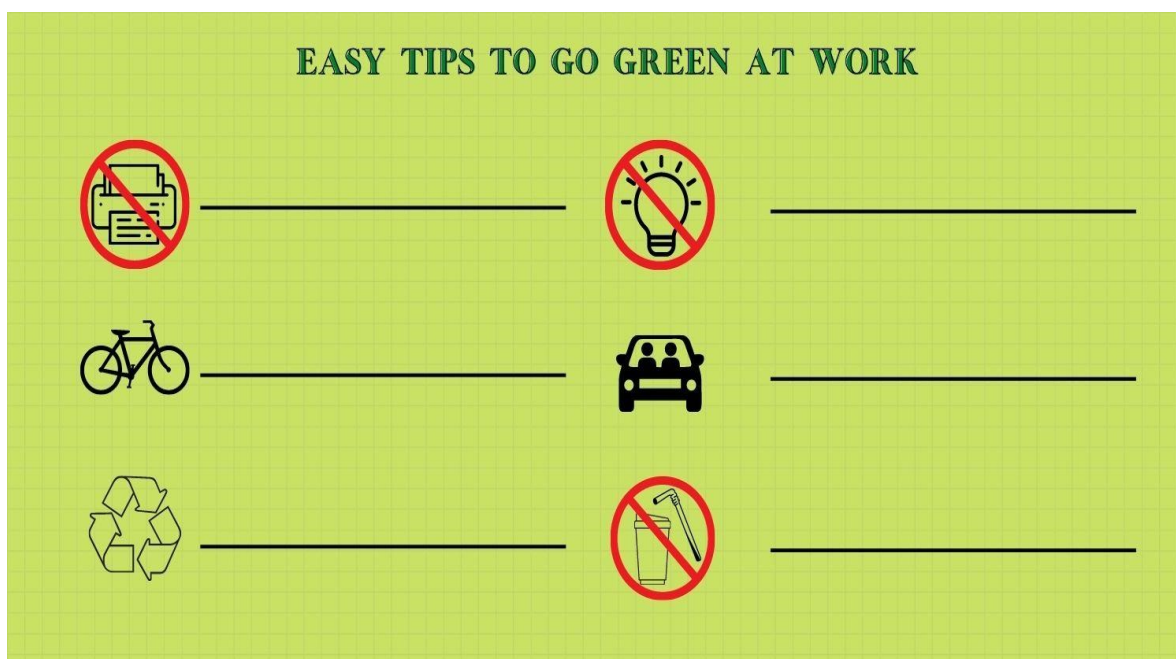
c) Is "to" used before the verbs? \_\_\_\_\_

d) The negative sentence starts with \_\_\_\_\_

**Imperatives** are used, for example, to tell or ask people to do things, to make suggestions, to give advice or instructions, to encourage and offer, and to express wishes for people's welfare.

Adapted from: SWAN, Michael. **Practical English Usage**. 2. ed. Oxford University Press, 1995.

**10. Look at this leaflet made by Eco-Company to encourage employees to go green. What do the pictures mean? Write the tips.**



Source: own work, 2022.

### Speaking Boost

**11. Eco-Company has asked its employees to share their hobbies and interests on their weekly newsletter. Look at Greta Berg's profile.**



**Greta Berg**

I'm very interested in fashion. Every week I buy something new, it doesn't need to be expensive but it has to be brand new. I'm crazy about cars. I love driving. I always drive to work. I love ordering takeaway. It's a chance to try something new everyday and I don't have to do the dishes. After a long day at work, I usually relax taking a long hot shower. Also, I like to sleep with my TV on. People think that I'm crazy but it really helps me to sleep better.

**Source:** own work, 2022.

**Takeaway:** a meal cooked and bought at a restaurant but taken somewhere else, often home, to be eaten, or the restaurant itself (<https://dictionary.cambridge.org/>).

Discuss in pairs. Does she make environmentally friendly choices? How would you encourage her to be greener? Think of at least 3 tips and share them with the whole class.

**12. Think about these aspects of your life:**

**TRANSPORT    FOOD    CLOTHING    ENERGY AND WASTE**

Discuss in groups. Do you make environmentally-friendly choices? How can you make your life greener?

