

UNIVERSIDADE FEDERAL DE MINAS GERAIS - UFMG
Faculdade de letras – FALE
Curso de Especialização em Ensino de Inglês - CEI

RECYCLE YOUR IDEAS:
English Teaching Material to Pre-Intermediate Students

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BELO HORIZONTE

2014

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**RECYCLE YOUR IDEAS:
English Teaching Material to Pre-Intermediate Students**

Trabalho de Conclusão de Curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da UFMG, como um dos requisitos para a obtenção do título de especialista.

BELO HORIZONTE

2014

AGRADECIMENTOS

Agradeço ao meu pai, minha mãe e aos meus irmãos pelo amor, carinho e principalmente pelo incentivo a ir atrás dos meus sonhos, pois sem o apoio deles não teria feito o curso de especialização.

À Gabriela, essa pessoa maravilhosa no qual tenho a alegria de dividir mais um objetivo alcançado em minha vida, e que sempre esteve ao meu lado e me incentivou quando decidi traçar um novo caminho.

Aos meus colegas, em especial, Angélica Moi, Elizabeth Carvalho e Marina Bossi, por termos dado certo trabalhando em conjunto durante toda essa caminhada, e por terem sido importantes no meu processo de aprendizado.

Aos professores do CEI, por compartilhar seu conhecimento, trocarmos experiências e que fizeram não só parte do que sou hoje, mas também me mostraram o verdadeiro significado de “To be meaningful”.

Todos vocês foram, são e sempre serão peças fundamentais nessa caminhada, e que tenho muito orgulho de ter tido essa grande oportunidade, que será levada para o resto de minha vida.

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INTRODUCTION

The project **RECYCLE YOUR IDEAS: English teaching material to pre-intermediate students** has two interactive units with a teacher's guide and a booklet test regarding each unit. Furthermore it also provides a rationale, the theoretical part of this project which allowed the production of this work.

The units were made for pre-intermediate students, from the ages of 12 to 18 years old in a regular school, as well as for English students of language courses.

The first unit theme is recycling and the second is upcycling, and both are appropriate for the learners' age and level. These units were designed to be taught using communicative approach, which communication is the most important aspect of language.

Thus, students will have the opportunity to learn through interactive activities which will allow them to speak and express their ideas in a more reflexive way. Nevertheless, the teacher has to be a facilitator and motivate learners to use their skills.

The four abilities, reading, writing, listening and speaking are integrated in all the two unities. The assessment material follows the same theme of units one and two. Besides the units, this project is followed by a CD with a digital version of all the work and the links of all images and videos used.

This is the mandatory final project for *Curso de Especialização em Inglês (CEI)*.

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RATIONALE

For many years the language had been taught focusing on form rather than meaning and we have learned first to use the structure, for then produce real language.

Due to this fact, language teaching in Brazil has become outdated, making learners study through a range of activities based on grammar exercises and bringing little to the learners' reality which are common to their daily routines.

As consequence, students have not found motivation to learn a second language due to the approach used in the teaching process, not meeting with the necessity and expectations of the learners. Richards & Rogers (2001, p.223, 224) say that

Language learning is believed to depend on immersing students not merely in “comprehensible input” but in tasks that require them to negotiate meaning and engage in naturalistic and meaningful communication.

However, latest communicative approaches in Linguistics studies have improved the quality of language teaching. Under this approach, it is possible to make language teaching and learning more meaningful for both teacher and student. In this sense, this Final Graduation Paper focuses on the Communicative Approach, with topics that are related to students' reality and in the critical literacy theory.

The two unities **The 3 R's and Upcycling** have thoughtful themes. They show the reflection of an uncontrolled consumption that is related to our reality, and affect all of us indirectly and directly. Therefore, students will better think before buying something and they will understand the importance of a conscientious consumption.

Using the communicative approach with critical literacy, students become the centre of the attention in the learning process. They are encouraged to have a critical perspective of reality, allowing them to use the language not only for communication, but to make them as conscientious citizens.

According to Mattos and Valério (2010, apud CERVETTI; PARDALES; DAMICO, 2001):

No LC (letramento crítico) a língua assume um caráter libertador, pois é por intermédio do controle e da crítica aos significados imbuídos no discurso e pela criação de um discurso alternativo que se daria a construção do cidadão consciente.

The authors go on by stating that “(...) no letramento crítico, ele aprende língua (maternal e / ou estrangeira) para transformar a si mesmo e a sociedade, se assim lhe convier.” (Mattos e Valério, 2010, p.139)

The activities of both unities were designed to provide students the opportunity to speak freely, with authentic material in order to bring them meaningfulness. The four abilities - reading, writing, listening, and speaking - are well organized at the level of the learners. However, speaking is more explored in the units, making the learning process more interactive and motivational for learners. “‘Acquisition’ occurs subconsciously as a result of participating in natural communication where the focus is on meaning [while] ‘learning’ occurs as a result of conscious study of the formal properties of the language.” (Ellis, 1994, p. 261)

It is important for the teacher to have in mind that students need motivation when learning, as it is one of the key factors to success when teaching languages. Encouraging students to learn the target language gives them more confidence to continue learning and autonomy/independence to achieve their individual goals and acquire language.

The units of **RECYCLE YOUR IDEAS: English teaching material to pre-intermediate students** were divided into eight sections, the four abilities (reading, writing, listening and speaking) and vocabulary, pronunciation tips, focus on language and fun time, but not necessarily following the same order in each unit.

The units start with a warm up in order to raise students’ energy levels and make them feel comfortable to start the class. After students feel more comfortable, the teacher can go through the lead-in, which will introduce the topic and generate interest in what they are going to talk about and learn.

The units start with a warm up in order to raise students’ energy level and make them feel comfortable to start the class. According to the Affective Filter Hypothesis (McLaughlin 1987, p. 51 apud Krashen, 1985), “comprehensible input may not be

utilized by second-language acquirers if there is a ‘mental block’ that prevents them from fully profiting from it.” Thus, it is very important that students feel comfortable when starting a class, to facilitate the delivery of input when acquiring language. After this, the teacher can go through the lead-in, which will introduce the topic and raise interest in what they are going to talk about and learn.

The reading section in both units brings authentic texts collected on the internet, which will allow learners to have contact with different genres and improve their skill. In the activities proposed students will have to use their sub-skills to solve the questions. Predicting to guess what the text may be about, reading for gist to understand the general idea of it and reading for detail to understand each word to respond correctly to the developed questions.

Strategies help improve reading comprehension as well as efficiency in reading; by using strategies, students will be reading in the way that expert readers do; strategies help readers to process the text actively, to monitor their comprehension, and to connect what they are reading to their own knowledge and to other parts of the text. (Janzen, 2002, p.289).

The vocabulary activities are presented in the units to show students a new vocabulary they might not be familiar with; however it will help them to increase their vocabulary.

The pronunciation tips, is a very helpful section for students improve and understand some features presented among Portuguese and English pronunciation, which will provide them an easy and comprehensible way for a better pronunciation. It is important to bear in mind that this section will not lead students to a perfect pronunciation or a native pronunciation, but it will help them to speak in a clear way.

Lembrando que “a diferença de pronúncia é um fato em qualquer língua. Algumas vezes, a variação de pronúncia pode refletir dados pessoais do falante, como procedência geográfica, grau de instrução, faixa etária, sexo, etc. (SILVA, 2007, p.72)”.

According to Harmer (2012, p.343) “if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.”

In the section focus on language is when learners have the opportunity to understand more about forms and its uses. Hence, the activities were designed to follow the principles of inductive approach. Instead of having meaning and construction explained to them, students see examples of language and try to work out how it is put together. Besides, each unit provides a box, with a short grammar explanation, whether students have questions.

Although the units have different contents, the activities in both were designed to have the following order, more controlled which students depend on the teacher, and then they will have a semi-controlled activity that will allow them to do it with less help from the teacher and lately they will have more autonomy to practice with confidence.

According to Larsen-Freeman (2001) teaching grammar means enabling language students to use linguistic forms accurately, meaningfully and appropriately.

Fun time is the most interesting section, and it was designed to bring a more interaction among students through a game. It aims to help them during the learning process to acquire language in a meaningful way. As the name suggests “Fun time”, while they have fun, they are using their skills, speaking, listening, reading and writing. They are practicing the grammar content without noticing and enjoying the class, while the teacher is monitoring them and giving support.

In unit 1, there is a memory game about imperative sentences to play, but in this game they will also have the possibility to develop their own memory game. In unit 2, the chosen game was a board game, which the grammar focus is on simple past.

The Speaking section was built in a very communicative way to make the class more interactive and students engaged. While students negotiate meaning during the learning process, the role of the teacher is to monitor and motivate them to use only the target language.

Unit 1 brings a survey to be done in pairs with 10 questions related to environment. After answering all the questions, students will calculate their points to see how green they are according to the greenometer. In Unit 2 is a pairwork activity with four different cards about the simple past. Parts of the sentences are already written on the card. However, they will have to use their skills to think about how to complete the sentence to ask their partners.

According to Harmer (2007):

Getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task.

“Teachers need to behave in different ways at different stages of a lesson to manage the classroom and to successfully guide learners through the lesson”. (SPRATT, PULVERNESS and WILLIAMS, 2011, p.199).

Therefore, the teacher has to bear in mind that he/she has a very important role during the teaching and learning process as a monitor, motivator and facilitator, in order to develop learners’ autonomy.

In the writing section, the activity proposed in unit 1 was to create a poster and put it on the wall of the school, but if possible students could use the online tool suggested in the teachers’ guide. In unit 2 the activity proposed was to create an exhibition label through an exposition in the school.

The activities proposed in these two units were designed to be done cooperatively, in trios or individually depending on the size of the class, as described in the teachers’ guide. It aims to make students use various subskills to do these tasks, as planning, writing the first draft, edit whether necessary, proofread to check for mistakes in accuracy and correcting them and re-draft to write the final version of their piece of writing, and besides, use creativity.

The listening section brings a video as the genre in each section, but both videos allow learners to listen to a variety of different voices with different accents. Although authentic material struggle students to understand the listening and they do not understand every word said in the audio, it will enhance students’ listening skills.

Field (2002) says that,

Authentic passages where the language has not been graded to reflect the learners’ level of English afford a listening experience much closer to a real-life one. It is vital that students of a language be given practice in dealing with texts where they understand only part of what is said.

As pre-listening, there is an activity of checking vocabulary, whether they can predict their meaning, then they will look at the pictures, read the title and try to predict what they are going to read about. In the listening part, there will be an activity to answer the questions about what they have listened and after that, there will be some questions related to the topic for a short discussion by the class.

In the end of each unit, there is a self-assessment to be done by the students and the rubrics to be done by the teacher. The self-assessment will help students to think about their learning process after the unit and how much they have learnt. The rubrics will be done by the teacher and given to the students to also check their progress, and then learners can improve their performance.

