

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras – FALE
Programa de Pós-graduação em Estudos Linguísticos - POSLIN

Nathalia Moreira Fluminense

GREEN LEARNING:
English Through the Lens of Ecology and Resilience

Belo Horizonte

2024

Nathalia Moreira Fluminense

**GREEN LEARNING:
English Through the Lens of Ecology and Resilience**

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

Orientadora: Valdeni da Silva Reis.

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2024



UNIVERSIDADE FEDERAL DE MINAS GERAIS
CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA/CEI

ATA DE DEFESA DE MONOGRAFIA/TCC

Às 11:50 horas do dia 06 de dezembro de 2024, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa, para julgar, em exame final, o trabalho intitulado, Green Learning: English Through the Lens of Ecology and Resilience, apresentado por Nathália Moreira Fluminense, como requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à (ao) candidato(a) para a apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença do(a) candidato(a) e do público, para julgamento e expedição do resultado final.

Foram atribuídas as seguintes indicações:

Profa. Dra. Climene Fernandes Brito Arruda indicou a (X) aprovação/ () reprovação do(a) candidato(a);

Profa. Me. Nara Nília Marques Nogueira indicou a (X) aprovação/ () reprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado (X) aprovado(a)/ () reprovado(a).

Nota: 97

O resultado final foi comunicado publicamente ao(à) candidato(a) pelo Presidente da Comissão. Nada mais havendo a tratar, este encerrou a sessão, da qual foi lavrada a presente ATA assinada eletronicamente por todos os membros participantes da Comissão Examinadora.



Documento assinado eletronicamente por **Climene Fernandes Brito Arruda, Professora do Magistério Superior**, em 07/01/2025, às 14:00, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



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INSTRUÇÕES

Este documento deve ser editado apenas pelo Orientador e deve ser assinado eletronicamente por todos os membros da banca.

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RESUMO

O presente trabalho apresenta a unidade didática Green Learning, um material elaborado para o ensino de inglês com foco em temas ambientais e práticas sustentáveis. O objetivo é proporcionar aos alunos um aprendizado significativo da língua inglesa enquanto exploram questões como desastres naturais, mudanças climáticas e sustentabilidade. Destinado a estudantes de nível intermediário (B1 - CEFR) em escolas de idiomas e no ensino fundamental, o material adota uma abordagem comunicativa, priorizando o desenvolvimento integrado das quatro habilidades linguísticas – leitura, escrita, audição e fala – e incluindo aspectos fonéticos e gramaticais essenciais.

A unidade está estruturada em atividades que estimulam o pensamento crítico e a interação entre os alunos, promovendo a reflexão sobre os impactos das ações humanas no meio ambiente. Além disso, busca incentivar a autonomia dos estudantes, permitindo que expressem opiniões, analisem soluções para problemas ambientais e pratiquem a língua de forma autêntica e contextualizada. Os tópicos abordados incluem desastres naturais e suas consequências, além de práticas sustentáveis como reduzir, reutilizar e reciclar.

A abordagem utilizada está fundamentada nos princípios do ensino comunicativo de línguas, integrando materiais autênticos, tarefas colaborativas e estratégias de aprendizagem ativa. Dessa forma, Green Learning não apenas ensina inglês, mas também contribui para a formação de cidadãos conscientes e preparados para enfrentar os desafios ambientais da atualidade.

Palavras-chave: ensino de inglês; sustentabilidade; abordagem comunicativa; desastres naturais; educação ambiental.

ABSTRACT

This study presents the didactic unit Green Learning, designed for English language teaching with a focus on environmental issues and sustainable practices. The goal is to provide students with meaningful language learning experiences while exploring topics such as natural disasters, climate change, and sustainability. Aimed at intermediate-level (B1 - CEFR) students in language schools and secondary education, the material follows a communicative approach, emphasizing the integrated development of the four language skills—reading, writing, listening, and speaking—while incorporating essential phonetic and grammatical aspects.

The unit includes activities that foster critical thinking and student interaction, encouraging reflection on the impact of human actions on the environment. Additionally, it promotes student autonomy by enabling learners to express opinions, analyze environmental challenges, and practice English in authentic and contextualized ways. Key topics include the effects of natural disasters and sustainable living practices, such as reducing, reusing, and recycling.

The approach is based on the principles of communicative language teaching, integrating authentic materials, collaborative tasks, and active learning strategies. Thus, Green Learning not only enhances English proficiency but also contributes to the development of environmentally aware citizens capable of addressing today's ecological challenges.

Keywords: English language teaching; sustainability; communicative approach; natural disasters; environmental education.

TABLE OF CONTENTS

INTRODUCTION.....	06
BOOK COVER.....	08
UNIT 1.....	09
UNIT 2.....	24
TEACHER’S GUIDE – GETTING TO KNOW THE MATERIAL.....	36
TEACHER’S GUIDE – UNIT 1.....	38
TEACHER’S GUIDE – UNIT 2.....	45
RATIONALE.....	51
REFERENCES.....	57
REFERENCES TO THE RESOURCES USED IN THE UNITS.....	58

INTRODUCTION

When I started the “Curso de Especialização em Ensino de Inglês” (CEI), my aim was to enhance my skills as an English teacher. Looking back, it was clearly a wise decision. The theories and assignments from the course have not only helped me devise effective strategies but also make choices that enrich the teaching and learning experience.

Developing the units for this project prompted me to reflect on the shortcomings of English teaching in Brazilian language schools and identify necessary improvements to better meet students’ needs and expectations in today’s educational context. Consequently, the title *Green Learning* aptly captures the essence and goals of this work.

Green Learning refers to educational practices and approaches that integrate environmental awareness and sustainability into the learning process. It aims to equip students with the knowledge and skills needed to understand and address environmental challenges, promote sustainable practices, and foster a mindset that values ecological responsibility. Searching online, we can discover various foundations and educational programs with that name, such as the Green Learning Canada Foundation, the Green European Foundation, and a MoMA exhibition that took place from April 8 to May 14, 2024.

Inspired by this research, this material was designed to: (1) educate students about environmental issues such as climate change, pollution, and the impact of human activities on the planet); (2) teach students about sustainable living practices, such as reducing waste, conserving energy and water, and recycling, and (3) encourage students to think critically about environmental problems and explore innovative solutions. This way, students are able to reflect on the implications of their actions on both a local and global scale, fostering a sense of responsibility and connection to their communities.

Green Learning is aimed at teenage learners with an intermediate level of English (B1 according to the Common European Framework of Reference for Languages – CEFR) who study at a language school. However, given the topics covered and the types of activities included, it is likely suitable for young adults studying at a language school and for school students (Fundamental - Anos Finais) as well.

Both units in *Green Learning* concentrate on teaching how to discuss environmental issues, which also influenced the choice of the title for this work. Each unit addresses the four key skills—listening, reading, speaking, and writing—and includes a crucial, often overlooked aspect of language learning: pronunciation. Throughout the units, there are numerous opportunities for interaction, with varying patterns. The units are structured into sections: Starting Point (to activate prior knowledge and spark interest), Listening, Reading, Grammar, Pronunciation, Practice, Speaking, Writing (which aimed at the Proficiency Tests such as PET Cambridge) and Now I Can... (for revision and setting the stage for the next section).

The first unit addresses natural disasters and human actions. The goal of this unit was to help students understand what natural disasters are, how these events affect communities and the environment, and discuss the role human activities play in influencing the severity and frequency of these disasters. The second unit deals with sustainability. The goal was to make students become informed, proactive, and responsible citizens who are prepared to contribute to a more sustainable future.

This material was designed for educational purposes and has no commercial aspirations. It cannot be reproduced, partially or as a whole, without the express authorization of the author.

The book cover features a dense, close-up photograph of vibrant green leaves, likely from a citrus tree, filling the background. The leaves are layered, with some in sharp focus and others blurred, creating a sense of depth. A thick white border frames the entire image. The title 'GREEN LEARNING' is printed in large, bold, white, sans-serif capital letters, centered in the upper half of the cover. Below the title, the subtitle 'English Through the Lens of Ecology and Resilience' is written in a smaller, white, sans-serif font, also centered. At the bottom, the author's name 'NATHALIA FLUMINENSE' is displayed in the same large, bold, white, sans-serif capital letters as the title.

GREEN LEARNING

English Through the Lens of
Ecology and Resilience

NATHALIA FLUMINENSE



When nature and humans collide



STARTING POINT

1 Can you name some natural disasters? Complete the chart below and compare your list to your partner's.



2 Now that you have compared your charts, think of any significant natural disasters that have occurred in recent history. What were their impacts? Discuss it with a different partner from the previous activity.