## Listening Boost

13. World Environment Day on 5 June is the biggest international day for the environment. Led by United Nations Environment Programme (UNEP) and held annually since 1973, the event has grown to be the largest global platform with millions of people from across the world engaging to protect the planet. The World Environment Day campaign #OnlyOneEarth calls for collective, transformative action on a global scale to celebrate, protect and restore our planet.

Adapted from: <https://www.worldenvironmentday.global/>  
<https://www.unep.org/news-and-stories/video/we-have-onlyoneearth>

What do you think of these initiatives? Do you believe this is an effective way to promote action? Why (not)?



Source: VUJASIN, 2022.

14. People from different parts of the world have joined #OnlyOneEarth sharing their actions and suggestions to protect our planet. Before you watch the video, match the words to their meanings:

- a) Households ( ) consisting or made completely of plants, or mainly of plants
- b) Unbiased ( ) a place where garbage is buried
- c) Weatherization ( ) a group of people, often a family, who live together
- d) Plant-based ( ) the act of protecting a building against bad effects of the weather, especially cold wind or rain, for example by stopping heat from escaping
- e) Landfills ( ) able to judge fairly because you are not influenced by your own opinions

<https://dictionary.cambridge.org/>

**15. Watch the video and complete the sentences with one number.**

[People's Earth Action Numbers #OnlyOneEarth #WorldEnvironmentDay 2022](#)

- a) Fishers have collected more than \_\_\_\_\_ kilos of plastic from the ocean.
- b) \_\_\_\_\_ million pounds of food to about 10-15 thousand households.
- c) Over \_\_\_\_\_ million acres of ocean are being conserved.
- d) \_\_\_\_\_ electric vehicles on our roads..

**16. Watch the video again and answer the questions:**

- a) What action took place in Pakistan?

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- b) More than thirty thousand people were able to share their stories. What are their stories about?

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17. Discuss in groups. Think about your city. What actions can be taken to help your city become more sustainable?

### Writing Boost

18. The United Nations Campaign We have #OnlyOneEarth has encouraged people all around the world to register their actions and share their suggestions using #OnlyOneEarth and #WorldEnvironmentDay on social media. Read the tweet and answer the questions:



Source: TWITTER, 2022.

- Which environmental problem does it refer to? \_\_\_\_\_
- What are the suggestions to solve this problem? \_\_\_\_\_
- Who wrote the tweet? \_\_\_\_\_
- Are there trending hashtags? If yes, which ones? \_\_\_\_\_
- Who replied to the tweet? \_\_\_\_\_
- Is the message clear and objective or full of details? \_\_\_\_\_

<https://epress.trincoll.edu/webwriting/chapter/wright/>  
<https://expresswriters.com/how-to-write-content-for-twitter/>


**19. Discuss in groups: did you find the suggestions made on the tweet useful? Can you think of others?**

**20. Now, it's your turn to choose one of the environmental problems that we discussed in numbers 2 and 3 to write a tweet with suggestions to solve it. Don't forget to use #OnlyOneEarth and #WorldEnvironmentDay. If you wish you can post it online.**


**21. Before you hand in or post your tweet, make sure you do this checklist:**

- a) Have you chosen one environmental problem to tweet about?
- b) Have you used the hashtags?
- c) Have you provided useful suggestions/ advice?
- d) Is your message concise- gets to the point without using unneeded words?
- e) Is your message clear- main ideas easily identified and understood?

**22. Give feedback to the partner your teacher has assigned you.**



## SELF-ASSESSMENT Checklist



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|  | YES                      | NO                       |   |
|--|--------------------------|--------------------------|---|
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text" value="Can you talk about environmental problems?"/>                       |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text" value="Can you make suggestions or give advice on environmental issues?"/> |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text" value="Can you explain what carbon footprint is?"/>                        |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text" value="Can you share your opinion by writing a tweet?"/>                   |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text" value="Did you contribute to group discussions?"/>                         |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text" value="Did you work well in pairs?"/>                                      |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text" value="Did you treat your teacher and classmates with respect?"/>          |

Source: own work, 2022.