The booklet test, likewise the self-assessment and rubrics, assess learners to check how much they have acquired from the unit. This summative assessment will help the teacher to measure how much the students have learnt.

To sum up, the project, **RECYCLE YOUR IDEAS: English teaching material to pre-intermediate students** brings students and the teacher two complete units, with teachers' guide and booklet tests, where the four abilities appear clearly. The designed activities are based on the principle of communicative approach, however it is expected that students participate in the class, cooperatively and interactively, reminding that the teacher has to be the facilitator and motivate students to use the target language in the classes and support them whenever necessary. Motivation can be intrinsic or extrinsic; however, it is one of the keys to succeed with students.

UNITS 1 AND 2

STUDENT BOOK



UNIT

1

The 3 R's



QUESTIONS TO BE DISCUSSED

- How can we help more the environment?
- How can we reduce waste at home?
- What are some solutions for a green planet?
- The world would be better if.....

VOCABULARY



PRONUNCIATION TIPS:

- The Portuguese of Brazilian language tend to add a vowel after the final consonant, which is not correct. Eg.: Live /livi/ Brazilian Portuguese pronunciation and /liv/ English pronunciation.

Save /seiv/

- In general In Portuguese the consonants (t) and (d) have the pronunciation as (tʃ) eg.: Batizar and (dʒ) eg.: Dividir, when followed by an (i) vowel, but (t - tʃ) and (d - dʒ) are different sounds in English.

Incinerate /in'sinəreit/

Waste /weist/

Compost /'kɑ:m.pəʊst/

Match the words with their correct meanings:

A.	Decompose	()	Treated rubbish that can be used again.
B.	Landfill	()	Useless materials or substances that are left after using.
C.	Recycle	()	To prevent waste such as money, time, food.
D.	Incinerate	()	To decay by a slow natural process.
E.	Compost	()	A place where rubbish is buried.
F.	Save	()	To burn something completely.
G.	Waste	()	Decaying plant material that's added to soil to improve its quality.

READING

Individually read the text:

RECYCLING:

THE
GOOD

THE
BETTER

THE
BEST

THE AVERAGE FAMILY THROWS AWAY
6 TREES WORTH OF PAPER

IT TAKES THE SAME AMOUNT OF ENERGY TO MAKE **ONE** NEW CAN AS IT DOES TO MAKE **20** RECYCLED CANS.

=

HOW ARE WE DISPOSING OF OUR WASTE?

■ LANDFILLED
■ INCINERATED
■ COMPOSTED
■ RECYCLED

THE MOST COMMON TYPES OF WASTE

PAPER AND CARDBOARD

34%

ORGANIC MATERIAL

25%

TEXTILES

16%

PLASTIC

12%

METALS

8%

GLASS

5%

1) In pairs, discuss the questions and mark the correct answer.

A. The genre of the text is

- An article
- An essay
- An infographic
- A story

B. The text is about

- Education
- Politics
- Health
- Recycling

C. This text expresses

- A personal opinion
- A gossip news
- A real fact
- A fictional story

2) Answer the questions according to the text RECYCLING:

A. What could we preserve with one thousand kilos of recycled paper?

B. What is the amount of garbage produced a year per person in The U.S.?

3) Check the correct answer according to the text:

A. The countries which use land field for their garbage place are

- Greece and Australia
- Japan and Ireland
- Mexico and Turkey
- Turkey and Greece

B. The material which people most throw away is

- Plastic bottle
- Paper box
- Organic material
- Aluminum can

C. The material that does not deteriorate according to the text is

- Glass bottle
- Light bulb
- Metal
- Styrofoam

D. Aluminum cans is recycled in

- Four weeks
- One month
- Six ours
- Two years

4) Questions to be discussed with the class.

A. In your opinion, what does the title of the text “RECYCLING: THE GOOD, THE BETTER, THE BEST” mean?

B. Do you think we could do more to help our planet? How? Share your ideas with your classmates

FOCUS ON LANGUAGE

1) The picture shows 10 ways you can help the environment. From these 10, share with your classmates the ones you practice.




Available at: <http://www.pinterest.com/pin/271130840038632737/> - Accessed on January 24, 2014

2) What is the text about?

3) What do the sentences in the previews activity express:





- () Advice
- () Disagreement
- () Possibility

4) Take a look at the picture “10 ways you can help the earth” and circle the verbs:




IMPERATIVE SENTENCES

Imperative sentences can express order, prohibition, instruction or advice depending on the situation.


ORDER	ADVICE
 <p>The mother says to her son: “Turn off the lights!”</p>	 <p>A sign saying: “Recycle here!”</p>
INSTRUCTIONS	PROHIBITION
 <p>In a cloth tag is written: “Wash in cold or warm water.”</p>	 <p>Do not smoke!</p>

5) Write imperative sentences for the pictures.


A. _____




B. _____




C. _____



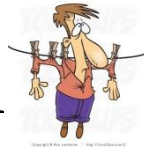
D. _____



E. _____









F. _____



6) Go back to exercise 5 and write down what the sentences you changed for imperative express:
















A.	B.
C.	D.
E.	F.

7) Look at the signs and write sentences to help the environment:

FUN TIME

Play the memory game and have fun!

 PLANT A TREE	 CHANGE YOUR LIGHT	 RECYCLE GLASS
 USE LESS NAPKINS	 USE BOTH SIDES OF PAPERS	 WRAP CREATIVELY
 TAKE A SHORTER SHOWER	 BUY LOCAL	 CUT DOWN ON JUNK E-MAIL
 GO TO CAR WASH	 PAY BILLS ONLINE	 USE RECHARGABLE BATTERY
 USE RECYCLED BAGS	 TURN OFF COMPUTERS AT NIGHT	 USE MORE BICYCLE

SPEAKING

- 1) Tick (✓) the boxes to answer the question. After finishing, the GREENOMETER will tell how green you and your friends are. Activity to be done in pairs.

QUESTION	ALWAYS	SOMETIMES	NEVER	
1. Does your family separate the garbage at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Do you usually buy products that are “eco-friendly”?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Do you take a 5 minute shower?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Do you turn of the lights even when you leave a room for a short time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Do you buy rechargeable batteries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Do you plant trees to shade your home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Do you avoid receiving advertising in your e-mail box?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Do you use both sides of the paper?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Do you throw the garbage in the garbage can?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Do you donate old clothes instead of throwing them away?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TOTAL SCORE				

GREENOMETER

certified greenologist!
 greenish
 hint o' green

1 2 3 4 5 6 7 8 9 10

Key: Always (+1) – Sometimes (+1/2) – Never (0).

Image Source: <http://www.meetthegreens.org/episode5/energy-quiz.html> - Accessed on January 25, 2014

- 2) Questions to be discussed:

- A) What are the benefits that recycling brings to the planet?
- B) What do you do to help the environment?
- C) What can we do to help people become more conscientious about the importance of recycling?

WRITING

- 1) Now that you learned more about a green planet. In groups, make a poster giving advice to people to have a better conscientious about the world and reduce wasting.

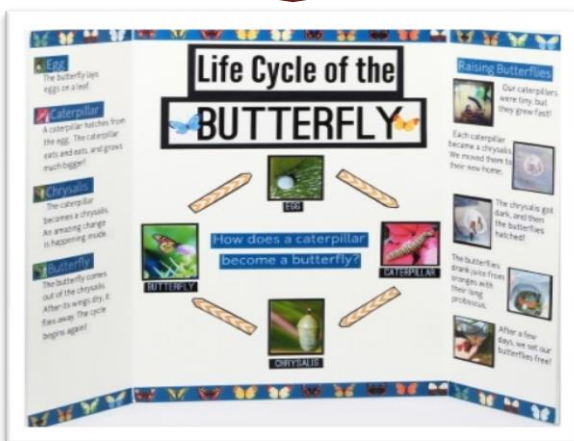
BUT, HOW TO CREATE
A GOOD POSTER ???



JUST FOLLOW THE TIPS!!!

- A good poster tells the story quickly.
- It must be grab attention.
- The message must be convincing.
- Creative use of color is important.
- An effective poster should reflect simplicity.

POSTER

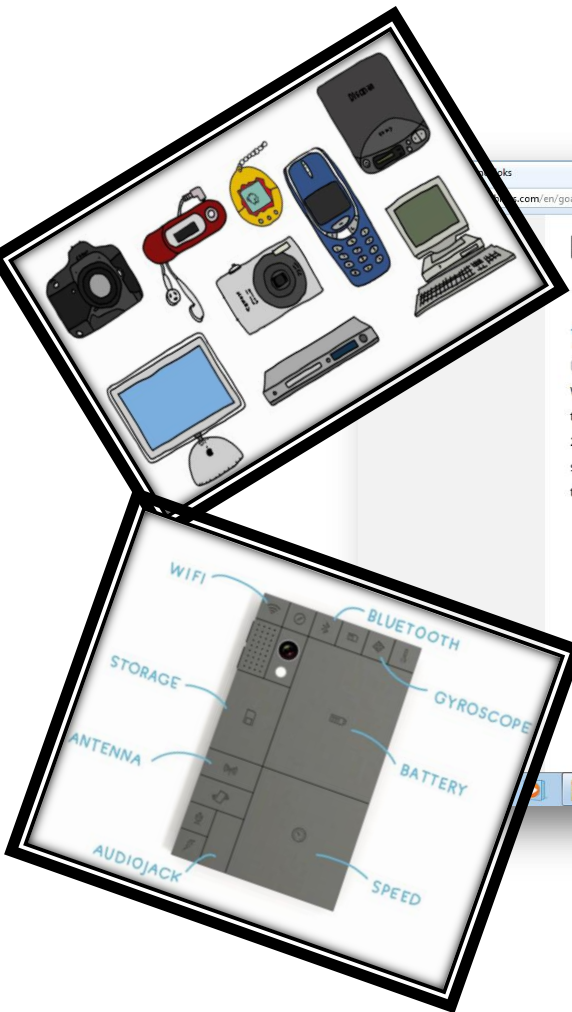


LISTENING

Match the words according to their meanings, before watching the video:



A.	Device /dɪˈvaɪs/	()	To make something start to happen.
B.	Detachable /dɪˈtætʃ.ə.bəl/	()	A part of equipment that can be removed and put back on again.
C.	Pin /pɪn/	()	A thin, pointed piece of metal with a raised edge twisting round along its length and a flat top with a cut in it, used to join things together, especially pieces of wood.
D.	Screw /skruː/	()	A machine or piece of equipment that does a particular thing.
E.	Platform /ˈplæt.fɔːrm/	()	A thin piece of metal or wood, used especially to hold things together.
F.	Set up /ˈset-ʌp/	()	A computer program.