LISTENING

3

The frames below were taken from a video. Before you watch it, analyze the frames and say: What do you think this video is about? In trios, share your ideas.



Watch the introduction of the video and check your predictions



Video: Taken from <https://11ng.com/zxt7L>. Accessed on 16 June 2024.

4

The presenter interviews two people who are really close to this story. Read the sentences and write T (True) or F (False) according to the video (from 01:07 to 03:01):



- a) () Daniel Gallas wasn't shocked by the news as he was expecting it.
- b) () Daniel knew people who had to flee their houses.
- c) () Leandro Prazeres compares the disaster that happened in Porto Alegre to an earthquake in Haiti.
- d) () Leandro says people were dealing well with that situation.



5

Brazil's government has called the flood catastrophe in Porto Alegre a climate emergency. Sarah Keith-Lucas from the BBC weather team sent the interviewer a note. Now, watch the video from 11:37 to 12:43 and complete the sentences with the words from the box.



weather - climate change - rain - floods - heavy rainfall

- This part of Brazil is certainly no stranger to _____.
- This _____ continued for about ten days.
- And of course, a lot of talk about _____.
- It's always difficult to say that climate change is responsible for a single _____ event.
- The World Weather Attribution Network has concluded that these _____ were made around twice as likely due to human-induced climate change.

6

Look at some questions the interviewer asked Daniel and Leandro:

“How has it felt seeing your hometown submerged?”

“Have you seen anything like this before?”

“What were those early rains like?”

Imagine you are the interviewer and write two more possible questions.





READING



The text below was taken from the National Geographic site's section about the environment. Before you read it, take a look at the beginning of its site and answer the questions below in pairs:

The screenshot shows the National Geographic website interface. At the top left is the logo. On the right, there are links for 'LOGIN', 'Newsletters', 'SUBSCRIBE', and 'MENU'. The main content area features a large photograph of a flooded rural landscape with houses and trees. To the right of the photo is a dark sidebar with the text: 'ENVIRONMENT', 'This is what the world could look like in 2070', 'Projections by climate scientists paint a vivid picture of our future, hoping it will inspire us to change our ways—before it's too late.', 'By Kathleen Rellihan', 'January 16, 2024', and social media sharing icons.

Floods along the Mississippi River cover crops in Oakville, Iowa. Heat isn't the only consequence of a warming planet—floods and natural disasters are likely to worsen too.

PHOTOGRAPH BY JOHN STANMEYER, NAT GEO IMAGE COLLECTION



How does the picture above relate to the BBC video about the catastrophe in Porto Alegre?



“This is what the world **could** look like in 2070”. What does the word in bold refer to?

8

Now, read the text and answer the questions:

On TikTok, a viral “aged” filter recently gave users a glimpse into their future. The AI-generated filter predicts how you might look in 50 years, complete with sagging skin, deeper wrinkles, and dark spots from decades of sun exposure. In a matter of months, the filter amassed close to 11 billion views, and shook many with a sneak peak into the aging process.

Humans are visual creatures; if images of how we could look in the future can motivate us to slather on more sunscreen, can visual projections do the same for inspiring more climate action?

To predict how climate change will expose us to disaster, reshape agriculture, or make some regions unlivable, scientists run models that forecast how the world will change. Yet, when it comes to climate change, statistics and figures often aren’t as powerful as staggering photos of cities sinking under rising sea levels.

If a viral TikTok filter can shock us with how old we might look in 2070, could projections of flooding and drastic temps in the places we love — including our own neighborhoods — help bring home the climate crisis?

Taken from <https://l1nq.com/r5DBy>. Accessed on 17 June 2024.

a) What type of text is it?

It’s an article It’s a review It’s a letter

b) Number the paragraphs to their main ideas:

- Visual projections of the future could potentially inspire more climate action.
- Visual projections of climate impacts in familiar places might make the climate crisis more relatable and urgent.
- A viral TikTok filter showing users how they might look in 50 years has gained immense popularity, highlighting the effects of aging.
- Scientists use models to predict the impacts of climate change, but visual images are often more compelling than statistics in conveying these future risks.

c) How does the text suggest that visual projections could impact climate action?

d) How does the "aged" filter on TikTok work and what does it predict?

e) According to the text, how do scientists predict the effects of climate change?

f) Why might visual images of the future be more motivating than statistics and figures?

9

Use these words from the text to complete the table. Look back at the text to understand their meaning:

amassed (L.3) - sneak peak (L.4) - reshape (L.7) - forecast (L.8)

(1)	noun [C]: a brief or partial view of something that will be fully revealed later, in this case, a glimpse into how one might look in the future
(2)	verb [T]: to accumulate
(3)	verb [T]: to say what you expect to happen in the future
(4)	verb [T]: to shape something again or differently

10

After reading the text, reflect upon those questions with a friend:

How do human activities amass more damage during natural disasters?

Can scientists provide us with a sneak peak into future natural disasters? How?

In what ways can human intervention reshape the impact of natural disasters?

Is it really possible to forecast how the world will be in 2070? Why (not)?



11

These sentences were taken from the National Geographic article. Take a look at them and classify the words in **yellow** in the chart below:

“This is what the world **could** look like in 2070”.

“The AI-generated filter predicts how you **might** look in 50 years”

“The goal of these visuals is to show we **can** influence the future”

“Scientists run models that forecast how the world **will** change”.



12

Based on the chart above and the sentences from the text, answer the questions:

a) Which word is used to express a high level of certainty about future events?

b) Which word is used to express a lower degree of certainty or uncertainty about a future event?

c) Which word is used to show what someone is capable of doing?

d) Which word is used to indicate that something is possible in the future but not certain?

13

Now, look at the words in **blue**. Choose the correct option:

a) The words in blue are:

() adjectives

() verbs

b) These words are in the:

() infinitive

() gerund

14

Complete the sentences in the box to recap:

TARGET BOX:

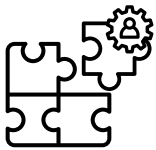


- To talk about something that is possible in the future, we use (a) _____
- To express a strong possibility about the future, we use (b) _____
- To show uncertainty about future events, we use (c) _____
- To indicate ability, we use (d) _____



After Could, Might, Will and Can, we use verb in the infinitive / in the gerund

VERB	Pronunciation	Examples
can	/kæn/ or /kən/	I can go.
can't	/kænt/ or /kɑ:nt/	I can't go.



PRACTICE

15

Some scientists around the world gave their opinions about what the world could look like in the future. Organize the sentences that are part of their speech.

E.g.: “influence / the future / The goal of / can / visuals / these / to / we / show / is”
(Benjamin Strauss)

The goal of these visuals is to show we can influence the future.

a) “can / governments, corporations, and industries / protect coastal communities / The actions of / around the world / to cut carbon pollution / reduce risks and “
(Benjamin Strauss)

b) “climate change / the world / very different / will / if nothing is done / look / to address”
(Katharine Hayhoe)

c) “world's population / live / to the Sahara / could / in a climate similar / in just 50 years / A third of the”
(Katharine Hayhoe)

16

What will the world be like? Complete the sentences below using the appropriate modal verb (can, will, might, or could) and a verb from the box to see some opinions:

improve - live - cause - see

a) Scientists believe that climate change _____ more extreme weather events in the coming decades. (strong possibility)

b) With advancements in technology, people _____ longer and healthier lives. (ability)

c) By 2070, we _____ significant progress in space exploration and possibly even colonization of other planets. (uncertainty)

d) The healthcare system _____ drastically with the integration of AI and personalized medicine. (possibility)



SPEAKING



Work in groups. Take turns discussing each question:

- ❖ What **will** cities look like in 2070?
- ❖ How **could** climate change impact our daily lives by 2070?
- ❖ What new technologies **might** exist in 2070 to help fight environmental issues?
- ❖ How **can** individuals contribute to a more **sustainable** future?
- ❖ What types of energy **source** **will** be most common in 2070?
- ❖ How **might** transportation change by 2070?
- ❖ What **could** governments do now to ensure a better future for the planet?

something such as oil, coal, or the sun, which can be used to provide power for light, heat, machines, etc.

using methods that do not harm the environment so that natural resources are still available in the future



Now that you have discussed the questions, create a short poster in padlet about the group's vision of the world in 2070 to describe different aspects of the future. Look at an example:

 Nathalia Fluminense 1m

Our world in 2070



By 2070, cities might feature green skyscrapers with solar panels and vertical farms to maximize space and sustainability. Climate change could make daily life hotter and stormier, pushing cities to adapt with cooling technologies, flood-resistant infrastructure, and greener spaces for resilience.