## Teacher's Guide

### Units 1 and 2

- Abbreviations in the lesson plans:

**st/sts** – student/students

**T** – teacher

**(TS)** – teacher-student

**(PW)** – pair work

**(IND)** – individually

**(GW)** – group work

## Unit 1 – Where do you stand?

|                           |   |
|---------------------------|---|
| <b>Aims of the lesson</b> | Discuss animal rights and speciesism.   |
| <b>Vocabulary</b>         | Court, imprison, sanctuary, enclosure, self-awareness, companionship.   |
| <b>Grammar</b>            | Present Perfect with for and since.   |
| <b>Skills</b>             | <p><i>Reading:</i> a news article.</p> <p><i>Speaking:</i> presenting facts to support animals' claims in court.</p> <p><i>Listening:</i> watching Joaquin Phoenix's speech at the Oscars.</p> <p><i>Writing:</i> an opinion article.</p> |

### Getting Started

- Books closed.

(TS) Show the pictures of Abraham Lincoln and Milan Kundera or get sts to open their books and see them. Elicit what they know from both men.

#### Note for teachers:

Abraham Lincoln (1809- 1865) was an American lawyer and statesman who served as the 16th president of the United States from 1861 until his assassination in 1865.

Milan Kundera (1929) is a Czech writer best known for his novel *The Unbearable Lightness of Being*.

For more information: [https://en.wikipedia.org/wiki/Abraham\\_Lincoln](https://en.wikipedia.org/wiki/Abraham_Lincoln)  
[https://en.wikipedia.org/wiki/Milan\\_Kundera](https://en.wikipedia.org/wiki/Milan_Kundera)

- Books open.

1. Refer to both quotes and check if students have questions concerning vocabulary.

(PW) Sts discuss whether they agree with the quotes or not. Elicit contributions open-class.

### VocabBoost

2. **(TS)** Refer to #2 and ask sts if they have ever heard the word ‘speciesism’ before. Go over the definition with them.

**(WG)** Discuss the follow-up question open-class.

3. **(IND/PW)** Have students do the matching exercise and compare answers. Classcheck.

**Key:** (g) (d) (c) (f) (b) (e) (a)

### Reading Boost

4. **(TS/IND)** Direct sts to the title of the article and remind them of the quotes and the discussion they had in Getting Started. Have sts read the text. Ask sts to answer the question. Classcheck.

**Key:** According to a 2006 study, Happy passed a “mirror self-recognition” test, considered an indicator of self-awareness. The animal rights group argues that is among the many cognitive abilities Happy shares with humans and that’s why she should have the same rights as humans.

5. **(IND/PW)** Have sts write T or F and ask them to compare answers, correcting the false sentences.

**Key:** a T b F (Prior efforts to grant legal personhood to animals, including chimpanzees, have been unsuccessful.) c T d F (The veterinarians, keepers, and curators at the Bronx Zoo believe it is best for Happy to remain in familiar surroundings).

6. **(GW)** Have sts answer these questions in small groups. Elicit some answers round the class.

### Grammar Boost

7. **(IND/PW)** Ask sts to read the sentences from the article and answer letters a,b and c. Have students compare the answers. Classcheck. Go through the Grammar Box with students and ask them to fill in the gaps. Go through the form with sts. Write sentences on the board in the negative and interrogative. Focus on pronunciation.

**Key: for – since.**

Conduct transformation drill 1.

T: I have had this phone for 3 years (sts repeat)

T: 2019

T: I have had this phone since 2019 (sts repeat)

Prompts: 11 months/ March

Conduct transformation drill 2.

T: I have lived in Rio for many years (sts repeat)

T: know my best friend

T: I've known my best friend for many years (sts repeat).

**8. (TS)** Refer sts to the task and remind them to use the Grammar Box for reference.

**(IND/PW)** Sts do the exercise. Have sts compare answers in pairs. Monitor and provide help as needed.

**(TS)** Classcheck.

**Key: a) has filed b) has been c) has given d) has worked e) hasn't changed.**

**9. (IND/PW)** Have sts write the sentences. Monitor and provide help as needed.

**(TS)** Classcheck.

**Suggested answers:** M. Wiser has been a lawyer since 1976. M. Wiser has been a lawyer for 46 years. M. Wiser has practised Animal Protection Law since 1985. M. Wiser has been the President of the Nonhuman Rights Project since 1986. M. Wiser has taught Animal Rights since 2011. M. Wiser has been a teacher since 2011.