Available at <https://phonebloks.com/en/goals> - Accessed on January 26, 2014

WATCH THE VIDEO AND MARK THE CORRECT ANSWER:

- 1) The cause of millions of electronic devices to be in the garbage is
 - A. One component stops working and the phone get useless.
 - B. People want to buy more modern mobile phones.
 - C. Cell phones are getting cheaper and better.
 - D. Mobiles are designed to last one year.

- 2) One of the biggest causes of electronic waste are
 - A. Our computers.
 - B. Our phones.
 - C. Our tablets.
 - D. Our TV's.

- 3) This mobile phone idea is to be made of
 - A. Bloks.
 - B. Plastic.
 - C. Steel.
 - D. Wood.

- 4) The main idea of creating this phone is
 - A. To save the world.
 - B. To earn more money.
 - C. To invent a new phone.
 - D. To reduce device wasting.

QUESTIONS TO BE DISCUSSED

- How interesting would it be to have a mobile phone that we could only change the useless parts?

- How much would you pay for this new technology?

- What would be the benefits of this new phone?

SELF-ASSESSMENT

After studying the unit, mark the column which best represents you in each item.

Now I can...	GREAT (I LEARNED EVERYTHING)	GOOD (I LEARNED, BUT I STILL HAVE DOUBTS)	NOT SO WELL (I NEED TO STUDY MORE)
understand the importance of recycling	☺	☹	☹
pronounce better	☺	☹	☹
discuss about a solution for a better planet	☺	☹	☹
how to make a poster	☺	☹	☹
use the imperative when necessary	☺	☹	☹

Video Transcript

PHONEBLOKS

“Every day we throw away millions of electronic devices, because they get old and become worn out. But usually it’s only one of the components that cause the problem. The rest of the device works fine but is needlessly thrown away. Simply because electronic devices are not designed to last! This makes electronic waste one of the fastest growing waste streams in the world. And our phone is one of the biggest causes.

So this is a new kind of phone. It’s made of bloks. Detachable bloks. They’re all connected to the base, and the base connects everything together. Electrical signals are transferred through the pins, and two small screws lock everything in place. So if for instance your phone is getting a little slow, you could just upgrade the blok that affects the speed. Or if something breaks you can easily replace it with a new one, or update it with the newest version.

Another great thing about this is that you can customize your phone. So let’s say this is your phone and you do everything in the cloud. Why not replace your storage blok for a bigger battery blok. If you are like this guy and love to take pictures, why not upgrade your camera? Or if you don’t care about any of this stuff you can keep it simple and get a bigger speaker. You can choose the blocks you want, support the brands you like, or even develop your own bloks. Phonebloks is built on an open platform by companies working together to create the best phone in the world.

To set up this platform we need to get the right companies and the right people involved. The will only get started if there is a lot interest in a phone worth keeping.

So this is the plan.

To show them there is an interest for this phone we need your voice. You can donate your social reach on the website. We gather as much people as possible. On the 29th of October we send out the blast. All at the same time! Spreading all your voices, to show the world, there is a need for a phone worth keeping. The more people involved, the bigger the impact.

Please visit Phonebloks.com to raise your voice and spread the word.

Phonebloks, a phone worth keeping”

ONLY FOR THE TEACHER

RUBRICS				
	NEEDS IMPROVEMENT SCORE 0	GOOD SCORE 1	VERY GOOD SCORE 2	EXCELLENT SCORE 3
GRAMMATICAL STRUCTURE	STUDENT UNABLE TO UNDERSTAND AND USE GRAMMAR FORM	STUDENT TOOK LONG TIME TO UNDERSTAND AND ANSWER THE QUESTIONS	STUDENT ABLE TO UNDERSTAND AND ANSWER THE QUESTIONS WITH LITTLE DIFFICULTY	STUDENT ABLE TO UNDERSTAND AND ANSWER THE QUESTIONS WITH NO DIFFICULTY
ORAL FLUENCY / COMPREHENSION	STUDENT UNABLE TO ASK OR ANSWER THE QUESTION	STUDENT TOOK A LONG TIME TO ASK AND ANSWER THE QUESTIONS	STUDENT ABLE TO ASK AND ANSWER THE QUESTIONS WITH LITTLE DIFFICULTY	STUDENT ABLE TO COMMUNICATE CLEARLY WITH NO DIFFICULTY
PRONUNCIATION	STUDENT'S PRONUNCIATION INCOMPREHENSIBLE	STUDENT'S PRONUNCIATION WAS DIFFICULT TO UNDERSTAND	STUDENT'S PRONUNCIATION WAS UNDERSTANDABLE WITH SOME MISTAKES.	STUDENT'S PRONUNCIATION WAS VERY CLEAR
SPELLING AND PUNCTUATION	STUDENT DOES NOT USE PUNCTUATION AND THERE ARE A LOT OF SPELLING ERRORS	STUDENT HAS SOME PUNCTUATION AND SPELLING ERRORS	STUDENT HAS A FEW PUNCTUATION AND SPELLING ERRORS	STUDENT USES PUNCTUATION CORRECTLY AND HAS NO SPELLING ERRORS
COHESION AND COHERENCE	STUDENT IS UNABLE TO ELABORATE A TEXT AND THE IDEAS ARE DISORGANIZED	STUDENT ELABORATES A TEXT WITH DIFFICULTY, THE TEXT IS DIFFICULT TO UNDERSTAND AND IT IS A LITTLE ORGANIZED.	STUDENT ELABORATES A TEXT WITH LITTLE DIFFICULTY, THE TEXT IS UNDERSTANDABLE AND A LITTLE DISORGANIZED	STUDENT ABLE TO ELABORATE A NEAT, EASY TO READ AND WELL FORMED TEXT
OBSERVATIONS:				

UNIT

2



What is the relation between the title and the following pictures?

What is to upcycle?

Why do people upcycle material?

Do you upcycle material in your house?

LISTENING

Match the new vocabulary according to the meaning:



A.	Useful /ˈjuːs.fəl/	()	An object wrapped in paper, usually in order to be sent by post.
B.	Discarded /dɪˈskɑːrdɪd/	()	Waste material or things that are no longer wanted or needed.
C.	Package /ˈpæk.ɪdʒ/	()	A change to something that makes it more modern or useful.
D.	Underprivileged /ˌʌn.dəˈprɪv.ɪ.lɪdʒd/	()	Helpful for doing or achieving something.
E.	A new lease of life	()	To get rid of something that you no longer want or need.
F.	Rubbish /ˈrʌb.ɪʃ/	()	Without money, possessions, education, opportunities, etc.

The screenshot shows a BBC News article. The main headline is "'Upcycling' - the answer to India's waste problem?". Below the headline, it says "15 July 2013 Last updated at 06:10 BST". The article text begins: "India produces more than 55 million tonnes of solid waste annually. That is still low compared to developed countries, but the fear is that, as consumption grows, the amount of waste generated will too." To the right of the article, there is a "Related video / audio" section stating "No related video" and a "Most watched" section with six video thumbnails, including "Plane search turns up 'sea junk'", "Moment searchers spotted new debris", "Family 'shocked and devastated'", "Beatings and abuse' in Egypt custody", "Earthquake shakes Los Angeles", and "Russia 'won't cross Ukraine borders'".



Available at <http://www.bbc.com/news/23309804> - Accessed on March 14, 2014

WRITE (F) FALSE OR (T) TRUE FOR THE FOLLOWING SENTENCES

- () Garbage is one of the biggest problems in urban India.
- () The movement which is growing in India is called recycling.
- () The tetrapack cartoons are made of 60% paper and 40% aluminum and plastic.
- () By recycling and upcycling small things that we see around our lives, can make a huge difference.
- () Companies and consumers are discovering that throwing away less garbage is profitable.

WATCH THE VIDEO AND ANSWER THE QUESTIONS:

1) What is one of the biggest problems in urban India?

2) What material is the table and the chair from the school made of?

3) What material are tetra pack cartons made of?

4) What are the companies investing in?

QUESTIONS TO BE DISCUSSED

- What is the purpose of upcycling?
- How can upcycling help our communities?
- Can upcycling be an instrument for social transformation?



EXPRESSING OPINION: AGREEING AND DISAGREEING

If you are participating in a conversation, a debate or a discussion, you need to learn how to express your point of view in English. So, let's learn some expressions:

- I THINK / BELIEVE / FEEL / SUPPOSE / PRESUME (THAT) ...
- IN MY VIEW / OPINION, ...
- I WOULD SAY (THAT)...
- SPEAKING PEARSONALLY, ...

AGREEING	DISAGREEING
I THINK / BELIEVE / SUPPOSE SO.	I DON'T THINK SO.
I AGREE WITH YOU/HIM...	I DON'T AGREE WITH YOU/HIM...
I SHARE YOUR VIEW / OPINION.	I DISAGREE.

Now you can express your opinion with confidence!!!

VOCABULARY

Write the verbs from the box in the line, according to the correct definition.

PACKET – DEVISE – STARCH – ZINC – COPPER - PET PEEVE

	A red-brown metal used especially for making wire or pipes.
	To invent a plan, system, object, etc... Using imagination.
	Something that especially annoys you.
	A small paper or cardboard container.
	A chemical element that is a blue-white metal.
	It is a type of carbohydrate that gives you energy.

Schools, etc.

Education news from the staff of Raising Arizona Kids magazine.

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Sustainable inventions from Tesseract 7th graders

Posted on March 21, 2012 by [avoqelsa](#) | [Leave a comment](#)

From apps to clothes to organizational tools, seventh graders at [Tesseract School](#) have thought of and created sustainable inventions that can make life easier and better while also helping the planet.

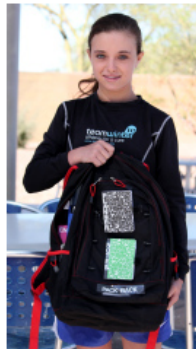
On top of writing a persuasive letter in English class that was directed toward a company or someone who might distribute the inventions, students designed models and samples of their ideas. When they first started their projects eight weeks ago, they spent about the first month brainstorming and working on a packet to help decide what their projects would be.

“At first I was a little freaked out because I didn’t know what I was going to do, and it seemed kind of hard,” said seventh grader Max Whooley. But he said “eventually everyone got a good idea; even if it wasn’t 100 percent an invention no one had done before, they all had something unique.”



One student, inspired by a trip to Cambodia, constructed shoes from bike tires. Another created a Drive-In that goes into businesses so people can order food, leave and then drive back to find their food in a nice container ready to be picked up.

Jessica Wilder decided organization was a big problem, especially for her sister. So she devised a backpack with folders already attached for organizing papers, as well as a planner and notebook that attaches handily with Velcro to the outside of the “Pack Back.”



For virtual organizing, Landon Nutt created the app iBackpack which allows students to access a dictionary, Spanish website, grades, math books and notes that can be uploaded if they were taken online. He doesn’t like carrying all his books in his backpack, so this would be a lot easier and also save paper, Nutt said.