Transportation could see a shift to autonomous electric vehicles and high-speed public transit, reducing emissions and making commutes faster and cleaner.



<https://padlet.com/nfluminense/how-will-the-world-be-in-2070-k2nrk53dbt3agig>



Time to share! Present your predictions and ideas to the class. While your classmates are presenting their posters, be ready to ask questions and provide feedback.



WRITING

20

What will the world look like in 2070? Take a look at the following aspects:

Technological Advancements

Environmental Changes

Urban Development

Health and Medicine

Education and Learning

Transportation and Mobility



Choose two topics and imagine how the future will be. Write a 100 word article using your predictions. Don't forget to use "might, could, can and will".

Top Tips for writing Articles:

Break your text into four parts:

1.Title

2.Introduction

3.Two Body Paragraphs

4.Conclusion

Useful Expressions for writing articles

Introduction:

- "Nowadays, many people are talking about..."
- "In today's world, it is important to consider..."
- "Have you ever wondered about...?"

Starting a New Paragraph:

- "Firstly,..."
- "Secondly,..."
- "Another important point is..."
- "Moreover,..."
- "Additionally,..."

Giving Examples:

- "For instance,..."
- "Such as..."
- "This can be seen when..."

Explaining Reasons:

- "Because of this,..."
- "As a result,..."
- "This means that..."

Making Predictions:

- "In the future,..."
- "It is possible that..."
- "Experts believe that..."

Summarizing:

- "In conclusion,..."
- "To sum up,..."
- "Overall,..."
- "In summary,..."

Giving Opinions:

- "I believe that..."
- "In my opinion,..."
- "It seems to me that..."




Expressing Possibilities:

























- "We might see..."
- "It could be that..."
- "There is a chance that..."



NOW I CAN...

Now that this unit is over, think of your performance and how much you think you have learned.

-  – I can do it well and confidently.
-  – I think I can do it, but I can be better.
-  – I need to work on it because I think I am not good at it.

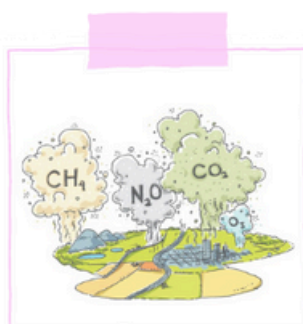
Name and talk about natural disasters			
Reflect about climate change			
Talk about the consequences of human act in the environment			
Express future possibilities			
Make future predictions			
Discuss my future predictions			
Pronounce the words 'can, could, might and will' in a sentence			
Write an article about the future			



STARTING POINT

1

Our environment is calling for urgent action. We all have a role to play in finding solutions. Dive into this activity to connect those images with essential sustainability practices and see how we can all contribute to a brighter, more sustainable future.



1. RENEWABLE ENERGY
2. RECYCLING
3. CARBON FOOTPRINT
4. GREENHOUSE GASES
5. COMPOSTING
6. SUSTAINABLE TRANSPORT



2

Do you or anyone you know practice sustainable actions? If so, which one(s)? If not, which one(s) would you like to start doing? Talk to a friend and justify your answer.

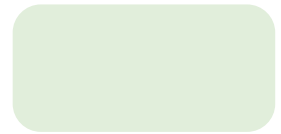
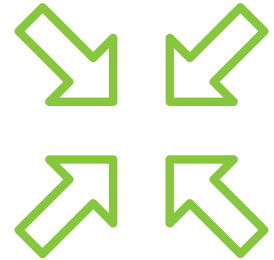
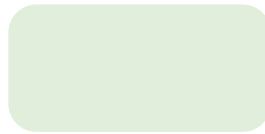
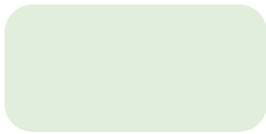


READING

3

The Three Rs—Reduce, Reuse, Recycle—are key to protecting our planet. By using less, repurposing items, and recycling waste, we can all contribute to a sustainable future. Take a look at the picture and relate each element in the image to one of the Three Rs.

3 Rs of Environment



4

Think of items we can reduce, reuse and recycle and add to the list below:

reduce

reuse

recycle



The University of Connecticut (UCONN) wrote a blog post giving sustainable tips related to the three Rs.

The Three Rs: Order is Important

Posted on April 7, 2020 by Macdonald, Emma

By Emma MacDonald

Reduce, Reuse, Recycle. Students learn these words at a very young age. But their meaning and importance are often swept aside as kids grow older. Instead of forgetting about these fundamentals, we should be expanding upon them. Recycling, while accessible and easy, is not the best option of the three for environmental health. In fact, of the three, it is the least environmentally friendly. It is better to reduce your consumption of all items in general, but since consuming nothing at all is impossible in the current state of the world, at least reducing consumption of harmful materials would lessen a person's environmental impact quite a bit. Reusing an item is also better than recycling it, as less energy is consumed in order to make and recycle one item that someone used over a period of time than two or three or four of the same item in that same window. So here is a list of ways to first reduce, then reuse your items before you recycle them.

Reduce:

1. Replace single use items with reusable ones once you have used up all pre-owned single use versions
2. Replace items that come in lots of packaging with ones that have none, less, or biodegradable packaging.
3. Buy high quality, less often.
4. Borrow items if you only need them once or twice
5. Buy in bulk for items that last

Reuse:

1. Reuse items you have lying around the house
2. Buy items secondhand
3. Donate unused items to secondhand shops
4. Repair broken items rather than recycling them or throwing them away

And finally, if all else fails, **recycle** whatever you are unable to cut down on or reuse.



Read each statement and decide if it is true or false according to the text. Correct the false statements.

a) () The text states that recycling is the most environmentally friendly option.

b) () The author suggests that it is always possible to completely stop consuming new items. _____

c) () Buying items secondhand is considered a form of recycling.

d) () The text lists replacing single-use items with reusable ones as a way to reduce. _____

e) () Repairing broken items is suggested as an alternative to recycling or throwing them away. _____



Do you think the order of the three Rs is important, as mentioned in the blog post? Why (not)? Talk to a classmate.



These sentences were taken from the UCONN's blog post. Read them and circle the correct option:

.....
Borrow items if you only need them once or twice

Donate unused items to secondhand shops

Repair broken items rather than recycling them or throwing them away
.....

a) They express **abilities** / **orders, instructions**

8

Look at the sentences in the target box and complete the rules:

TARGET BOX:



We use **Imperative** sentences to give an **order**, an **instruction**, **strong advices** or to make a **request**.

Affirmative:

Buy items secondhand

Donate unused items to secondhand shops

Recycle!

Verb in the _____ (without _____)

Negative:

Don't use plastic bags

Don't ignore the recycling bin

Don't forget to separate your recyclables!

_____ + infinitive (without **to**)



Watch out!

Use **Always** and **Never** before the Imperative:

Always buy items secondhand!

Never forget to separate your recyclables!

Pronunciation

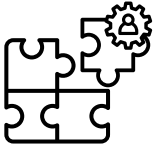
In imperative sentences, the contraction "**don't**" typically carries a clear, strong emphasis, particularly in spoken commands or instructions.

Don't /dɒnt/



Don't throw plastic bottles in the trash

Don't use plastic bags



PRACTICE

9

Now it's your turn! Give some instructions to help the planet by filling in the blanks with either an affirmative or negative imperative (use the correct form of the verb in parentheses).

- a) _____ plastic bags when you can use reusable ones. (use)
- b) _____ old clothes, donate them instead. (throw away)
- c) _____ energy by turning off the lights when not in use. (save)
- d) _____ glass bottles, they can be recycled. (throw away)
- e) _____ your old furniture by giving it a new purpose. (reuse)
- f) _____ water when brushing your teeth. (waste)
- g) _____ more packaging than necessary when shopping. (avoid)
- h) _____ your household waste, recycle what you can. (sort)
- i) _____ single-use plastics whenever possible. (use)
- j) _____ paper unnecessarily, try to use digital alternatives. (print)

10

Match each imperative command in Column A to its corresponding action in Column B.

Column A: Imperative Sentences

1. Don't throw away old electronics.
2. Use reusable shopping bags.
3. Recycle paper and cardboard.
4. Don't waste water when washing dishes.
5. Reuse glass jars for storage.