**10. (IND/GW)** Ask sts to draw their lifeline individually and then share them in small groups. Encourage them to react to the statements (Really? Nice! etc.) and ask follow-up questions such as: Where did you live before? Where do you work/study?

Monitor sts for the correct use of Present Perfect and give feedback as appropriate.

**11. (TS/GW)** Have sts in groups of three or four. Assign each of them one case study. Tell sts they are going to read about an animal right violation and together list arguments and suggest solutions that might help that animal. Monitor discussions, encourage even participation and take notes you might use for delayed feedback.

### Listening Boost

**12. (TS)** Elicit what they can see (chicken, both eyes appear aligned). Invite sts to share their opinions.

#### Note for teachers:

Joaquin Rafael Phoenix (1974) is an American actor. He is known for playing dark and unconventional characters in independent films.

For more information: [https://en.wikipedia.org/wiki/Joaquin\\_Phoenix](https://en.wikipedia.org/wiki/Joaquin_Phoenix)

**13. (TS)** Work on the pronunciation of the words from the box.

**(IND/PW)** Sts complete the sentences. Have sts check answers in pairs. Classcheck.

**Key:** a – plunder b – nominee c – voiceless d – gender e – sentient f – scoundel.

**14. (IND)** Tell sts they are going to watch Joaquin Phoenix's speech at the Oscars 2020. Ask sts to complete the sentences with one word or number. Classcheck.

**Key:** a) 5 b) first/fourth c) love d) brother.

Read through the scripts and decide if you need to pre-teach any other lexis before sts listen.

I'm full of so much gratitude now. I do not feel elevated above any of my fellow nominees or anyone in this room, because we share the same love – that's the love of film. And this form of expression has given me the most extraordinary life. I don't know where I'd be without it.

But I think the greatest gift that it's given me, and many people in [this industry] is the opportunity to use our voice for the voiceless. I've been thinking about some of the distressing issues that we've been facing collectively.

I think at times we feel or are made to feel that we champion different causes. But for me, I see commonality. I think, whether we're talking about gender inequality or racism or queer rights or indigenous rights or animal rights, we're talking about the fight against injustice.

We're talking about the fight against the belief that one nation, one people, one race, one gender, one species, has the right to dominate, use and control another with impunity.

I think we've become very disconnected from the natural world. Many of us are guilty of an egocentric worldview, and we believe that we're the centre of the universe. We go into the natural world and we plunder it for its resources. We feel entitled to artificially inseminate a cow and steal her baby, even though her cries of anguish are unmistakable. Then we take her milk that's intended for her calf and we put it in our coffee and our cereal.

We fear the idea of personal change because we think we need to sacrifice something; to give something up. But human beings at our best are so creative and inventive, and we can create, develop and implement systems of change that are beneficial to all sentient beings and the environment.

I have been a scoundrel all my life, I've been selfish. I've been cruel at times, and hard to work with, and I'm grateful that so many of you in this room have given me a second chance. I think that's when we're at our best: when we support each other. Not when we cancel each other out for our past mistakes, but when we help each other to grow. When we educate each other; when we guide each other to redemption.

When he was 17, my brother [River] wrote this lyric. He said: "run to the rescue with love and peace will follow."

**15. (IND/PW)** Play the video again for sts to answer the questions. Have sts compare answers. Classcheck.

**Suggested answers:** a) Gender inequality, racism, queer rights, indigenous rights, and animal rights b) Human beings feel they are the centre of the universe and steal resources from the natural world. c) because we think we need to sacrifice something, to give something up.

**16. (GW)** In groups of three sts discuss. Elicit a few contributions open-class.

### Writing boost

**17. (TS/IND)** Tell sts they are going to read an article about Joaquin Phoenix's 2020 Oscars speech. Have sts read the article. Elicit answers open-class.

**Suggested answer:** Because animals don't have responsibilities and duties. Humans need to be more responsible and care for animals.

**18. (IND/TS)** Sts do the task. Classcheck.

**Key:** (x) To share their views on a contemporary issue.

**19. (IND/PW)** Sts write yes or no. Have sts check answers in pairs.

**(TS)** Classcheck.

**Key:** a) No b) No (explain to sts that it depends on their target audience) c) Yes d) Yes.

**20. (TS)** Tell sts they are going to write an opinion article. Refer back to exercise 17 and exploit the text organisation.