ABOUT SCHOOLS, ETC.



[Schools, etc.](#) is a comprehensive guide to preschool, K-12 and postsecondary education options in the greater Phoenix area. This blog supplements the annual book with updates about schools and news about education. *Schools, etc.* is published by [Raising Arizona Kids magazine](#)

THE MAGAZINE





Bio-soilable bags are handy for planting without doing a lot of the work or harming the environment, said Ariana Lesniak. The bag is made from potato starch, glycerin, vinegar, water and baking soda, and “it looks like you poured the soil in and did all the hard work, when you really didn’t do any of it,” Lesniak said.

For pet lovers, Lea Byrnes came up with the Green Pet, Pet Bed, a doggy bed made out of recycled pajamas. Because her dog continuously ruins his plastic bed, Byrnes decided to make a washable bed that wouldn’t waste materials, she said.



For campers as well as Third World countries that don’t have electricity, Gabby Vatistas created a light using zinc and copper in potatoes, an idea started because of her pet peeve of people leaving lights on. Another student, Lisa Lewson, is bothered when people leave a public restroom without washing their hands, so she made a model of her idea to have a voice asking, “Did you remember to wash your hands?” when the bathroom door opens.



Devin Gillis, wanting to do something with designing and photography, decided to create economy friendly shirts that are displayed online in pictures she took. Whenever someone buys a shirt, another shirt with a logo she designed is sent to a child in need. Her company, Sublime, means “of such excellence and grace,” Gillis said. She wants to open the idea of good karma and inspire people to “do something good just to do something good.”



“The students demonstrated remarkable enthusiasm, ingenuity and resourcefulness from beginning to end for this project,” said middle school science teacher Andrew Martin in a press release.

The students will be presenting their inventions at Tesseract’s Celebration of Innovation Thursday, March 22 from 6:30 to 7:30 p.m. at the middle and high school campus, 3939 East Shea Blvd in Phoenix. tesseractschool.org.

— Story and photos by Amy Vogelsang

SHARE THIS:



Available at <http://rakschoolsetc.wordpress.com/2012/03/21/sustainable-inventions-from-tesseract-7th-graders/> -

Accessed on January 8, 2014

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1) In pairs discuss the questions:

- A. Do you know anyone who creates new products from old ones?
- B. Do you know any NGO (Non-governmental Organization) that does this kind of work?

2) Mark the correct answer:

- | | |
|---|---|
| A. The purpose of the text is to | B. The text is about |
| <input type="checkbox"/> Explain the subject. | <input type="checkbox"/> Culture |
| <input type="checkbox"/> Inform the reader. | <input type="checkbox"/> Life & style |
| <input type="checkbox"/> Ask for opinion. | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Find a solution. | <input type="checkbox"/> Sustainability |
| C. This text expresses | D. The genre of the text is |
| <input type="checkbox"/> News | <input type="checkbox"/> A letter. |
| <input type="checkbox"/> Opinion | <input type="checkbox"/> An essay. |
| <input type="checkbox"/> Suggestion | <input type="checkbox"/> An article. |
| <input type="checkbox"/> Information | <input type="checkbox"/> A folktale. |

3) Read the text and write (T) True or (F) False according to the text:

- A. () The idea of creating sustainable inventions was to raise money for the school.
- B. () One of the students had the idea of creating shoes from a cardboard box.
- C. () The students developed products from their own ideas.
- D. () The inventions will be presented in the school's event.

4) Write your own opinion about the following quotes:

A. "The future is green energy, sustainability, renewable energy."

B. "Conservation is a state of harmony between men and land"

5) Match the sentences according to the correct person:

JESSICA WILDER – GABBY VATISTAS – LANDON NUTT – ARIANA
LESNIAK – LISA LEWSON – LEA BYRNES – DEVIN GILLIS

_____	APP iPACKBACK
_____	DOGGY BED
_____	PACK BACK
_____	ECONOMY FRIENDLY SHIRTS
_____	BIOSOILABLE BAGS
_____	VOICE ASKING
_____	LIGHT

FOCUS ON LANGUAGE

1) Read the following excerpts taken from the text:

“Jessica Wilder **decided** organization **was** a big problem, especially for her sister.”

“At first I **was** a little freaked out because I **didn’t know** what ...”

“**Did** you **remember** to wash your hands?”


The words in bold express the idea of

- () Routine and Habits
- () Progressive action
- () Finished action
- () Future action

2) Find five more simple past verbs in the text and write them down:



PAST SIMPLE

We use the  to talk about completed actions in the past, finished actions.

	REGULAR VERBS	IRREGULAR VERBS
+	The students created sustainable inventions.	They had great ideas.
-	The students didn't create sustainable inventions.	They didn't have great ideas.
?	Did the students create sustainable inventions?	Did they have great ideas?

PAST SIMPLE

REGULAR VERBS	PRESENT	PAST
Most verbs, add -ed	Design	Designed
Verbs + -e, add -d	Decide	Decided
Verbs + short vowel + one consonant	Stop	Stopped
Consonant + -y	Study	Studied
Vowel + -y	Enjoy	Enjoyed

P.S.: NOTE THAT THE REGULAR VERBS CHANGE THEIR FORM VERY LITTLE, WHILE THE IRREGULAR VERBS DO NOT FOLLOW A PATTERN, THEY HAVE TO BE MEMORIZED.

- 3) In pairs, write the verbs in the correct column and add the missing words. If necessary use the dictionary. The two first are already done for you.

CREATE – KNOW – WAS – INSPIRE – DRIVE – LIKE –
GO – HAD – STARTED – DEMONSTRATE – DO

REGULAR VERBS	
Present	Past
Create	Created

IRREGULAR VERBS	
Present	Past
Know	Knew

- 4) Read the text and complete it using the simple past form of the verbs in parentheses.

The problem with fast fashion – and how to fix it

I _____ (stop) buying new clothes last year, increasingly worried by the impact of cheap fashion. It's been really stimulating – so I _____ (decide) to step it up a bit and over the course of a month create a whole new outfit from my wardrobe without buying anything new, that would fit in with the latest fashions. I _____ (not plan) to buy new things, I just _____ (want) to modify or embellish things that I already _____ (have). At the beginning of the month, I _____ (get) creative with some curtain edging. Then I was asked to attend the Observer Ethical awards so I _____ (decide) that I _____ (have) to make myself a dungarees dress as my attempt to be in fashion using things I already _____ (own) (I'm not really sure if dungarees dresses are in fashion, but I quite like the dress). I wasn't planning on doing much more than that as I _____ (not have) much time, but towards the end of the month I _____ (wear) the same dress for around seven days in a row. No one _____ (comment) or _____ (seem) to notice at all...

Adapted from: <http://www.theguardian.com/lifeandstyle/2014/aug/13/problem-with-fast-fashion-how-to-fix-it> - Accessed on August 15th, 2014

- 5) Tick (✓) the correct sentences and correct the wrong ones to the simple past form.

- A. () When you stopped to buy new things?

- B. () I didn't started shopping in malls.

- C. () The clothes were so cheap.

- D. () I don't take quality into account.

- E. () Last November I decided to save more money.

- F. () I feel that I can recycle more clothes.

Adapted from: <http://www.theguardian.com/lifeandstyle/2014/aug/13/problem-with-fast-fashion-how-to-fix-it> - Accessed on August 15th, 2014

6) After doing exercises 4, 5 and 6 circle the correct word for the rules of simple past.

1. The simple past form of a verb is the **same / different** for all persons.
2. In negative sentences, we use didn't + the verb in the **base form / simple past**.
3. In questions, we use (question word) did + noun or pronoun + the verb in the **base form / simple past**.



PRONUNCIATION TIPS:

We can notice that in English, the past tense verbs with -ed ending are pronounced in three different ways:

• [t]	• [d]	• [ɪd]
Liked /'laɪkt/	Inspired /ɪn'spaɪd/	Created /kri'eɪtəd/
Finished /'fɪn.ɪft/	Remembered /rɪ'mem.bərd/	Started /'stɑ:rtəd/

7) After learning about the pronunciation tips, listen to the words below and write them in the correct column.

Pleased, tasted, loaded, watched, painted, worked, played,
looked, added, signed, treated, tried, finished, helped, saved

/t/	/d/	/ɪd/
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

FUN TIME

Play the board game using the past simple and have fun.

START	1 What time did you wake up yesterday morning?	2 Where did you go in your last vacation?	3 Did you have breakfast with your family today?	4 MISS A TURN!
9 How did you get to school today?	8 GO BACK TWO SPACES!	7 Did you see your grandparents yesterday?	6 What film did you watch last month?	5 What did you do for you last birthday?
10 Where did you live when you were 5 years old?	11 What sports did you play when you were younger?	12 Did you go to the movies last week?	13 When did you last swim?	14 MOVE FORWARD TWO SPACES!
19 What did you wear yesterday?	18 MISS A TURN!	17 Did you watch any sport on TV last weekend?	16 When did you last buy a magazine?	15 When did you last read a book?
20 Where did you spend New year's Eve last year?	21 When did you last play a board game?	22 Did you buy new clothes this year?	23 When did you last fish?	24 MOVE FORWARD THREE SPACES!
FINISH	28 GO BACK TWO SPACES!	27 Who did you travel with on your last vacation?	26 Did you eat chocolate this week?	25 How many phone calls did you make today?

SPEAKING

1. In pairs, choose one card to make questions to your classmate:

THIS MORNING	LAST VACATION
/ have a healthy breakfast?	/ eat local food?
/ have a 5 minute shower?	What food / eat?
/ recycle?	/ take only the necessary for the trip?
What / recycle?	/ travel by train or bus?
/ go to school by bike?	/ spend less money?

LAST WEEKEND	LAST SUMMER
/ buy an eco friendly product?	/ plant a tree?
/ throw the garbage in the trash can?	/ someone help you?
/ eat healthy food?	/ travel by bus?
What / you eat?	/ help the environment?
/ have a 5 minute shower?	What / do?

WRITING

- Each student will bring to class material that is no longer used at home, like a carton box, shoes box, toilet paper rolls, tin cans, plastic jugs, plastic bottles, bottle caps, etc.... In class students will work in trios to create new products with these materials.
- After the material is upcycled, students will write an exhibition label about their new creation and present the new ideas in an exhibition at school.

LET'S CREATE AN EXHIBITION LABEL?



EXHIBITION LABEL

- TIPS TO WRITE A GOOD LABEL!!!**
- Be as brief as possible.
 - Write from 10 to 75 words.
 - Use accessible language.