Column B: Actions

- () Bring your own bags when shopping to cut down on plastic waste.
- () Repurpose them as containers for small items or food.
- () Take them to a proper recycling center or e-waste program.
- () Only use the amount of water you need, and turn off the tap when not in use.
- () Separate these materials from trash to help reduce landfill waste.



LISTENING

11

These girls are Isabel and Melati. Look at their photo and guess:



BAMBI is a German award presented annually by Hubert Burda Media to recognize excellence in international media and television to personalities in the media, arts, culture, sports, and other fields.

Where are they from?

How are they related?

Why did they win the Bambi Awards?

12

Watch the video Isabel and Melati recorded and check your guesses from the previous activity:



Video: Taken from <https://11nq.com/zxt7L>. Accessed on 23 September 2024.

13

In the video we can see Bali, an island of Indonesia. It's a paradise, a place full of wonders and beauty. But the sisters Isabel and Melati denounced a big problem there. Answer the questions and check with a partner.

What problem did they see?

What action did they suggest?

How do they want people to help them?

14

Watch the video again and complete the sentences with the missing words:

- a) Nowadays, on our beautiful island of Bali, _____ are everywhere.
- b) We only use a plastic bag for _____ minutes.
- c) Only _____ of plastic garbage gets recycled.
- d) It all gathers in the _____.





SPEAKING



We could see the impacts of plastic bags in Bali and, consequently, in the world. In pairs or small groups, discuss the following questions:



- How often do you use plastic bags?
- What are some alternatives to plastic bags?
- What are some other examples of sustainable practices in daily life?
- Why is it important to be sustainable?



In pairs, take on different roles to discuss sustainability. Don't forget to provide reasons for your opinion and ask questions about the other person's ideas. Follow the guidelines:

Student A: You believe that small, daily actions can make a big difference in saving the environment. You think recycling, using reusable bags, and walking instead of driving are good examples. Explain why these simple habits are important and suggest some new habits people can adopt.

Student B: You think that big changes are more effective than small habits. You support things like government policies, banning harmful products, and switching to renewable energy. Explain why individual actions are not enough and talk about what governments or large companies should do to be more sustainable.



Time to share!

- a) What did you learn from your partner?
- b) What was the most convincing argument you heard?
- c) Should we focus on both individual habits and larger societal changes to achieve sustainability? Why?



WRITING



You have received an email from your local environmental group about a new project called "Bye Bye Plastic Bags." They want your help in convincing the local government to ban plastic bags.

● ● ●
New Message
_ ↗ ✕

From: "Bye Bye Plastic Bags."

Subject: Help Us Ban Plastic Bags!

Dear,

We are writing to ask for your support with our "Bye Bye Plastic Bags" campaign. Plastic bags cause a lot of harm to our environment, and we need your help to reduce plastic waste in our community. Can you write a letter to the local government, explaining why we should ban plastic bags and suggesting alternatives?

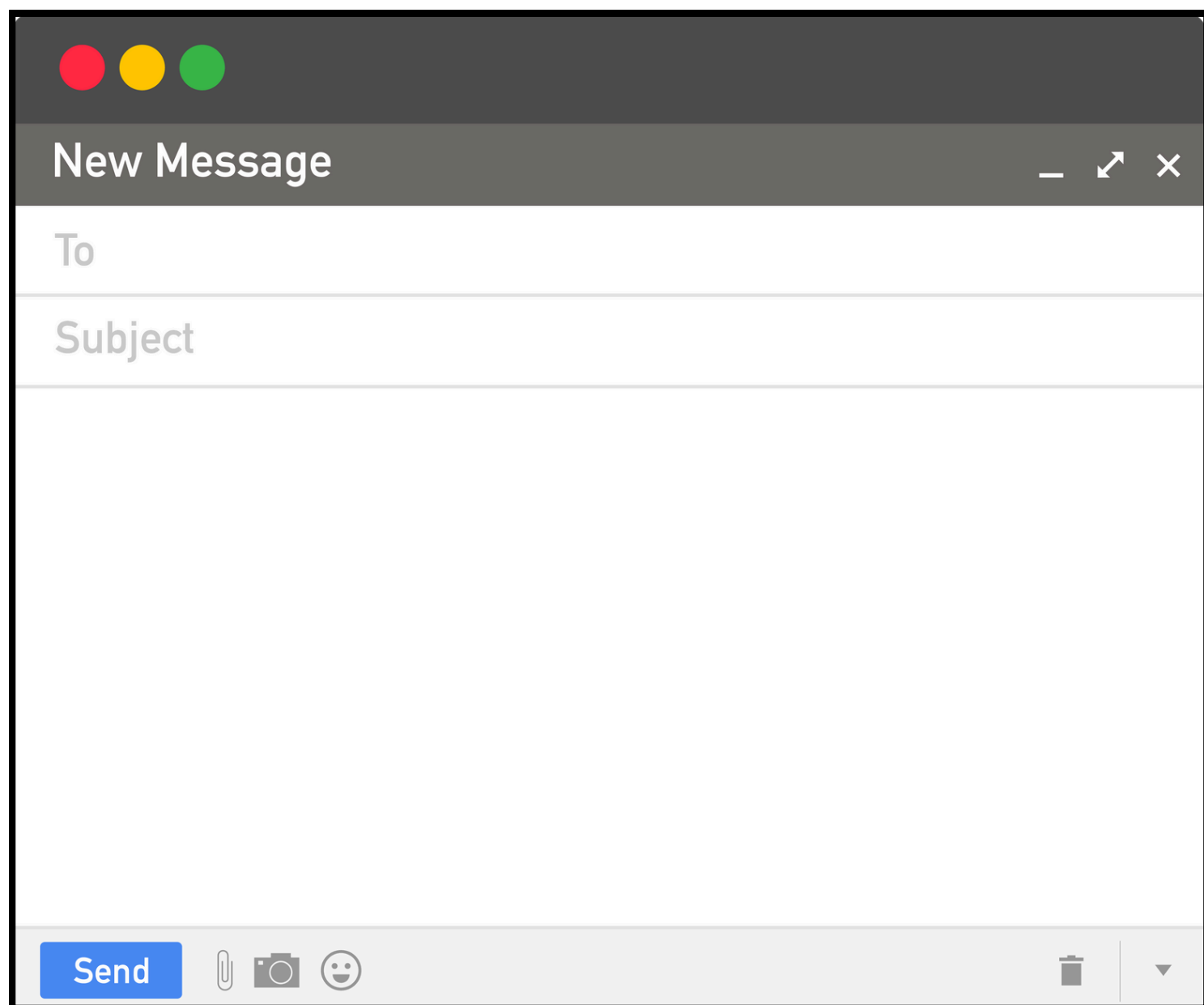
We hope to involve as many people as possible, and your letter would make a big difference!

Best regards,
Environmental Team

Write an email to your local government to explain why plastic bags should be banned. In your email, you should:

- Explain the environmental problems caused by plastic bags.
- Suggest alternatives to plastic bags (e.g., reusable bags, cloth bags).
- Share ideas on how to get the community involved in reducing plastic waste.

Write between 100-120 words.



The image shows a screenshot of a 'New Message' email composition window. At the top left, there are three colored window control buttons: red, yellow, and green. The title bar contains the text 'New Message' and standard window control icons (minimize, maximize, close). Below the title bar, there are two input fields: 'To' and 'Subject'. The main body of the window is a large, empty text area for writing the message. At the bottom, there is a toolbar with a blue 'Send' button, an attachment icon (paperclip), a camera icon, an emoji icon, a trash can icon, and a dropdown arrow.



NOW I CAN...

Now that this unit is over, think of your performance and how much you think you have learned.

😊 – I can do it well and confidently.

😐 – I think I can do it, but I can be better.

😓 – I need to work on it because I think I am not good at it.