**(PW)** In pairs, sts discuss the questions: *Do you think animals should have the same rights as humans? Why? Should humans protect animals? How can they do that?.* Elicit ideas open-class.

**(IND)** Assign the article for homework.

**21. (IND)** Draw students' attention to the writing checklist and encourage them to use it while writing their articles.

**Self-assessment**

Encourage sts to tick the boxes in the self-assessment checklist.

## Unit 2 – Go green

|                           |  |
|---------------------------|--|
| <b>Aims of the lesson</b> | Talk about environmental issues and how to reduce your carbon footprint.<br>Give suggestions and advice.   |
| <b>Vocabulary</b>         | Food waste, air pollution, fast fashion, textile waste, plastic pollution, deforestation, global warming, carbon footprint, greenhouse gases, deplete, increase, sustainable, reusable, second-hand, eco-label.  |
| <b>Grammar</b>            | Imperatives to give suggestions and advice.  |
| <b>Skills</b>             | <i>Reading:</i> a news article.<br><i>Speaking:</i> talk about carbon footprint and ways to reduce it, give suggestions/advice to be greener.<br><i>Listening:</i> watch UN Environment Programme Campaign 2022 #OnlyOneEarth.<br><i>Writing:</i> a tweet. |

### Getting Started

- Books closed.

**(WG)** Write GO GREEN on the board. Ask Do you know what it means? Accept and acknowledge sts' correct contributions.

- Books open.

**1. (TS/GW)** Have sts discuss the questions in groups. Monitor unobtrusively. Collect some feedback from the WG.

**2. (TS)** Elicit examples from sts. Write on the board.

**3. (IND/PW)** Have sts do the matching exercise and compare answers. Classcheck.

**Key:** 1 – e 2 – b 3 – f 4 – c 5 – d 6 – a.

**4. (WG)** Discuss the follow-up question open-class.

### Reading Boost

**5. (IND/PW)** Tell sts they are going to read a text about carbon footprint. Have them do the task and compare answers. Classcheck.

**Suggested answer:** Carbon footprint is a concept used to quantify the impact of an activity, a person or a country on climate change.

**6. (PW).** Encourage them to deduce the meaning of the words from context. They can use their phones or dictionaries to check their meanings. Monitor and help as necessary. Classcheck.

#### Note for teachers:

**Deplete:** to reduce something in size or amount; **Increase:** to make something become larger in amount or size; **In the long run:** at a time that is far away in the future; **Sustainable:** made in a way that causes little or no damage to the environment; **Reusable:** able to be used more than once; **Second-hand:** not new, having been used in the past by someone else; **Eco-label:** an official symbol that shows that a product has been designed to do less harm to the environment than similar products

For more information: <https://dictionary.cambridge.org/>

**7. (IND/PW)** Ask sts to answer the questions. Have sts compare answers. Classcheck.

**Suggested answers:** **a)** EU has set the objective of being “climate neutral” by 2050; **b)** The world's seven billion people consume varying amounts of the planet's resources. According to the United Nations’ predictions, global population could reach 9.7 billion people by 2050, and over 11 billion by 2100. Growing populations drive up emissions and deplete the planet’s resources; **c)** Increased greenhouse gas emissions have a direct impact on global warming. It accelerates climate change with disastrous effects on our planet. All of us can contribute to fighting global warming by making climate-friendly choices in our daily lives; **d)** Limit meat consumption, cycle or use public transport, limit and recycle your waste etc.

**8. (GW)** In groups of three sts discuss. Elicit a few contributions open-class.

### Grammar Boost

**9.(IND/PW)** Ask sts to read the sentences and do the task. Have students compare the answers. Classcheck. Go through the Grammar Box with students. Reinforce concept asking questions to guide sts to meaning and use of the target language. Go through form with sts. Write sentences on the board in the negative and interrogative.

**Key:** a) suggestions/advice b) No c) No c) Don't.

**10. (PW)** In pairs, sts write their sentences. Monitor and help as necessary. Make sure they use the imperative correctly.

**(TS)** Elicit answers and classcheck.

**Suggested answers:** Don't print/ Cycle to work/ Don't waste energy/ Recycle/ Take a lift to work/ Don't use plastic cups or straws.