SELF-ASSESSMENT

Now I can...	GREAT (I LEARNED EVERYTHING)	GOOD (I LEARNED, BUT I STILL HAVE DOUBTS)	NOT SO WELL (I LEARNED JUST A LITTLE)
understand the importance of upcycling	😊	😐	😞
pronounce better	😊	😐	😞
discuss about a solution for a better planet	😊	😐	😞
how to make a exhibition label	😊	😐	😞
use the simple past tense	😊	😐	😞

Video Transcript

‘Upcycling’ – the answer to India’s waste problem?

“With the population of 1.2 billion, India generates a lot of garbage and it’s increasingly one of the biggest problems in urban India, but many are now looking at ways to turn waste into a more useful product.

This table and chair are made from what it was once tetra pack containers. This transformation from discarded juice packs and the school furniture is a result of a growing movement called upcycling, a variation of recycling. This is one of several different ways companies and consumers are responding to the growing problem of trash in India.

And benefits those in need like this school for the underprivileged. The package industry produces thousand of waste. Tetra pack cartons are made of 75% paper and 25% aluminum and plastic. So the company is investing in making useful accessories from discarded packages.

Waste per se is a...is a huge problem, but of course it is one of the big p...one of the many problems that India has, and with growing...growing organization and ah...and more and more packaging coming into the market it’s only going to get worse. Ah...and from that...from that point of view then of course what we are trying to do is to stay ahead of the curve, because our waste footprint is not that big today in India.

Taking the upcycling movement a step forward is Swechha, an environmental group involved in waste management. Stored pieces made of all plastic vegetable containers to a partition fashion out of bicycle views.

With a little mending or remodeling, everything has been given a new lease of life.

The returns are of around 8.000 metric tons of garbage every day. Ah, that’s only land fields that we talk about that we see around, all of them are almost them are forty twelve hours... ..foot. By upcycling, recycling small things that you see around your life, you can make a huge difference and it could still look beautiful and you can still use it.

With the countries’ population and consumption increasing, the waste heat is growing in a big receipt of resources. The upcycling trend is one that seems to be taken off. And if everyday rubbish can be turned into cash, companies and consumers may find it profitable to throw away less.

Shilpa Kannan BBC News Delhi.”

ONLY FOR THE TEACHER

RUBRICS				
	NEEDS IMPROVEMENT SCORE 0	GOOD SCORE 1	VERY GOOD SCORE 2	EXCELLENT SCORE 3
GRAMMATICAL STRUCTURE	STUDENT UNABLE TO UNDERSTAND AND USE GRAMMAR FORM	STUDENT TOOK LONG TIME TO UNDERSTAND AND ANSWER THE QUESTIONS	STUDENT ABLE TO UNDERSTAND AND ANSWER THE QUESTIONS WITH LITTLE DIFFICULTY	STUDENT ABLE TO UNDERSTAND AND ANSWER THE QUESTIONS WITH NO DIFFICULTY
ORAL FLUENCY / COMPREHENSION	STUDENT UNABLE TO ASK OR ANSWER THE QUESTION	STUDENT TOOK A LONG TIME TO ASK AND ANSWER THE QUESTIONS	STUDENT ABLE TO ASK AND ANSWER THE QUESTIONS WITH LITTLE DIFFICULTY	STUDENT ABLE TO COMMUNICATE CLEARLY WITH NO DIFFICULTY
PRONUNCIATION	STUDENT'S PRONUNCIATION INCOMPREHENSIBLE	STUDENT'S PRONUNCIATION WAS DIFFICULT TO UNDERSTAND	STUDENT'S PRONUNCIATION WAS UNDERSTANDABLE WITH SOME MISTAKES.	STUDENT'S PRONUNCIATION WAS VERY CLEAR
SPELLING AND PUNCTUATION	STUDENT DOES NOT USE PUNCTUATION AND THERE ARE A LOT OF SPELLING ERRORS	STUDENT HAS SOME PUNCTUATION AND SPELLING ERRORS	STUDENT HAS A FEW PUNCTUATION AND PELLING ERRORS	STUDENT USES PUNCTUATION CORRECTLY AND HAS NO SPELLING ERRORS
COHESION AND COHERENCE	STUDENT IS UNABLE TO ELABORATE A TEXT AND THE IDEAS ARE DISORGANIZED	STUDENT ELABORATES A TEXT WITH DIFFICULTY, THE TEXT IS DIFFICULT TO UNDERSTAND AND IT IS A LITTLE ORGANIZED.	STUDENT ELABORATES A TEXT WITH LITTLE DIFFICULTY, THE TEXT IS UNDERSTANDABLE AND A LITTLE DISORGANIZED	STUDENT ABLE TO ELABORATE A NEAT, EASY TO READ AND WELL FORMED TEXT
OBSERVATIONS:				

UNITS 1 AND 2

TEACHER'S GUIDE



UNIT

1

The 3 R's

Aims

- Talk about the importance of recycling.
- Learn vocabulary of recycling.
- Understand the difference in the Portuguese and English pronunciations of words ending in consonants, (t - tʃ) and (d - dʒ) sound.
- Learn how to use the imperative.
- Do a survey about recycling.
- Learn how to create a poster.

SUPER HINT: In this unit it would be interesting if the teacher took the students to a tour in a recycling center and bring extra information to enrich the classes. See some suggested pages that can help:

<http://www.manuelzao.ufmg.br/educacao/dicas>

<http://www.recicloteca.org.br/pontos-de-reciclagem/>

<http://www.contagem.mg.gov.br/?guia=448331>

These classes are also suggested do be interdisciplinary, which will allow a great project to be done by the school with students.

EXTRA ACTIVITY

Before starting the class check the extra activity available at the end of teacher's guide unit 1.

CLASS 1 – 50 Minutes

Warm-up (5 minutes)

Tell the class to look at the pictures and describe what they see, and then ask students what the title "The 3 R's" means. Explain them that "The 3 R's" mean, reduce, reuse and recycle. After that, students can talk more about what they know of recycling.

OPTIONAL WARM UP

Draw six lines on the board and students try to guess the word REDUCE by playing hang man. You can also do the same with the words REUSE and RECYCLE.

Lead-In (10 minutes)

In *discuss the following questions* students have the opportunity to practice their speaking. Read the questions and discuss with students. In a **bigger class** divide them in groups, ask to discuss the questions and share with the class the group's ideas.

ANSWERS

Student's own answers.

PRONUNCIATION TIPS (6 minutes)

Explain Sts that there are differences when pronouncing words in English, because of Portuguese accent. The word Leaf is pronounced in English as / li:f/ and we tend to pronounce as / li:fi/ with a vowel added in the end of the word, which is not correct.

In general In Portuguese the consonants (t) and (d) have the pronunciation as (tʃ) eg.: Batizar and (dʒ) eg.: Dividir, when followed by an (i) vowel, but (t - tʃ) and (d - dʒ) are different sounds in English. The word party Brazilians tend to pronounce /'pa:r.tʃi/ and the correct pronunciation is /'pa:r.ti/.

Go to an online dictionary and play the audio for students listen and repeat twice. Elicit more examples whether necessary.

Suggested online dictionary:

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

PRE-READING (4 minutes)

Vocabulary

Sts have to match the words according to their meanings. In a **weaker class**, ask Sts to work in pairs.

ANSWER

C – G – F – A – B – D – E

- A. Decompose - To decay by a slow natural process.
- B. Landfill - A place where rubbish is buried.
- C. Recycle – Treated rubbish that can be used again.
- D. Incinerate - To burn something completely.
- E. Compost - Decaying plant material that's added to soil to improve its quality.
- F. Save - To prevent waste such as money, time, food.
- G. Waste - Useless materials or substances that are left after using.

READING (25 minutes)

Exercise 1

Ask them to read the text. After reading the text, students discuss in pairs and answer the multiple-choice questions about the text features. At this time, students already know about different types of genre, so they are able to answer the questions.

ANSWERS

A. An infographic. B. Recycling. C. A real fact.

Exercise 2

Tell students to scan the text to answer the questions according to the text.

ANSWERS

- A. 7 trees, 276 pounds of sulfur, 350 pounds of limestone, 9.000 pounds of steam, 60.000 gallons of water, 3.3 cubic yards of landfill space.
- B. They produce 1.609 lbs of garbage per person per year.

Exercise 3

Tell students to read for detail in the text to answer the multiple-choice questions.

ANSWERS

- A. Mexico and Turkey
- B. Paper box
- C. Styrofoam
- D. One month

Exercise 4

In this activity, students will discuss the questions in class. If there is enough time the teacher can bring extra questions. In this activity they have the opportunity to express their own ideas.

ANSWERS

Student's own answers.

CLASS 2 – 50 Minutes

FOCUS ON LANGUAGE (20 minutes)

Exercise 1

Tell the class to cover part of the image and leave only the title uncovered. Then, ask students to read aloud the title and predict some ways people can do to help the earth.

After predicting, ask the class if any of their guesses were in the image, then read aloud each sentence for Sts to listen and repeat.

Now give the chance for students to share with the class what they do to help the environment from 1 to 10 in the image.

ANSWERS

Student's own answers.

Exercise 2

Encourage students to answer the question of what the text is about.

ANSWER

Ways to help the earth.

Exercise 3

In this exercise students are able to understand the previous activity clearly, by checking the correct answer.

ANSWER

Advice

Exercise 4

Refer students to the image and ask them to circle the verbs they can find.

ANSWERS

Turn off – Recycle – Save – Be – Share – plant – use – save – clean up – put

After exercise 4, there is a box with some information about imperative sentences and their different usages. Explain students that imperative sentences can express order, advice, instructions or prohibition, depending on the situation.

Read the sentences aloud and ask the class to repeat.

In a **stronger class** you can ask students to make four imperative sentences, one for each situation.

In a **weaker class** you can ask them to work in pairs.

Exercise 5

In this activity students will have the opportunity to write imperative sentences for the pictures. Help them doing letter A whether necessary. Once they have finished, ask Sts to peer-check their answers with a partner.

SUGGESTED ANSWERS

- A. Do not leave the refrigerator opened!
- B. Turn of the computer when not using it!
- C. Do not step on the grass.
- D. Shower for five minutes!
- E. Use recycled bags.
- F. Hang to dry!

Exercise 6

Refer to the preview exercise and ask students to write what each sentence express.

ANSWERS

- A. Advice
- B. Order
- C. Prohibition
- D. Order
- E. Advice
- F. Instruction

Exercise 7

Now, students will write imperative sentences to help the environment. Whether possible, the teacher could bring to class the signs in a bigger size made of recycled paper.

POSSIBLE ANSWERS

- Recycle phones here!
- Change your lamps!
- Take a fast shower!
- Use the bicycle!
- Do not eat here!
- Do not waste water!

Interactive Activity

FUN TIME (15 minutes)

Print the memory game and have fun with the Sts. In a **bigger class**, you will need to print a sheet per group. The memory game could be made with cardboard box.