List Sustainable Actions	😊	😐	😓
Analyze Environmental Impact	😊	😐	😓
Debate Sustainability Solutions	😊	😐	😓
Give orders, commands, instructions or make requests	😊	😐	😓
Role-Play to discuss sustainability	😊	😐	😓
Support Arguments	😊	😐	😓
Reflect on Personal Sustainability Practices	😊	😐	😓
Write an e-mail	😊	😐	😓

**GREEN LEARNING
TEACHER'S GUIDE - GETTING TO KNOW THE MATERIAL**

EXCLUSIVE TO TEACHER'S GUIDE

BEFORE PLANNING	This section comes before every unit and it presents useful information that teachers should know before planning the lesson: audience, level, aims, grammar, pronunciation, vocabulary, skills and function.
NOTE TO TEACHERS	It provides teachers with useful tips for classroom management.
TRANSCRIPTION OF VIDEOS	It provides teachers with the transcriptions of the videos that feature the listening activities.
ABBREVIATIONS	<p>Patters of interaction:</p> <p>TS – Teacher / Students</p> <p>WG – Whole Group</p> <p>GW – Group Work</p> <p>PW – Pair Work</p> <p>IND – Individual</p> <p>MGL – Mingle</p> <p>Others:</p> <p>UYOD – Use Your Own Device</p> <p>CCQs – Concept Check Questions</p>

TEACHER'S GUIDE AND UNITS

STARTING POINT	This section comes at the beginning of every unit in order to activate learners' schemata and raise their interest for the theme
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	that is going to be tackled.
LISTENING	This section aims at the development of the listening skill within a genre. It contains listening comprehension tasks, with pre, while and post activities.
READING	This section aims at the development of the reading skill within a genre. It contains reading comprehension tasks, with pre, while and post activities. Vocabulary is also exploited in this section.
TARGET BOX	This section presents grammar inductively. It works on meaning, use and form.
PRONUNCIATION	This section works on pronunciation and shows the corresponding phonetic symbols.
PRACTICE	This section aims at the consolidation of content. It contains controlled practice and semi-controlled practice exercises.
SPEAKING	This section aims at the development of the speaking skill within a genre. It is the moment students produce freely and in a personalized way. The tasks are connected to real life situations in order to make them more meaningful.
WRITING	This section aims at the development of the writing skill within a genre. It is the moment students practice for an International Exam like Cambridge. The tasks are connected to real life situations in order to make them more meaningful.
NOW I CAN...	This section aims at revisiting the units' goals and revising what was learned. It helps students to improve the sense of achievement and better assess themselves in the following section.

TEACHER'S GUIDE
UNIT 1: WHEN NATURE AND HUMANS COLLIDE

BEFORE PLANNING

Audience	Teenagers at a language school.
Level	B1 (CEFR)
Aims	To develop awareness of Natural Disasters and Climate Change; to practice Future Predictions and Modal Verbs to express varying degrees of certainty, ability, and possibility; to promote critical thinking and discussion on the effects of climate change on daily life, considering human impact on the environment; to develop Speaking and Writing Skills in predictive contexts: through group discussions, poster creation, and writing an essay, students will express their ideas about future possibilities, particularly regarding environmental and technological changes.
Grammar	Revision of modal verbs will, might, could and can for future predictions, possibilities and abilities.
Pronunciation	Difference between Can and Can't in spoken sentences.
Vocabulary	Earthquake - Flood - Tsunami - Tornado - Climate Change - Rainfalls - Heat Wave - Volcanic Eruption - to amass - sneak peak - to reshape - to forecast
Skills	Listening: A BBC interview video on YouTube about the heavy rains and flood in Porto Alegre (2024). Reading: A National Geographic Article about how the world could look like in 2070. Speaking: A speech presentation. Writing: An Article.

STARTING POINT

- 1) (TS) Welcome students and state the aim of the lesson.
 (WG) Write 'Natural Disasters' on the board and elicit from students examples.
 (IND) Ask students to complete the chart individually with some examples of natural disasters. Help them with vocabulary if necessary.
 (PW) Ask students to compare their answers in pairs.
 (WG) Elicit examples from a few pairs to round off the activity.

KEY Suggested answer: Flood, Tsunami, Heat Wave, Volcanic Eruption, Earthquake, Tornado, Wildfires, Hurricane.

- 2) (PW) Ask students to answer the question with a different pair in a chat-like atmosphere. Monitor interaction and help students with vocabulary if necessary.

KEY Open answer but they can mention the heavy rains and flood in Rio Grande do Sul, Hurricane Milton and the flood in Spain.

LISTENING

- 3) (TS) Show students the frames from the video and ask them to predict what it might be about, encouraging them to share ideas in trios.
 (WG) Play the video introduction and ask them to check their predictions.

KEY The BBC interview is about the flood in Porto Alegre that happened in 2024.

- 4) (WG) For the True/False questions, play the segment from 01:07 to 03:01 and then review answers as a class.

KEY Answer Key:

- a) False – Daniel Gallas was shocked by the news.
- b) True – Daniel knew people who had to flee their houses.
- c) True – Leandro Prazeres compares the disaster to an earthquake in Haiti.
- d) False – Leandro says people were not handling the situation well.

- 5) (TS) Tell students that Brazil's government has called the flood catastrophe in Porto Alegre a climate emergency and that they will hear Sarah Keith-Lucas from BBC weather team and complete the sentences using the words from the box. Check with the whole group.

KEY Answer Key:

- a) floods
- b) rain
- c) climate change
- d) weather
- e) events

- 6) (TS) Show students some questions the BBC interviewer asked Daniel and Leandro.
 (IND) Individually, students write two more questions.

(PW) In pairs, students interview their peers. Monitor and provide feedback on their questions and attitude.

NOTE TO TEACHERS: Tell students they can UYOD to scan the QR code and watch the complete interview at home.

READING

- 7) (TS) Exploit the image and the beginning of the National Geographic's site.
(PW) Students discuss the questions in pairs. Ask some pairs to share their views.

KEY It's an article about what the world could look like in 2070.

How does the picture above relate to the BBC video about the catastrophe in Porto Alegre?
Both portrait floods.

“This is what the world could look like in 2070”. What does the word in bold refer to?
Future Possibility.

- 8) (TS) As a link, say to students that they will read the text. Exploit the text genre by asking questions like: Where was it taken from? (A website.) Was it written or said? (Written.) Is it formal or informal? (Formal.)

(IND) Students read the text and answer the questions.

- (TS) Start checking their answers by asking: What type of text is it? (An article.) Why? (It has paragraphs, it is formal, etc)

(WG) Check the answers with the whole group.

KEY b) Paragraph 1: A viral TikTok filter showing the effects of aging.

Paragraph 2: Visual projections could inspire more climate action.

Paragraph 3: Scientists use models to predict climate change impacts.

Paragraph 4: Visual images of familiar places could make climate crises more relatable.

c) c) Visual projections can make the effects of climate change feel more urgent and relatable.

d) The "aged" filter on TikTok uses AI to predict how people might look in 50 years.

e) Scientists use models and data to forecast the impacts of climate change.

f) Visual images are often more emotionally impactful than statistics.

- 9) (TS) Ask students if they know the following words: to amass; sneak peak; to reshape and forecast. Tell them to look for these words in the text and match to their corresponding definition.

(IND) Students do the matching. (PW) Ask students to compare their answers with their peers and justify them.

(WG) Classcheck.

KEY amassed – to accumulate

sneak peak – a brief glimpse into something

reshape – to change or alter form

forecast – to predict future events

10) (PW) Students discuss the follow up questions in pairs to practice the new vocabulary. Monitor and help students if necessary.

KEY Open Answers

11) As a link, refer back to the text, saying that the sentences were taken from it. Ask students to read the sentences carefully. Ask students to classify the words in yellow between ability or possibility. Classcheck.

KEY Possibility: Could, Will and Might

Ability: Can

12) (PW) Ask students to answer the questions in pairs.

(WG) Transform the activity into CCQs about meaning and explain any questions students may have. Classcheck.

KEY a) Will

b) Might

c) Can

d) Could

13) Ask students to choose the correct options based on the words in blue. Classcheck.

KEY a) Verbs

b) Infinitive

TARGET BOX

14) (IND) Check students' understanding by asking them to complete the box.

(WG) Classcheck.

KEY To express strong certainty: will

To express possibility: might or could

To express uncertainty: might

To express ability: can

PRONUNCIATION

(TS) Refer students to the table. Ask them: How do we pronounce the affirmative and negative forms of the Modal Verb Can?

(WG) Refer students to the words. Say that you will play the audio once for them to listen and pay attention to the sound of [t]. Call students' attention for the lack of a "t" sound in "can" and the clear, crisp "t" at the end of "can't," especially in fast or connected speech.

(WG) Play the audio again. Students listen and repeat.

PRACTICE

15) (TS) As a link, say to students that they will do some exercises using the modal verbs. Say that some scientists around the world gave their opinions about what the world could

look like in the future. Ask them to organize the sentences following the example.

(IND) Students organize the sentences.

(PW) Ask students to compare their answers with their peers.

(WG) Classcheck.