### Speaking Boost

**11. (IND/PW)** Have sts read the profile. Check if they have any questions regarding vocabulary. Go over the expression takeaway. In pairs, sts discuss Greta's life and give her advice on how to be greener. Monitor for accurate use of target language and give feedback as appropriate.

**12. (GW)** In groups of three sts talk about how to make their own lives greener. Encourage them to give each other advice and make suggestions. Monitor for target language and take notes for delayed correction.

**(TS)** Round off the activity by giving some feedback on sts' production. If appropriate, congratulate them on good use of language or participation. If necessary, correct errors you have spotted or do some debriefing of target language.

### Listening Boost

**13. (TS)** Elicit a few answers open-class.

**14. (IND/PW)** Have sts do the matching exercise and compare answers. Classcheck.

**Key:** d – e – a – c – b

**15. (IND)** Tell sts they are going to watch The World Environment Day campaign #OnlyOneEarth. Ask sts to complete the sentences with one number. Classcheck.

**Key:** a) 300.000 b) 3 c) 30 d) 280.000.

Read through the scripts and decide if you need to pre-teach any other lexis before sts listen.

One solar powered maternal and child health center on the Pakistan Afghan border . 325 babies safely delivered with the help of renewable energy. Only one Earth. This world environment day people are coming together to count their Earth Action Numbers. 1.500 fishers have collected more than 300.000 kilos of plastic from the ocean. Only One Earth. 3 million pound of food to about 10-15 thousand households. Only One Earth. 80.000 supporters who love to engage with environmental activism. 50 eco-raps. Only One Earth. We have enabled more than 32.000 people to be able to tell amazing, unbiased stories on environment, climate change, sustainability. We're conserving over 15 million acres of land.and over 30 million acres of ocean. Only One Earth. 3.5 billion in weatherization and climate change resilience. Tens of thousands of inspirational booklets about how you can eat plant-based for the climate. 280.000 electric vehicles on our roads.Thousands of tonnes of food were saved from going to the landfills. For hashtag only one earth.

**16. (IND/PW)** Play the video again for sts to answer the questions. Have sts compare answers. Classcheck.

**Suggested answers:** **a)** They built a solar-powered maternal and child health centre. 325 babies were safely delivered with the help of renewable energy; **b)** Amazing, unbiased stories on the environment, climate change, and sustainability.

**17. (GW)** In groups of three sts discuss. Elicit a few contributions open-class.

### Writing Boost

**18. (IND/PW)** Sts do the task. Have sts check answers in pairs.

**(TS)** Classcheck.

**Key:** a) plastic pollution b) Recycling c) @aavni\_ewaste d) #climate change, #climateaction, #recycling, #OnlyOneEarth, #WorldEnvironmentDay e) @BrendaChoi19 f) clear and objective.

**19. (GW)** In groups of three sts discuss. Elicit a few contributions open-class.

**20. (TS)** This activity can be set as homework or done in a lab, if available. Help sts create an account on the website, Sts should create a tweet using the hashtag #OnlyOneEarth.

**21. (TS)** Draw sts' attention to the writing checklist.

**22.** Sts use the checklist for peer-editing. Encourage sts to give each other feedback. The final product can be shared with the whole class.

### Self-assessment

Encourage sts to tick the boxes in the self-assesment checklist.

## **Rationale**

The pedagogical units were developed based on the Communicative Language Teaching (CLT) and Critical Literacy (CL), having as main principle task-based communicative activities to enable students to learn English with a purpose and promote critical thinking. Students should have an active role in understanding the world and in interpreting listening and reading activities.

One of the most important tasks of critical educational practice is to make possible the conditions in which the learners, in their interaction with one another and with their teachers, engage in the experience of assuming themselves as social, historical, thinking, communicating, transformative, creative persons; dreamers of possible utopias, capable of being angry because of a capacity to love. Capable of assuming themselves as subjects because of the capacity to recognize themselves as objects. All this, while bearing in mind that the assumption of oneself does not signify the exclusion of others. Because it is the otherness of the not-I or the you that makes me assume the radicality of the I (FREIRE, 1998, p. 45-46).