The printable sheet will be available in the end of the teacher's guide Un1.

SUGGESTION:

If time allows, set a size for standardization of the paper, ex.: 5x5 and ask students to create their own sentences and pictures to use inside classes. This would make the activity even more original.

SPEAKING (15 minutes)

Exercise 1

This activity allows students to have more interaction doing a survey in pairs in classroom. The greenometer will show in the end the task who is a greeniologists.

Encourage Sts to use the target language when doing the survey.

SUGGESTION:

Prepare cards as certificates to give students as a reward for their good work and motivation.

ANSWERS

Student's own answers.

Exercise 2

Read the first question for the class, and then ask studs to answer it. In a **bigger class** tell them to discuss in groups and share their ideas. In a **smaller class** encourage them to share their own ideas.

ANSWERS

Student's own answers.

CLASS 3 – 50 Minutes

WRITING (24 minutes)

Exercise 1

Refer Sts back to what they have learned and ask them in groups to create an educational poster giving advice to people to reduce wasting. Sts will have to plan, draft, edit, proofread, re-draft and write the final version. After the poster is done, you could hang them on the wall of the classroom or outside it if it is possible.

OPTIONAL ACTIVITY

Whether there is a computer lab in the school, Sts could create their posters online on

www.glogster.com.

PRE-LISTENING (3 minutes)

Before watching the video, pre-teach some vocabulary which students might have difficulty with by matching the words according to their meaning. After correcting the exercise, go to an online dictionary to show Sts the pronunciation.

Suggested online dictionary:

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

SUGGESTION:

Prepare flash cards with pictures and names for students visualize the objects.

ANSWERS

F – B – D – A – C – E

After finishing with the new vocabulary, ask students to look at the three images, describe what they see and predict what they are going to read about.

LISTENING (20 minutes)

Play the video twice, if necessary play one more time. After watching the video, ask students to answer the questions from 1 to 4. In a **stronger class** you can ask students to check with a classmate next them if they marked the same answers. The video is available at

<https://phonebloks.com/en>

ANSWERS

1. A 2. B 3. B 4. A

QUESTIONS TO BE DISCUSSED

Read the first question and ask students' opinion. Then divide the class in groups to answer the questions. In a **bigger class** tell them to discuss in groups and share their ideas. In a **smaller class** encourage them to share their own ideas.

Phonebloks Video Transcript

PHONEBLOKS

“Every day we throw away millions of electronic devices, because they get old and become worn out. But usually it's only one of the components that cause the problem. The rest of the device works fine but is needlessly thrown away. Simply because electronic devices are not designed to last! This makes electronic waste one of the fastest growing waste streams in the world. And our phone is one of the biggest causes.

So this is a new kind of phone. It's made of bloks. Detachable bloks. They're all connected to the base, and the base connects everything together. Electrical signals are transferred through the pins, and two small screws lock everything in place. So if for instance your phone is getting a little slow, you could just upgrade the blok that affects the speed. Or if something breaks you can easily replace it with a new one, or update it with the newest version.

Another great thing about this is that you can customize your phone. So let's say this is your phone and you do everything in the cloud. Why not replace your storage blok for a bigger battery blok. If you are like this guy and love to take pictures, why not upgrade your camera? Or if you don't care about any of this stuff you can keep it simple and get a bigger speaker. You can choose the blocks you want, support the brands you like, or even develop your own bloks. Phonebloks is built on an open platform by companies working together to create the best phone in the world.

To set up this platform we need to get the right companies and the right people involved. The will only get started if there is a lot interest in a phone worth keeping.

So this is the plan.

To show them there is an interest for this phone we need your voice. You can donate your social reach on the [website](https://phonebloks.com/en). We gather as much people as possible. On the 29th of October we send out the blast. All at the same time! Spreading all your voices, to show the world, there is a need for a phone worth keeping. The more people involved, the bigger the impact.

Please visit [Phonebloks.com](https://phonebloks.com) to raise your voice and spread the word.

Phonebloks, a phone worth keeping”.

SELF-ASSESSMENT (3 minutes)

This is a time for the class to have a reflection about their studies during the unit. It is a good opportunity for the teacher to give feedback and encourage Sts to continue improving their learning.

EXTRA ACTIVITY (LYRIC)**SONG: THE 3 R'S****ARTIST: JACK JOHNSON**

Three, it's a magic number
Yes it is, it's a magic number

Because two times three is six
Three times six is eighteen

And the eighteenth letter in the alphabet is... "R"
We got three R's
We're gonna talk about today
We got learn to

Reduce, Re-use Recycle **(4x)** **CHORUS**

If you're going to the market to buy some juice
You gotta bring your own bags
And you learn to reduce your waste
We've gotta learn to reduce

And if your brothers or your sisters
Got some cool clothes
You can try them on
Before you buy some over those...Re-use
We gotta learn to re-use
and if the first two R's don't work out
And if you gotta make some trash
Well don't do it all...Recycle
We've gotta learn to recycle

CHORUS

Because three, it's a magic number
Yes it is, it's a magic...Number

three (3x)

Three six, nine, twelve, fifteen
Three
Eighteen, twenty one, twenty four, twenty seven
Three
thirty, thirty three, thirty six
Three
Thirty three, thirty, twenty seven
Three
Twenty four, twenty one, eighteen
three
fifteen, twelve, nine, six and three
It's a magic number

This lyric is an optional activity available to be done with students whenever is suitable. It is possible to do as a warm up to start the unit 1 or in the end of the unit.

If the teacher knows how to play the guitar, it would be nice to play the song with the class.

The song/lyric is available at:

<http://www.vagalume.com.br/jack-johnson/the-3-rs.html>

ACTIVITIES SUGGESTED**Gap-fill**

Students receive the lyric and try to fill the gaps with missing words.

Jumbled

In this activity students receive the lyric cut in pieces and they have to put the sentences in the correct order.

Drawing

This activity motivates students to draw what they have in mind while they listen to the song.

RUBRICS

After finished the unit, the teacher can assess students to show them if they have had progress or not.

AVAILABLE AT THE END OF THE UNIT

MEMORY GAME



PLANT A
TREE!

CHANGE YOUR
LIGHT!

RECYCLE!

WRAP
CREATIVELY!

USE BOTH SIDES
OF PAPER!

USE ONE LESS
PAPER NAPKIN!

TAKE A SHORTER
SHOWER!

BUY LOCAL!

AVOID JUNK
MAIL!

GO TO A CAR
WASH!

PAY BILLS
ONLINE!

USE RECHARGEABLE
BATTERIES!

USE RECYCLED
BAGS!

TURN OFF THE PC
AT NIGHT

USE MORE
BYCICLE!

UNIT 2



Aims

- Talk about the importance of upcycling.
- Learn vocabulary of upcycling.
- Notice the difference in past verbs in English ending in –ed and pronounced as t, d or id.
- Learn how to use the simple past.
- Express opinion, agreeing and disagreeing.
- Do a pair work activity using simple past.
- Learn how to create an exhibition label.

CLASS 1 – 50 Minutes

Warm-up (7 minutes)

Read the title and use the two pictures about upcycling to start the class. Ask students what is the difference of recycling and upcycling. If they don't know **elicit**: *Recycling is the process of taking old materials and making them back into the original form, while upcycling is the process of converting waste materials or useless products into new materials or products of better quality.*

Lean-In (12 minutes)

Go through the four questions and ask students to answer them. In a **smaller class** encourage students to speak. In a **bigger class** divide them in groups to discuss the questions and share with the class the group's ideas.

PRE-LISTENING (7 minutes)

Sts have to match the words according to their meanings. In a **weaker class**, ask Sts to work in pairs. In a **stronger class** tell them to peer check with their classmates next them.

ANSWERS

C – F – E – A – B – D

LISTENING (24 minutes)

Play the video twice, if necessary play one more time. After watching the video, ask students to answer the (T) True and (F) false activity.

ANSWERS

T – F – F – T – T

ANSWER THE QUESTIONS

1. Garbage.
2. This table and chair are made from what it was once tetra pack containers.
3. Tetra pack cartons are made of 75% paper and 25% aluminum and plastic.
4. So the company is investing in making useful accessories from discarded packages.

'Upcycling' – the answer to India's waste problem?

Video Transcript

PHONEBLOKS

"With the population of 1.2 billion, India generates a lot of garbage and it's increasingly one of the biggest problems in urban India, but many are now looking at ways to turn waste into a more useful product. *This table and chair are made from what it was once tetra pack containers. This transformation from discarded juice packs and the school furniture is a result of a growing movement called upcycling, a variation of recycling.*

This is one of several different ways companies and consumers are responding to the growing problem of trash in India. And benefits those in need like this school for the underprivileged.

The package industry produces thousand of waste. Tetra pack cartons are made of 75% paper and 25% aluminum and plastic. So the company is investing in making useful accessories from discarded packages.

Waste per se is a...is a huge problem, but of course it is one of the big p...one of the many problems that India has, and with growing...growing organization and ah...and more and more packaging coming into the market it's only going to get worse. Ah...and from that...from that point of view then of course what we are trying to do is to stay ahead of the curve, because our waste footprint is not that big today in India.

Taking the upcycling movement a step forward is Swechha, an environmental group involved in waste management. Stored pieces made of all plastic vegetable containers to a partition fashion out of bicycle views. With a little mending or remodeling, everything has been given a new lease of life.

The returns are of around 8.000 metric tons of garbage every day. Ah, that's only land fields that we talk about that we see around, all of them are almost them are forty twelve hours.....foot. By upcycling, recycling small things that you see around your life, you can make a huge difference and it could still look beautiful and you can still use it.

With the countries' population and consumption increasing, the waste heat is growing in a big receipt of resources. The upcycling trend is one that seems to be taken off. And if everyday rubbish can be turned into cash, companies and consumers may find it profitable to throw away less.

Shilpa Kannan BBC News Delhi."

QUESTIONS TO BE DISCUSSED

Before going to the questions to be discussed, refer the class to the box **EXPRESSING OPINION:**

Agreeing and Disagreeing. Explain students that there are different ways to express your own opinion in English. Go through the box, read the examples for them and ask them to repeat. Then, go to the **questions to be discussed** and encourage them to use the new expressions to answer the questions. In a **bigger class**, tell them to discuss the questions in groups and then share with their classmates their opinion. In a **smaller class** encourage them to answer the questions.

ANSWERS

Student's own answers.

CLASS 2 – 50 Minutes

PRE-READING (3 minutes)

Vocabulary

Sts have to put the words according to their definitions. In a **weaker class**, ask Sts to work in pairs.

ANSWERS

COPPER - A red-brown metal used especially for making wire or pipes.

DEVISE - To invent a plan, system, object, etc...
Using imagination.

PET PEEVE - Something that especially annoys you.

PACKET - A small paper or cardboard container.