KEY a) "The actions of governments, corporations, and industries around the world can reduce risks and protect coastal communities by cutting carbon pollution."

b) "The world will look very different if nothing is done to address climate change."

c) "A third of the world's population could live in a climate similar to the Sahara in just 50 years."

16) (TS) Tell students they will have to complete the sentences using the verbs in the box and the intention each sentence has regarding strong possibility, ability, uncertainty and possibility.

(IND) Students complete the sentences.

(PW) Ask students to compare their answers with their peers.

(WG) Classcheck.

KEY a) will cause

b) can live

c) might see

d) could improve

SPEAKING

(GW) Divide students into groups and have them discuss their predictions for 2070 using the topics provided. Guide them in creating a Padlet poster summarizing their ideas, and then have each group present. Encourage the other groups to give feedback and ask questions.

WRITING

(IND) Have students choose two topics from the list and write a short article (100 words) predicting future developments. Revise the structure of an article. Remind them to use modal verbs like "might," "could," "can," and "will." and show them some useful expressions while writing articles.

NOW I CAN...

(WG) Go through the topics making a quick revision and eliciting examples from students in a chat-like atmosphere.

TRANSCRIPTION OF THE VIDEO: Is Brazil's flood catastrophe a climate warning?

Exercise 3: *Hi there. I'm Katrina Perry from the BBC World Service. This is the global story today of Brazil's endless flood. It's a story that has shocked this giant nation and sent a warning to our warming world. One of Brazil's richest regions, including a gleaming city, is still struggling with water a month after freakish storms, three months of rain fell in less than two weeks, it swept away homes, roads, bridges, factories and livestock, and more than half a million people have been displaced. President Lula is calling it the climate catastrophe we'll wade into just what that means with our reporter who's met those who are being told their homes will never be rebuilt.*

Exercise 4:

Katrina Perry: *Sarah Keith Lucas from the BBC Weather team sent me a note.*

Sarah Keith Lucas: *Well, this part of Southern Brazil is certainly no stranger to heavy rainfall, but what we know about these floods were that we had really active frontal systems that just got stuck across the region. So there was high pressure both to the north and the south, and that trapped rain bearing weather fronts that would normally move free quite quickly, so in just three days, for instance, Porto Alegre received two months worth of rainfall. This rain continued for around 10 days. And of course, a lot of talk about climate change, and it's always difficult to say that climate change is directly responsible for a single weather event, but the world weather attribution network have done a study, and they've concluded that these floods were made around twice as likely due to human induced climate change and more intense too.*

Exercise 5:

Katrina Perry: *Got two people with us today who are really close to this global story. They're both with BBC Brazil, which serves audiences there in Portuguese. Daniel Gallas, hello, you're in London. Thanks for joining us on The Global story. You are from the city at the heart of this crisis. Porto Alegre, how has it felt seeing your hometown submerged?*

Daniel Gallas: *It was pretty horrible, pretty shocking, because it happened very fast. We usually get the news here when we wake up, but I remember just overnight going to my cell phone and just reading the news, because we knew something big was about to happen, but we didn't know quite how big this was going to be.*

Katrina Perry: *And when you woke up to those messages, what kind of things were your friends and family saying to you?*

Daniel Gallas: *We heard stories of people having to flee their houses overnight. I had one close family member who left her house to an apartment building in the city of Coronavírus, which was heavily affected, and then it was four in the morning when the people in that apartment had to flee to Porto Alegre, to a safer area. And they're still there. Actually, you know, it's been a month and they're still there. It's 15 people who left their houses, you know, in the middle of the night, and a month later, they still haven't gone back to their houses.*

Katrina Perry: *And Leandro, you're in the Brazilian capital in Brasilia, you're not long*

back from the flood zone, and we'll get to your reporting in just a moment. But firstly, on a personal note, have you ever seen anything like this?

Leandro Prazeres: *The comparison that I was making was between what I saw in Haiti just after the earthquake, one year after the earthquake, the impression that I had was that I was in an area that had been bombed. I was always talking to people who were in very difficult situations, and the scenario was of complete destruction, and people were completely lost.*

TEACHER'S GUIDE
UNIT 2: SHAPING TOMORROW TODAY

BEFORE PLANNING

Audience	Teenagers at a language school.
Level	B1 (CEFR)
Aims	To raise awareness of Environmental Sustainability focusing on the Three Rs: Reduce, Reuse, Recycle; to encourage students to reflect on their personal habits and how they can contribute to a more sustainable future; to develop Reading and Listening Comprehension Skills: texts and videos related to sustainability and environmental issues; to practice Imperatives for Giving Instructions and Commands in the affirmative and negative; to promote critical thinking and discussion about the importance of sustainable practices and the impact of plastic waste; to develop writing skills through a persuasive email to local authorities advocating for the ban of plastic bags, emphasizing the environmental damage they cause and suggesting alternatives.
Grammar	Imperative Sentences in the Affirmative and Negative.
Pronunciation	The contraction "don't" in Imperative sentences.
Vocabulary	Renewable energy - carbon footprint - Recycle - Reduce - Reuse - Greenhouse Gases - Composting - Sustainability
Skills	Listening: A youtube video: Bye Bye Plastic Bags Reading: A blog post from The University of Connecticut (UConn) giving sustainable tips related to the three Rs. Speaking: Role play conversation. Writing: An e-mail.

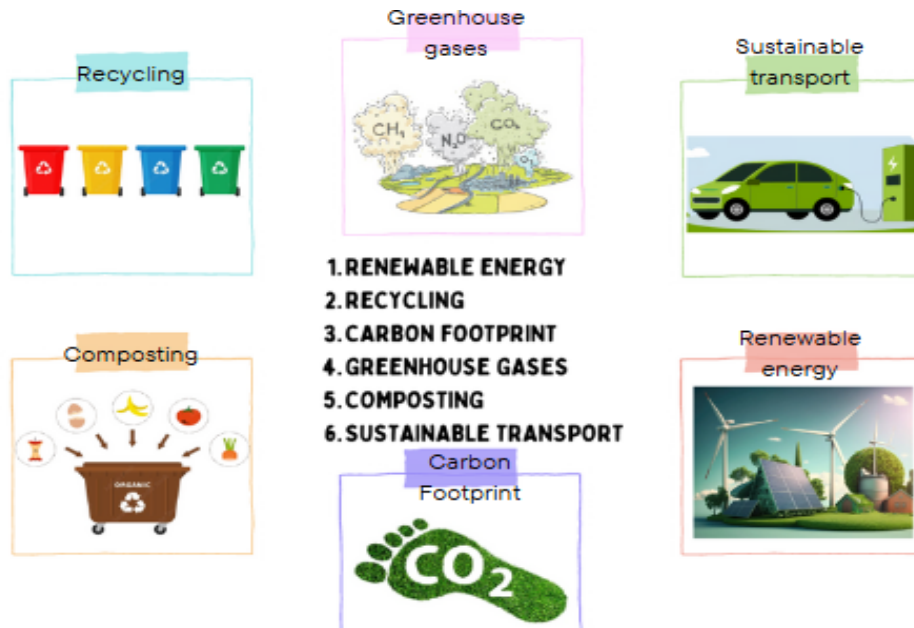
STARTING POINT

1) (TS) Start with a warm-up discussion: "Do you or anyone you know practice sustainable actions? If so, which ones?" Encourage students to think of simple habits like recycling, using reusable bags, or reducing plastic use.

(IND) Have students complete the activity where they connect images with essential sustainability practices.

(WG) Classcheck.

KEY



2) (PW) Encourage students to share their thoughts with a partner and justify their answers to promote critical thinking.

(WG) Follow-up: Ask the class to discuss which sustainable action they would like to start practicing and why.

READING

3) (TS) Ask students to relate elements from an image to each of the Three Rs and complete the table provided (reduce, reuse, recycle).

(IND) Students do the exercise.

(WG) Classcheck

KEY Reuse - Recycle - Reduce

4) (TS) Ask students to say some items we can reduce, reuse and recycle.

(GW) In trios, students add more items to the list.

(WG) Classcheck.

KEY Possible answers:

Reduce: straws, plastic cutlery, and plastic bags.

Reuse: glass jars and bottles, cloth bags, old clothes, and electronics.

Recycle: newspapers, magazines, cardboard, bottles and jars, aluminum cans, metal objects, and compostable materials.

5) (TS) Tell students the University of Connecticut (UCONN) wrote a blog post giving sustainable tips related to the three Rs. Ask students to read the blog post, decide if the sentences are true or false according to the text and correct the false statements.

(IND) Students do the task individually.