The approach to language learning in CLT contexts aims at developing several components of communicative language competence: linguistic, sociolinguistic and pragmatic (BROWN, 2007). Therefore, the activities designed in this sample teaching material allow learners to communicate more naturally.

The majority of activities proposed in both units have the goal to promote interaction with tasks that involve negotiation and sharing of information among learners. There is a focus on real-world contexts since students are expected to produce the language in unrehearsed contexts outside the classroom. Hence, the tasks done inside the classroom must equip students with the necessary skills to perform in those contexts (BROWN, 2007).

In this sense, teachers play the role of guides and facilitators, helping their students develop independence and autonomy. Student-centred and collaborative learning is emphasized, allowing students to play an active role in their own learning process.

The role of the teacher is that of a facilitator and guide, not an all-knowing font of knowledge. The teacher is an empathetic 'coach' who values the students' linguistic development. Students are encouraged to construct meaning through genuine linguistic interaction with other students and with the teacher (BROWN, 2007, p. 47).

As a way to guide students to find their own way to learning successfully, teachers should aim to enable students to become assessment capable, help them learn how to learn, providing them with some appropriate learning tools and strategies (BROOKHART, 2010). Therefore, at the end of both units there is a self-assessment checklist so that students are able

to reflect upon their practice. Developing good self-awareness is important for becoming an effective independent learner.

The units begin with a *Getting Started* section with warm-up activities that are designed to pre-cycle topics and linguistic items students are going to see throughout the lesson. It also aims to activate students' background knowledge on the topic. While the quotes illustrated in the first unit raise students' awareness of the topic, the questions in unit two promote a discussion that enable students to speak their minds freely. The other sections are: VocabBoost, Reading Boost, Grammar Boost, Speaking Boost, Listening Boost, and Writing Boost. All sections are integrated and also connected by the topic. There are pre, while and post activities and the teacher's guide provides instructions on how to conduct each one.

### **Vocabulary**

Nation and Hamilton-Jenkins (2002) claim that vocabulary can be taught incidentally or not. They argue that when vocabulary is presented as the main focus activity students may benefit more. In both units vocabulary activities are before the reading one and the words are part of the reading activity and also make part of the discussion in the post-reading activity giving room to students to focus on some aspects of the meaning of these words. Vocabulary can be a major tool to convey meaning since it is presented in authentic contexts through reading and listening.

In unit one there is a matching exercise with words and their meanings while in unit 2 students must match the environmental problems to their pictures. In both activities students must work in pairs and try to negotiate the meaning of the new words. According to Nation and Hamilton-Jenkins (2002), one of the principles to teach vocabulary into a communicative approach is to allow learners to negotiate the meaning of the new words together. Hence, the teacher's guide advice teachers to always have students check answers in pairs and work collaboratively. Moreover, according to Nation and Hamilton-Jenkins (2002), it is important to let learners use the word or hear the word being used in ways that extend and widen the knowledge the learners have about the word. Therefore, teachers are instructed on the teacher's guide to drill and work on the pronunciation of these words and learners have the opportunity to use them freely in a post-speaking activity.

## Reading

Reading is a receptive skill that involves making sense of a written text throughout a number of other skills, eg. predicting, skimming, etc. The idea is to understand the language at word level, sentence level and whole-text level and connect the message of a text to our knowledge of the world (SPRATT; PULVERNESS; WILLIAMS, 2011). It is vital for students to deal with written texts that they do not understand all the words but they are able to extract the general meaning. Hence the importance of using authentic materials.

Authentic news articles were used in both units to contextualise new language, grammar or vocabulary. The texts allow students to notice the target language and vocabulary being presented. Both texts are pieces of news so that learners are exposed to natural language which they are likely to encounter in real-life situations.

Authentic material is language where no concessions are made to foreign speakers. It is normal, natural language used by native - or competent - speakers of a language. This is what our students encounter (or will encounter) in real life if they come into contact with target-language speakers, and, precisely because it is authentic, it is unlikely to be simplified, spoken slowly, or to be full of simplistic content (as some textbook language has a tendency to be) (HARMER, 2001, p. 205).

The reading activities were designed to create interest in students and get them engaged in the tasks. In both units students are encouraged to discuss and speak about the topic mentioned in the readings in groups.