ZINC - A chemical element that is a blue-white metal.

STARCH - It is a type of carbohydrate that gives you energy.

OPTIONAL ACTIVITY

If you have a **stronger class** and students finish fast the activity, use the following questions before reading the text.

1. What do you think is this text about?
2. What is the relation between the pictures and the title of the text?
3. Are you good at creating new things?
4. Can you make an old object become a new one to be used?

READING (20 minutes)**Exercise 1**

Ask Sts to read the text. After reading the text, they will discuss in pairs and answer questions A and B.

ANSWERS

- A. Student's own answers.
- B. Student's own answers.

Exercise 2

Tell Sts to choose the correct answers in the multiple-choice questions about the text features.

ANSWERS

- A. Inform the reader.
- B. Sustainability.
- C. Information.
- D. An article.

Exercise 3

Refer Sts to the text and ask them to write (T) true and (F) false for the sentences.

ANSWERS

- A. False – B. False – C. True – D. True

Exercise 4

In this activity Sts have the opportunity to expressing their own ideas. Tell them to read questions A and B and answer them.

ANSWERS

- A. Student's own answers.
- B. Student's own answers.

Exercise 5

Refer Sts to the text and tell them that in the box there is a list of names that created new things in the text. They will have to find in the text who created the items listed. This activity will allow students to look for specific information in the text.

ANSWERS

- LANDON NUTT - APP iPACKBACK
- LEA BYRNES - DOGGY BED
- JESSICA WILDER - PACK BACK
- DEVIN GILLIS - ECONOMY FRIENDLY SHIRTS
- ARIANA LESNIAK - BIOSOILABLE BAGS
- LISA LEWSON - VOICE ASKING
- GABBY VATISTAS - LIGHT

FOCUS ON LANGUAGE (20 minutes)**Exercise 1**

Go through the three excerpts taken from the text and read aloud for the class. Tell them to look at the bold words in each sentence and check in the box what they express.

ANSWER

Finished action

Exercise 2

Tell students to go back in the text, find five more examples of verbs in the simple past and write in the blank spaces.

POSSIBLE ANSWERS

created, designed, started, spent, seemed, said, got, wasn't, had, constructed, devised, attached, uploaded, were, made, poured, did, didn't do, came up, recycled, sent, demonstrated,

After doing the activities 1 and 2, go through the simple past explanations for students understand better how the sentences are formed. If necessary write more examples on the board. Make sure they understand the difference between irregular and regular verbs.

Exercise 3

This activity is designed to be done in pairs with a dictionary. The verbs in the box are written mixed in the simple present and simple past. They will have to write the verbs in the correct column.

ANSWERS

Regular Verbs	
Create	Created
Inspire	Inspired
Like	Liked
Start	Started
Demonstrate	Demonstrated

Irregular Verbs	
Be (am/is/are)	Was/were
Know	Knew
Do	Did
Drive	Drove
Go	Went
Have	Had

Exercise 4

In this activity students will read the text and complete it using the words in parentheses in the simple past form. If necessary do the first example with them.

ANSWERS

stopped – decided - didn't plan – wanted – had – got – decided – had – owned - didn't have – wore – commented – seemed

Exercise 5

Ask students to read the sentences, tick (✓) the ones that are correct and write in the correct form the wrong sentences.

ANSWERS

- A. When did you stop to buy new things?
- B. I didn't start shopping in malls.
- C. Correct.
- D. I didn't take quality into account.
- E. Correct.
- F. I felt that I could buy recycled clothes.

Exercise 6

This exercise is designed to check their understanding about the rules of simple past. Tell them to circle the correct word.

ANSWERS

- 1. Same.
- 2. Base form.
- 3. Base form.

PRONUNCIATION TIPS (7 minutes)

Explain the class that verbs in the simple past ending with -ed is pronounced as t, d or id. It is possible to know this difference by following the rules.

Finished with -ed = /d/ sound. After voiced consonants -b, -g, -j, -l -m, -n, -r, -th, -v, -w, -y, -z
Examples: Inspired, remembered, arrived, named, listened, etc...

Finished with -ed = /t/ sound. After unvoiced consonants -k, -f, -p, -s, -x, -ch, -sh
Examples: worked, liked, helped, watched, etc...

Finished with -d or -t = /id/ sound.
Examples: created, ended, etc...

Exercise 7

Now Sts have to listen to the words and write them in the correct column. Use the webpage <http://www.howsay.com/> to play the audio, if there isn't internet access, the teacher can read aloud the words for the students.

ANSWERS

/t/	/d/	/id/
Helped	Signed	Tasted
worked	saved	added
looked	played	treated
finished	tried	loaded
watched	pleased	painted

CLASS 3 – 50 Minutes

Interactive Activity

FUN TIME (12 minutes)

This activity is designed to practice simple past with the class. Monitor students while they play, correct them whether necessary. Bring to the class dices and tokens for students. If there isn't enough token, ask students to use an eraser as a token or a piece of an object. Before start to play, each player in turn throws the dice and the player with the highest total starts the play. Place your token on the corner marked "START", then throw the dice and move it the number of spaces indicated by the dice. The classmate on your left will read the question where you stopped and you will answer it.

If you answer it correctly you stay where you are, otherwise you go back to where you were the last time. The winner is the person who arrives first.

SUGGESTION:

It would be interesting if the teacher could print the board game in a bigger size. In a **bigger class** divide them in groups of 4. The printable sheet will be available in the end of the teacher's guide Un2.

SPEAKING (15 minutes)

Put students in pairs and tell them to choose one of the cards to interview their classmate. This is a good opportunity for students practice the simple past learnt in this unit. If possible, bring the papers printed and cut to the class and give to each Std.

WRITING (20 minutes)

Exercise 1

This class has to be anticipated in at least 1 week before, for students have time to separate the material and if possible present in an exhibition at school.

Students will bring to class material that is no longer used at home, like a carton box, shoes box, toilet paper rolls, tin cans, plastic jugs, plastic bottles, bottle caps, etc...in order to upcycle, create new products from the material considered rubbish. Tell students think of ideas to transform this material into new products, if they have difficult to come up with something, use the following links as a support to help the class:

* <http://thepracticalartworld.com/2011/05/18/how-to-label-artwork-in-an-exhibition/>

* <http://pt.slideshare.net/HelenHales/writing-effective-museum-text-8243677>

* <http://www.nhd.org/images/uploads/exhibitrules.pdf>

In a **bigger class** divide them in trios to do this activity. In a **smaller class** ask students to work individually.

Exercise 2

After upcycle the material, they will continue working in trios or individually to write an exhibition label about the products created and present them in an exhibition at school. If it is not possible to create an exhibition at school, students can present inside the class to their classmates.

SELF-ASSESSMENT (3 minutes)

This is a time for the class to have a reflection about their studies during the unit. It is a good opportunity for the teacher to give feedback and encourage Sts to continue improving their learning.

RUBRICS

After finished the unit, the teacher can assess students to show them if they have had progress or not.

AVAILABLE AT THE END OF THE UNIT

BOARD GAME

START	1 What time did you wake up yesterday morning?	2 Where did you go in your last vacation?	3 Did you have breakfast with your family today?	4 MISS A TURN!
9 How did you get to school today?	8 GO BACK TWO SPACES!	7 Did you see your grandparents yesterday?	6 What film did you watch last month?	5 What did you do for you last birthday?
10 Where did you live when you were 5 years old?	11 What sports did you play when you were younger?	12 Did you go to the movies last week?	13 When did you last swim?	14 MOVE FORWARD TWO SPACES!
19 What did you wear yesterday?	18 MISS A TURN!	17 Did you watch any sport on TV last weekend?	16 When did you last buy a magazine?	15 When did you last read a book?
20 Where did you spend New year's Eve last year?	21 When did you last play a board game?	22 Did you buy new clothes this year?	23 When did you last fish?	24 MOVE FORWARD THREE SPACES!
FINISH	28 GO BACK TWO SPACES!	27 Who did you travel with on your last vacation?	26 Did you eat chocolate this week?	25 How many phone calls did you make today?

UNITS 1 AND 2

BOOKLET TEST



UNIT 1

NAME: _____

LEVEL: _____ CLASS: _____

TEACHER: _____ DATE: ___/___/___

TOTAL SCORE: 10 POINTS STUDENT'S SCORE: _____

VOCABULARY

1. Odd word out. Cross out the word which does not belong to the same group. **(1,2 – 0,3 EACH)**

- A. SAVE – WASTE – RECYCLE – TRASH
- B. ALUMINIUM CAN – GLASS BOTTLE – SODA BOTTLE – STYROFOAM
- C. GOOD – BETTER – BEST – WORSE
- D. INCINERATED – COMPOSTED – LANDFILLED – HOUSEHOLD

FOCUS ON LANGUAGE



Available at: <http://environment-nat.blogspot.com.br/2011/10/cartoon-meio-ambiente.html> Accessed on June 16th, 2014.

2. Look at this picture and write five imperative sentences. **(1,5 – 0,3 EACH)**

- A. _____ .
- B. _____ .
- C. _____ .
- D. _____ .
- E. _____ .

3. Put the sentences in the correct order and write in front of them the first letter of what they express. **A = Advice, I = instruction, O = order or P = prohibition. (1,8 - 0,3 EACH)**

- A. NOT / DO / SMOKE
_____ ()
- B. LIGHTS / THE / TURN OFF
_____ ()
- C. COLD / WARM / WASH / OR / IN / WATER
_____ ()
- D. MORE / YOUR / USE / BICYCLE
_____ ()
- E. SHOWER / MINUTE / A / TAKE / FIVE
_____ ()
- F. ON / GARBAGE / THROW / FLOOR / THE / DON'T
_____ ()

LISTENING



Available at: <http://www.youtube.com/watch?v=KhLX-dHgoA> Accessed on June 16th, 2014.

4. Watch the video and write (T) True or (F) False for the sentences. Correct the false statements. **(2,0 – 0,4 EACH)**

- A. () The name of the organization is called “The green movement”.

- B. () Ally Maize's inspiration comes from a film called an inconvenient truth.

- C. () Ally Maize’s immediate goal is for elementary kids to be aware.

- D. () The girl takes the opportunities to sell her products and make money.

- E. () According to Ally, living a green life is difficult.

READING

Fresh water shortage by 2050



Severe water shortages will affect more than half the world’s future population of nine billion people by 2050 if governments fail to collaborate on international efforts to protect and conserve life’s most vital ingredient, experts have warned. One of the first indications of a future water crisis will be mass migrations of people away from areas without water.

Political tensions are likely to follow the movements of environmental refugees, Professor Janos Bogardi of Bonn University, a senior adviser to the water system project, said. Five hundred of the world’s leading water scientists said that the current mismanagement and misuse of increasingly scarce water resources threatens to plunge most of the global population into extreme water poverty.