(PW) Students compare their answers in pairs.

(WG) Classcheck.

KEY a) False - Recycling is not the most environmentally friendly option.

b) False - The author acknowledges it's impossible to completely stop consuming new items.

c) False - Buying items secondhand is considered a form of reusing, not recycling.

d) True - Replacing single-use items with reusable ones is a way to reduce.

e) True - Repairing broken items is suggested as an alternative to recycling or discarding them.

6) (TS) Ask students if they think the order of the Three Rs (Reduce, Reuse, Recycle) is important and why.

(PW) Students discuss in pairs.

TARGET BOX

7) (TS) Show students some sentences taken from the UCONN's blog post. Ask students to read them and circle the correct option to complete the sentence. Ask CCQs to check their answer like: "Do these sentences express abilities or instructions?", "Are they in the present or in the past?"

KEY Orders, instructions

8) (TS) Explain that imperatives are used for giving orders, strong advice, or making requests. Review the examples in the target box (e.g., "Don't use plastic bags", "Always recycle your paper").

(IND) Ask students to complete the rule based on the sentences.

(WG) Classcheck.

(TS) Show students the Watch Out box and highlight that we can use the adverbs Always and Never before the Imperative. Read the examples with them.

KEY Verb in the infinitive (without to) / Don't

PRONUNCIATION

(TS) Emphasize the strong stress on the word "don't" in negative commands.

(IND) Have students repeat sentences with both affirmative and negative imperatives (e.g.: "Recycle your paper" vs. "Don't waste water").

(PW) Have students give each other instructions using the vocabulary from the lesson (e.g., "Use less plastic", "Don't forget to turn off the lights").

PRACTICE

9) (IND) Have students fill in the blanks with the correct form of the verbs in parentheses

(affirmative or negative imperatives).

(PW) Students check their answers in pairs.

(WG) Classcheck.

KEY

- a) Don't use plastic bags when you can use reusable ones.
- b) Don't throw away old clothes, donate them instead.
- c) Save energy by turning off the lights when not in use.
- d) Don't throw away glass bottles, they can be recycled.
- e) Reuse your old furniture by giving it a new purpose.
- f) Don't waste water when brushing your teeth.
- g) Avoid more packaging than necessary when shopping.
- h) Sort your household waste, recycle what you can.
- i) Don't use single-use plastics whenever possible.
- j) Don't print paper unnecessarily, try to use digital alternatives.

10) (TS) Tell students to match each imperative command in Column A to its corresponding action in Column B.

(PW) Students do the activity in pairs.

(WG) Classcheck.

KEY

- (2) Bring your own bags when shopping to cut down on plastic waste.
- (5) Repurpose them as containers for small items or food.
- (1) Take them to a proper recycling center or e-waste program.
- (4) Only use the amount of water you need, and turn off the tap when not in use.
- (3) Separate these materials from trash to help reduce landfill waste.

LISTENING

11) (TS) Show a photo of the sisters and ask students to guess what issue they're addressing. Don't tell them the answers yet. Accept any contributions.

12) (TS) Tell students they will watch a video to check their guesses from the previous activity.

KEY Where are they from? Balu, Indonesia.

How are they related? They are sisters.

Why did they win the Bambi Awards? Because of the video they made to ask for the ban of plastic bags.

13) (TS) Tell students that in the video we can see Bali, an island of Indonesia. It's a paradise, a place full of wonders and beauty. But the sisters Isabel and Melati denounced a big problem there. Ask students to answer the questions based on the video. Play it again if necessary.

(PW) Students check the answers in pairs.

(WG) Classcheck.

KEY a) Plastic bags are everywhere.

b) A law that does not allow the use, sales and production of plastic bags on Bali.

c) Signing an online petition.

14) (TS) Play the video again and ask students to complete the sentences with the missing words.

(WG) Classcheck.

KEY a) Nowadays, on our beautiful island of Bali, plastic bags are everywhere.

b) We only use a plastic bag for 25 minutes.

c) Only 5% of plastic garbage gets recycled.

d) It all gathers in the ocean.

SPEAKING

15) (GW) Ask students to discuss the questions. Monitor and help them by providing any vocabulary they need.

16) (PW) Divide students into pairs or small groups. Assign Student A to argue for the impact of small daily actions, and Student B to support large-scale changes like government policies. Encourage students to provide reasons for their opinions and ask follow-up questions to their partners. Monitor and provide feedback.

17) (WG) After the debate, have each pair present their findings to the class.

WRITING

18) (TS) Tell students they have received an email from their local environmental group about a new project called "Bye Bye Plastic Bags." They want help in convincing the local government to ban plastic bags. Show students the email and ask them to read it. After reading the email, tell students they have to reply and write a short email to their local government, urging a ban on plastic bags. Encourage them to explain the environmental problems caused by plastic bags, suggest alternatives, and propose community engagement strategies between 100-120 words. Remind students to use modal verbs like "should" and imperative sentences to make their argument more persuasive.

NOW I CAN...

(WG) Go through the topics making a quick revision and eliciting examples from students in a chat-like atmosphere.

TRANSCRIPTION OF THE VIDEO: Bye Bye Plastic Bags

Nowadays on our beautiful island of Bali, plastic bags are everywhere. On beaches, in rivers, in rice fields and on roads. They're simply everywhere.

And for the most simplest reason, people are handing out plastic bags and we are accepting them.

We only use a plastic bag for 30 minutes and then it is left to the garbage patch.

Facts: 1000 m3 plastic garbage a day on Bali. Only 10% gets recycled. It all gathers in the ocean twice the size of Texas.

They are simply everywhere.

Action: A law that does not allow the use, sales and production of plastic bags on Bali.

People have said no to plastic bags before. For example Hawaii. And what about Rwanda, one of the most poorest countries in Africa? If they can do it, we can do it.

Help us get 1 million signatures so that we can urge the government to create that law to ban the use, sales and production of plastic bags on Bali.

Like and share this video and sign the petition.

RATIONALE

Green Learning is based on the principles of Communicative Language Teaching (CLT), an approach to language education that prioritizes communication as both the method and the main objective of language acquisition. Unlike traditional approaches that emphasize memorization and grammar rules, CLT focuses on practical communication skills. Key principles of CLT include:

- Communication is the primary goal, focusing on developing learners' skills to communicate effectively in both written and spoken forms.
- Emphasis on using the target language in real-life contexts, based on the principle that “activities that involve real communication promote learning” (Richards & Rodgers, 2002, p.161).
- Incorporation of authentic materials like blog posts, articles, videos, websites, and real-life scenarios to expose learners to genuine, meaningful language use.

Other key principles often linked to CLT include:

- Classroom activities aimed at fostering interaction among students, with pair and group work being frequent to encourage learners to use the language for communicative purposes.
- Prioritizing fluency over accuracy, where learners are encouraged to use the language in creative and meaningful ways, even if this leads to some linguistic errors.
- A student-centered approach that focuses on addressing the needs and interests of learners in their language development.

According to Richards and Rodgers (2002, p. 155), language should be taught through the four skills: listening, reading, speaking, and writing. *Green Learning* offers students numerous opportunities to enhance their communication skills across these four areas, as learners are consistently encouraged to interact, exchange ideas, and share experiences. For example, before reading a text or watching a video, students are asked to exchange ideas to increase their awareness of the topic. During tasks, they compare answers and discuss

opinions, and after completing writing or speaking tasks, they come together to share their experiences or viewpoints.

Green Learning offers learners a variety of interaction patterns throughout the units. Students are encouraged to interact with the teacher, with the entire class, in pairs and small groups (or trios). Even during individual tasks, students are prompted to exchange information with one another before confirming with the teacher.

Quoting Richards and Rodgers (2002, p. 161), "language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use." In *Green Learning*, students participate in tasks that replicate real-life situations connected to current and relevant topics, making learning more meaningful. For instance, students are encouraged to interview each other, write articles and e-mails and create a poster. They also explore themes such as sustainability, natural disasters and climate change.

According to Harmer (2001, p. 205):

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

Based on that, the materials chosen for *Green Learning* are authentic and sourced from websites to immerse students in real-life use of the target language. Students are exposed to authentic content such as call for action speech, blog post, interview, and article. While these materials may contain occasional grammatical errors that native speakers sometimes make, these do not interfere with the effective learning of the target language presented in the units.