The different activities proposed help to enhance students' ability to understand general meaning, to identify specific information, to infer intended meaning or to guess the meaning of new words from context. In unit one there a true or false exercise while in unit two students must work out the meaning of the new words together and answer comprehension questions, which contemplate different levels of inference.

## Grammar

Language is presented and practised in context. Therefore, grammar is taught inductively. Students are guided to use contextualized examples to discover the grammar rules by themselves so that they can personalise the language in real life situations. “[...] the teacher may prefer to use an inductive approach, providing examples of texts that include particular

grammatical features and inviting the students to examine the grammatical features of texts”. (RICHARDS; REPPEN, 2014, p. 12).

In both units, after the Reading Boost section, there are examples from the tasks used to induce learners to notice the rules. Through guided discovery students can come up with the rules by themselves, practice the new grammar item in a more controlled way and use it in a freer practice. In unit one the grammar topic is present perfect with for and since. In unit two the grammar topic is imperatives to give suggestions and advice.

### **Speaking**

Harmer (2001) highlights that there are three reasons why we should give speaking tasks to students: rehearsal, feedback and engagement. It is an opportunity for students to feel what communicating in English really feels like in an enjoyable way. Students must be engaged with the topic. Therefore, they will speak naturally which will provide feedback for both the teacher and the students. The teacher will be able see how well their students are doing and learners can also see how easy or difficult they find a particular kind of speaking activity and what they need to do to improve.

In units one and two, frequent opportunities for speaking practice take place in different stages of the lesson. The tasks were designed to encourage students to relate the texts and listening activities to their own experience, personalising the speaking tasks. Speaking practice does not occur only in the Speaking Boost section, it permeate all the units, giving students the opportunity to interact with their classmates in pairs, in trios and in groups. Teachers are instructed by the teacher’s guide to monitor unobtrusively, take notes and give delayed and on spot feedback. Also, students are encouraged to use the target language presented in the lesson.

In both units students are invited to work collaboratively with their peers to check answers, they have to come to decisions together in order to provide for an animal and to give suggestions and advice to their classmates on how to become greener. There are plenty of opportunities for personalised use of the language so that students are able to reflect upon their own lives and can address the problems of their communities.

## **Listening**

Teachers need to make sure their students are prepared for listening and they are able to understand what is being said. To ensure that a listening exercise is successful the teacher needs to set different tasks for different listening stages. According to Harmer (2001), a first listening exercise needs to be fairly straightforward and general, an exercise to activate their schemata. Unit one uses the People for the Ethical Treatment of Animals (PETA) campaign featuring Joaquin Phoenix and a vocabulary exercise. Unit two uses a question to open-class discussion on the topic of environmental campaigns and also a vocabulary exercise to pre-teach new lexis.

In both units there are exercises aimed at listening for specific information and listening for detailed information. In units one and two students must complete with a word or number and then answer more complex and detailed questions regarding what they had seen and listened to.

Throughout different types of activities, students have the opportunity to debate and talk about the topics, sharing their previously knowledge and learning from each other. The comprehension questions focus on main ideas, detailed information and also value students' opinions and ideas.

It is important to highlight the use of authentic materials, as happened in the reading boost section. The videos chosen to be part of both Listening Boost sections are related to the themes of the lessons and bring useful and relevant information.

## **Writing**

The material was designed to raise students' awareness to the characteristics of the genre. Both Writing Boost sections were related to the contexts and throughout the units students were exposed to key content, grammar, and vocabulary as well as a model of the text they are expected to produce. Hence, students are well-prepared to complete the tasks (NUNAN, 2015).

In units one and two students are guided through some questions to find the characteristics of an opinion article and a tweet in order to help them write their own production. Also, students work with authentic models to help them write and analyse their own writing production.

There is a writing checklist in each unit so that learners can check their own work while doing it as homework. In unit one, the writing checklist works as a self-assessment. After students write their own writing piece, they use the writing checklist and assess their own work before handing it in. In unit two, the writing checklist can also be used as a guide to peer-editing. Therefore, learners can analyse their own work and their peer's, interpreting the evidence and making judgements which can help them to inform decisions about actions that they should do to perform better.

Making learning visible is a shift from focusing on teaching to learning. Teachers should aim to enable students to become assessment capable, help them learn how to learn, providing them with some appropriate learning tools and strategies (BROOKHART, 2010).

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