They said that human activity has accelerated major disturbances to supplies of fresh water, such as erosion, pollution and the draining of rivers and underground aquifers. An extra two billion people in the world by 2050 will exacerbate the global crisis, they said.

“In the short span of one or two generations, the majority of the nine billion people on Earth will be living under the handicap of severe pressure on fresh water, an absolutely essential natural resource for which there is no substitute,” the scientists said.

“This handicap will be self-inflicted and is, we believe, entirely avoidable.... Mismanagement, overuse and climate change pose long-term threats to human well-being, and evaluating and responding to those threats constitutes a major challenge to water researchers and managers alike,” they said in a joint declaration.

Available at: <http://populationmatters.org/2013/newswatch/fresh-water-shortage-2050/> - Accessed on June 16th, 2014

5. Read the article taken from the internet and answer the questions. (1,2 – 0,3 EACH)

A. What happens if the governments fail to save the water according to experts?

B. What do water scientists say about the bad control of water resources?

C. How does the human being influence in the increasing in lack of water?

D. What is the only natural resource that is not replaceable?

TEST BOOKLET – ANSWER KEYS UN 1

VOCABULARY

1.
 - A. TRASH (is not a noun)
 - B. STYROFOAM (is not recyclable)
 - C. WORSE (is a negative adjective)
 - D. HOUSEHOLD (is not an adjective)

FOCUS ON LANGUAGE

2.
 - A. Answer will vary.
 - B. Answer will vary.
 - C. Answer will vary.
 - D. Answer will vary.
3.
 - A. Do not smoke! (P)
 - B. Turn off the lights! (O)
 - C. Wash in cold or warm water!
 - D. Use more your bicycle! (A)
 - E. Take a five minute shower! (A)
 - F. Don't throw garbage on the floor! (A or O)

LISTENING

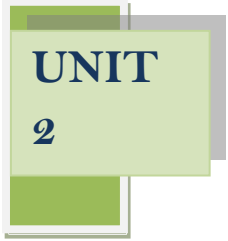
4.
 - A. (False). It's called "The Green youth movement".
 - B. (True).
 - C. (True).
 - D. (False). It's to promote her website and visit elementary schools to get her message to our next generation.
 - E. (False). Living a green life isn't difficult.

READING

5.
 - A. Severe water shortages will affect more than half the world's future population of nine billion people by 2050 if governments fail.
 - B. That the current mismanagement and misuse of increasingly scarce water resources threatens to plunge most of the global population into extreme water poverty.
 - C. The human activity has accelerated major disturbances to supplies of fresh water, such as erosion, pollution and the draining of rivers and underground aquifers.
 - D. Fresh water.

WRITING

6. Composition to be corrected.



NAME: _____

LEVEL: _____ CLASS: _____

TEACHER: _____ DATE: ___/___/___

TOTAL SCORE: 10 POINTS STUDENT'S SCORE: _____

VOCABULARY

1. Read the definitions bellow and write the correct word in the crossword. (0,9 – 0,1 EACH)

The crossword puzzle grid consists of white squares for letters and empty spaces. The numbered starting points are:

- 1: Down, 4 squares
- 2: Down, 3 squares
- 3: Down, 5 squares
- 4: Across, 10 squares
- 5: Down, 6 squares
- 6: Down, 7 squares
- 7: Across, 6 squares
- 8: Across, 4 squares
- 9: Down, 5 squares

Across

- 4. Without money, possessions, education, opportunities
- 7. To invent a plan, system, object, etc... Using imagination
- 8. A red-brown metal used especially for making wire or pipes

Down

- 1. It is a type of carbohydrate that gives you energy
- 2. A chemical element that is a blue-white metal
- 3. Helpful for doing or achieving something
- 5. Waste material or things that are no longer wanted or needed
- 6. To get rid of something that you no longer want or need
- 9. A small paper or cardboard container

FOCUS ON LANGUAGE

2. Read the text and complete the missing words using the verbs in parentheses in the simple past.
(2,0 – 0,2 EACH)

About the Ocean Clean Up

"Human history is basically a list of things that couldn't be done, and then were done."

19-year-old Boyan Slat combines environmentalism, entrepreneurship and technology to tackle global issues of sustainability.

While diving in Greece, he _____ **(1.become)** frustrated when coming across more plastic bags than fish, and _____ **(2.wonder)**: "why can't we clean this up?"

While still in secondary school, he then _____ **(3.decide)** to dedicate half a year of research to understand plastic pollution and the problems associated with cleaning it up. This ultimately _____ **(4.lead)** to the passive cleanup concept, which he _____ **(5.present)** at a TEDx conference in 2012.

To be able to show the concept he _____ **(6.envision)** is technically feasible and financially viable, Boyan Slat _____ **(7.pause)** his life as a first-year Aerospace Engineering student, to focus all his time to developing the idea.

On June 3rd 2014, The Ocean Cleanup _____ **(8.present)** the 530-page feasibility study report (authored by 70 people), which _____ **(9.indicate)** the concept is indeed a feasible method to clean almost half the plastic from the Great Pacific Garbage Patch in just 10 years.

In 2012, The Ocean Cleanup Array _____ **(10.be)** awarded Best Technical Design at the Delft University of Technology. Boyan Slat has been recognised as one of the 20 Most Promising Young Entrepreneurs Worldwide (Intel EYE50).

Adapted from: <http://www.theoceancleanup.com/about-us.html> - Accessed on June 20th, 2014

3. Use the verbs in the past from the previous exercise to write them in the correct column.
(2,0 – 0,2 EACH)

Regular Verbs	Irregular Verbs

4. Tick (✓) the correct sentences and correct the wrong ones to the simple past form.
(1,2 – 0,2 EACH)

A. () In the spring of 1988, Patagonia opened a store in Boston on Newbury Street.

B. () We hire an engineer who tell us the problem was the ventilation system.

C. () It was recycling the same tired air.

D. () But what did in the air?

E. () We go organic in 1996.

F. () We didn't learned how to make fleece jackets from recycled plastic bottles.

Adapted from: <http://www.patagonia.com/us/patagonia.go?assetid=2329> - Accessed on June 20th, 2014

READING

Brazil's social firms aim to craft a brighter future

On the outskirts of Rio de Janeiro, plastic bottles and posters are being transformed into purses and bags by the workers at a small co-operative.

Established in 2006, the business is called Crafty Women (Astudo Mulheres). It offers work for 20 people, who as its name suggests are predominantly female.

While trade was slow for the co-operative in its early days, three years ago it was given a major boost when its products started being sold across Brazil by a retailer called Rede Asta.

Rede Asta is run as a social enterprise - a business which puts tackling social problems rather than profit maximisation as its primary motive.

It was set up in 2005 to help artisans from poor communities gain access to a much bigger market, and also to help them build up their skills.

Today Rede Asta works with 53 co-operatives across Brazil, which are mostly run by women and employ more than 700 people between them.

Rede Asta helps the businesses with design ideas, and techniques to increase the quality and value of their products, while encouraging them to hold on to their regional identities, colours and materials.

The best products from each co-operative - such as bags, decorative items and women's accessories, made mostly from recycling materials and typical Brazilian craftsmanship - are then sold through Rede Asta's catalogues, physical shops in Rio and Sao Paulo, and website.

"Rede Asta has been providing us with more sales opportunities," says Marcia da Costa, a 46-year-old artisan from Crafty Women. "And we are improving our products [to make the most of the increased marketplace]."

By Paula Adamo Idoeta, BBC reporter, Sao Paulo 23:22 GMT 25 June, 2014

Adapted from: <http://www.bbc.com/news/business-27884803> - Accessed on June 26th, 2014

5. Read the article taken from the internet and answer the questions. (1,0 – 0,2 EACH)

A. When did Crafty Women company start? How many people work there?

B. What helped the co-operative Crafty Woman improve their selling?

C. What is Rede Asta? What is its purpose?

D. What materials are made the best products from the co-operatives?

E. Where can we find these handcrafts to buy?

LISTENING

Upcycling: The ethical way to do fashion

Available at: <http://www.bbc.com/news/business-27135527> - Accessed on June 26th, 2014.

6. Watch the video and write (T) True or (F) False for the sentences. Correct the false statements. (1,4 – 0,2 EACH)

- A. () The hottest trends from the catwalk are always affordable for many every days consumers.

- B. () High street retailers have become very good at making clothes like those of top designers.

- C. () In the European Union more than 5 million tons of textiles are sent to retailers every year.

- D. () Designers are trying to encourage people to recycle the clothes they wear to reduce over waste.

- E. () Multifunctional clothes are designed to be used more and in a different way.

- F. () The idea of buying upcycled clothes is to be fashion and trendy.

- G. () The big challenge in the fashion now, is to see if this trend is picked up by big brands.

WRITING

7. After learning about recycling and upcycling write your opinion about the reasons for people waste so much and how to become more conscious about that. **(1,5)**

TEST BOOKLET – ANSWER KEYS UN 2

VOCABULARY

1.

1. starch 2. zinc 3. useful 4. underprivileged
5. rubbish 6. discarded 7. devise 8. copper 9. packet

FOCUS ON LANGUAGE

2.

1. became 2. wondered 3. decided 4. Led 5. presented
6. envisioned 7. paused 8. presented 9. Indicated 10. was

3.

Regular Verbs: Wondered, decided, presented, envisioned, paused, presented, and indicated.
Irregular Verbs: Became, led and was.

4.

- A. (✓) In the spring of 1988, Patagonia opened a store in Boston on Newbury Street.
B. () We hired an engineer who told us the problem was the ventilation system.
C. (✓) It was recycling the same tired air.
D. () But what was in the air?
E. () We went organic in 1996.
F. () We didn't learn how to make fleece jackets from recycled plastic bottles.

READING

5.

- A. In 2006. 20 people work there.
B. Three years ago it was given a major boost when its products started being sold across Brazil by a retailer called Rede Asta.
C. Rede Asta is an enterprise. It was set up in 2005 to help artisans from poor communities gain access to a much bigger market, and also to help them build up their skills.
D. The best products from each co-operative - such as bags, decorative items and women's accessories, made mostly from recycling materials
E. You can find them in physical shops in Rio and Sao Paulo, and website.

LISTENING

6.

- A. (False). The hottest trends from the catwalk are no longer affordable for many every days consumers B.
B. (True). High street Retailers have become very good in making clothes that look just like those of top designers.
C. (False). In the European Union more than 5 million tons of textiles are sent to land field every year.
D. (True). Designers are trying to encourage us to recycle the clothes we wear to reduce over waste.
E. (True). Multifunctional clothes are designed to be used more and in a different way.
F. (False). The idea of buying upcycled clothes is to spend less and be more ethical.
G. (True). The big challenge in the fashion now is to see if this trend is picked up by bigger brands.

WRITING

7. Composition to be corrected.

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