In *Green Learning*, when it comes to fluency and accuracy, teachers should avoid interrupting students' interactions or correcting mistakes immediately. Instead, teachers should monitor the activity, assist students with vocabulary, and take note of errors to address later during delayed correction or feedback. This approach ensures that the flow of interaction remains uninterrupted, allowing learners to feel comfortable taking risks while

communicating. Additionally, the teacher serves as a facilitator, guiding students to discover their own path to successful learning (BROWN, 1994, p. 167-168).

To help teachers effectively implement the key concepts of CLT, the *Green Learning* teacher's guide provides step-by-step instructions on how to lead students through each lesson, along with suggested questions for teachers to ask at various stages, serving as prompts. Additionally, the "Before Planning" section presents essential information teachers should know before planning a lesson, including details about the audience, the students' level of English, the lesson's objectives, the grammar, pronunciation, and vocabulary to be covered, the skills addressed, and the useful language functions to be taught.

The units of *Green Learning* are divided into sections.. The first section of each unit is *Starting Point*, which brings activities that set the context for the unit and activate student's background knowledge of the theme. The four skills are present in specific sections: *Reading, Listening, Writing and Speaking*. The *Target Box* presents language inductively within a context. While the section *Pronunciation* tackles sounds that are in focus on the target grammar, the section *Practice* offers the opportunity to consolidate the grammar topic by doing oral and written activities. Finally, the section *Now I can...* is the moment students have to increase their sense of achievement and to assess themselves.

In *Green Learning*, genre features and students' prior knowledge of the theme are addressed during pre-activities. Students are encouraged to make predictions, set expectations, and draw inferences about what they are going to read or listen to. During while-activities, learners first engage in top-down processing to grasp the general idea or main message of the text, whether written or spoken, and then move on to bottom-up processing to focus on specific details or vocabulary. Additionally, students are invited to check their answers in pairs before reviewing them with the class, which allows for meaning negotiation. Finally, in post-activities, students answer personalized questions to encourage critical thinking about the topic and make the learning more relevant to their own experiences. According to Hinkel (2006, p. 116):

A variety of techniques in L2 listening instruction have withstood the test of time and are largely recognized as essential, for example, prelistening, making predictions, listening for the gist or the main idea, listening intensively, and making inferences. These teaching strategies can be useful in a broad range of teaching contexts and can meet diverse learning needs.

In *Green Learning*, speaking and writing tasks are introduced during the production moment or freer practice, following activities focused on reading, listening, grammar, pronunciation, and (semi-)controlled practice to enhance the development of these skills. In the pre-activities, learners activate their background knowledge. During the while-activities, students receive step-by-step instructions and criteria lists, and are expected to use the vocabulary, grammar, and functions taught in the unit, while also applying correct pronunciation. In this stage, learners interact in pairs or groups, negotiate meaning, and either self-correct or work with peer feedback. Mistakes are not corrected immediately but addressed later during delayed correction or feedback. Finally, in the post-activities, students are encouraged to reflect, share experiences, exchange ideas or opinions, and engage in other activities that personalize the learning experience, making it more meaningful to them.

In *Green Learning*, grammar is taught inductively, meaning that learners are introduced to language examples and encouraged to discover and analyze grammatical rules on their own. Rather than providing explicit rules upfront, the teacher guides students through a process of exploration and discovery. This inductive approach is believed to mirror the natural process of language acquisition, where learners uncover rules through exposure to authentic language use.

Scrivener (2005, p. 253) highlights key elements necessary for learners to effectively integrate any new grammar item into their language repertoire: "they probably need to have exposure to the language; they need to notice and understand items being used; they need to try using language themselves in 'safe' practice ways and in more demanding contexts; they need to remember the things they have learnt."

Taking this quotation into consideration, in *Green Learning*, grammar is taught inductively, meaning that learners are introduced to language examples and encouraged to discover and analyze grammatical rules on their own. Rather than providing explicit rules upfront, the teacher guides students through a process of exploration and discovery. This inductive approach is believed to mirror the natural process of language acquisition, where learners uncover rules through exposure to authentic language use.

Grammar in *Green Learning* is taught in context, within the framework of real-life situations, and provides learners with examples of language use from authentic texts. This approach helps learners understand the practical application of grammatical structures. Students are actively engaged in the learning process, tasked with identifying patterns, regularities, and rules from the examples provided. While learners are encouraged to explore and discover grammar rules independently, the teacher offers guidance and support as needed.

Additionally, inductive grammar teaching fosters critical thinking skills as students analyze and evaluate language patterns to deduce underlying rules. It also increases students' awareness of language structure and patterns, deepening their understanding of how grammar functions in communication.

Teaching pronunciation in Second Language Learning (SLL) is crucial for effective communication, cultural understanding, and overall language proficiency. Clear and accurate pronunciation enables learners to be understood by native speakers and fellow learners, fostering smoother interactions in real-life situations. It enhances intelligibility, ensuring that learners can convey their ideas without confusion, thus preventing potential misinterpretations that might result from unclear pronunciation. Pronunciation also plays a key role in cultural competence, as it is often linked to cultural norms and social contexts. By mastering correct pronunciation, learners can navigate social situations more effectively and understand language nuances better. Additionally, pronunciation boosts learners' confidence, encouraging them to speak more clearly and participate actively in conversations and language activities.

Pronunciation is an integral part of natural language acquisition, as it helps learners align with the language's rhythm, sounds, and intonation. As John Wells (2005) advises, ESL educators should teach not only the spelling of words but also their pronunciation, including the use of phonetic symbols, even if this is done passively for future reference. In *Green Learning*, learners are introduced to both phonetic symbols and the corresponding audio for sounds in words. In units 1 and 2, the focus is on sounds linked to the grammar topics being taught. In Unit 1, students explore the pronunciation of the modal verb *can and can't*, while in Unit 2, they see that the contraction *don't* typically carries a clear, strong emphasis, particularly in spoken commands or instructions.

Green Learning was designed to promote a growth mindset among learners (DWECK, 2016). According to Agarwal, Roediger, McDaniel, and McDermott (2020, p. 2), "Retrieval practice" is a learning strategy that focuses on bringing information to mind. This process strengthens memory retention and reduces the likelihood of forgetting, making it an effective strategy for improving academic performance without the need for additional technology, money, or class time. In *Green Learning*, retrieval practice is employed as a teaching strategy that encourages students to recall information, which helps reinforce long-term learning. Learners are prompted to revisit topics they have previously studied, such as giving opinions, agreeing and disagreeing, greeting, and saying farewell.

Elicitation is another strategy used throughout the units, as highlighted in the teacher's guide, to prompt students to retrieve information from their memory, strengthen those connections, and enhance future recall. Additionally, self-assessment moments are incorporated at the end of each unit. In the "Now I Can..." section, students review the topics, text genres, grammar, vocabulary, and language functions covered, as well as the skills developed in the unit, allowing them to reflect on their learning and gain a sense of achievement. This encourages learners to keep studying and improving if they recognize that they haven't fully mastered the content of the unit.

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REFERENCES FOR THE RESOURCES USED IN THE UNITS

BOOK COVER

Picture: Craiyon: Create AI Art with our free AI image generator. Available at <https://www.craiyon.com/> Accessed on 31 July 2024.

UNIT 1

• Listening

BBC World Service. *Is Brazil's flood catastrophe a climate warning?* - The Global Story podcast, BBC World Service. YouTube, 15 June 2024. Taken from: <https://www.youtube.com/watch?v=ZfBoWpk53hQ&t=2s>. Accessed on 31 July 2024.

Activity 3:

https://drive.google.com/file/d/14jpgGKK2IHHRHWIxp8kLpFn4oRPheses/view?usp=drive_link Taken from: <https://otter.ai/home>. Accessed on 9 November 2024.

Activity 4:

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Activity 5:

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• Reading

Picture: National Geographic. *This is what the world could look like in 2070.* Taken from: <https://www.nationalgeographic.com/environment/article/climate-change-predictions-2070/>. Accessed on 30 June 2024.

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● **Practice**

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● **Speaking**

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UNIT 2

• Reading

Text: Macdonald, Emma. *The Three Rs: Order is Important*. UConn, 7 April 2020. Taken from: <https://sustainability.uconn.edu/2020/04/07/the-three-rs-order-is-important/> Accessed on 24 September 2024.

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• Listening

Picture:

_____. 46 Melati And Isabel Wijzen Stock Photos, High-Res Pictures, and Images photograph. 612 x 408 pixels. Taken from: <https://www.gettyimages.co.uk/detail/news-photo/indonesian-sisters-melati-and-isabel-wijzen-pose-after-news-photo/875033720?adppopup=true>. Accessed on 24 September 2024.

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