

**UNIVERSIDADE FEDERAL DE MINAS
GERAIS**

**Faculdade de Letras – FALE
Programa de Pós-Graduação em Estudos
Linguísticos – PosLin Curso de Especialização
em Ensino de Inglês – CEI**

JULIANA DINIZ

THINK AHEAD
Raising environmental awareness in the EL
classroom
(Unidade didática para o ensino de Língua Inglesa)

Belo Horizonte
2024

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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: Mara Passos Guimarães

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UNIVERSIDADE FEDERAL DE MINAS GERAIS
FACULDADE DE LETRAS DA UFMG
CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA - CEI/ELI

ATA DE DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Às 16:50 horas do dia 01 de março de 2024, reuniu-se na Faculdade de Letras da UFMG, a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa -CEI/ELI, para julgar em exame final, o trabalho intitulado, THINK AHEAD, apresentado por Juliana Diniz, como requisito final para obtenção do Grau de Especialista em Língua Inglesa . Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a)candidato(a). 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:

Prof(a). Dr(a). Climene Fernandes Brito Arruda, indicou (X)aprovação ()reprovação do(a) candidato(a);

Prof(a). Dr(a). Luciana de Oliveira Silva, indicou a (X)aprovação()reprovação do(a) candidato(a).

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

Nota: 90

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 **Luciana de Oliveira Silva, Professora do Magistério Superior**, em 14/03/2024, às 09:04, 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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RESUMO

Este trabalho propõe e analisa um livro didático baseado nos princípios do Ensino de Língua Comunicativa (CLT) e do Letramento Crítico (CL), com o objetivo de criar exercícios que estimulem o pensamento crítico e capacitem os alunos a usar o inglês com propósito claro. Em um contexto onde a consciência ambiental é essencial, as escolas desempenham um papel fundamental. O ensino de línguas estrangeiras, fundamentado na conversação, oferece um ambiente ideal para discussões significativas sobre o mundo. As unidades focam em discussões temáticas, aumentando a consciência ambiental dos alunos. Ao aprender inglês, os alunos adquirem diferentes perspectivas, moldadas por critérios social e historicamente construídos. No contexto brasileiro, a sala de aula de EFL é vista como um local propício para desenvolver a cidadania, encorajando os alunos a examinarem suas concepções e ampliando suas perspectivas, tornando-os agentes críticos de transformação social.

Palavras-chave: Letramento Crítico; Línguas estrangeiras; Ensino de Língua Comunicativa.

ABSTRACT

This work proposes and analyzes a coursebook based on the principles of Communicative Language Teaching (CLT) and Critical Literacy (CL), aiming to create exercises that stimulate critical thinking and empower students to use English with a clear purpose. In a context where environmental awareness is essential, schools play a fundamental role. Foreign language teaching, grounded in conversation, offers an ideal environment for meaningful discussions about the world. The units focus on thematic discussions, increasing students' environmental awareness. By learning English, students acquire different perspectives, shaped by socially and historically constructed criteria. In the Brazilian context, the EFL classroom is seen as a conducive place for developing citizenship, encouraging students to examine their own conceptions and broaden their perspectives, making them critical agents of social transformation.

KEYWORDS: Communicative Language Teaching; Foreign languages; Critical Literacy.

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Introduction

The coursebook under discussion has been meticulously crafted, grounded in the principles of Communicative Language Teaching (CLT) and Critical Literacy (CL). Its core objective is to engender task-oriented communicative exercises that stimulate critical thinking and empower students to employ the English language with a clear purpose, thereby elucidating the rationale behind their language learning journey.

In today's world, instilling environmental consciousness is crucial, and educational institutions, particularly schools, are essential in propagating this imperative. Recognizing that language is fundamentally rooted in conversation and that it is through dialogue that we mold our perceptions, foreign language classrooms within our educational systems stand as an ideal for fostering discussions regarding the attribution of significance to the world around us.

It is not uncommon for foreign language instructors to express reservations regarding the suitability of integrating a foreign language within the framework of critical literacy. This hesitation arises from the origins of critical literacy as a pedagogical approach designed primarily for native language instruction, and classroom discourse rarely unfolds in the foreign language. Nevertheless, the units presented here concentrate on thematic discussions, with a particular emphasis on fostering students' environmental awareness.

As students embark on their foreign language acquisition journey, they embark on a process of acquiring various lenses through which to interpret the world. The adoption of a critical literacy perspective underscores that these diverse lenses for perceiving reality are inherently shaped by socially and historically constructed criteria, which can be collectively perpetuated, challenged, or transformed. Consequently, we regard the EFL classroom, especially in the Brazilian context, as an ideal arena for nurturing citizenship.

In this pedagogical context, the EFL classroom emerges as an instrument to heighten students' awareness of their role in reshaping society. By encouraging them to scrutinize their own preconceptions and those embedded within the texts they encounter, and by broadening their perspectives, students can, in essence, envision themselves as critical agents with the ability to enact transformation.

UNIT 1: LIFE ON OUR PLANET

WARM UP!

1. Look at the pictures below and discuss with the class:



Freepik: Andrey Armyagov



Freepik: Andrey Armyagov

a. What types of biological organization within ecology do you know?

Discuss with a partner.

b. Which one of them would you consider a population and which one would you consider a community? Why?

c. What do the individuals in the first picture have in common?

2. Match the words below to their meanings:

a) Environment b) Individuals c) Multiple d) Grow e) Species f) Inhabit

() To occupy or live in a specific place or area.

() The surroundings or conditions in which a person, animal, or plant lives or operates.

() To increase in size or develop over time.

() Distinct entities or entities considered as distinct from others in a group.

() A collection of more than one or many.

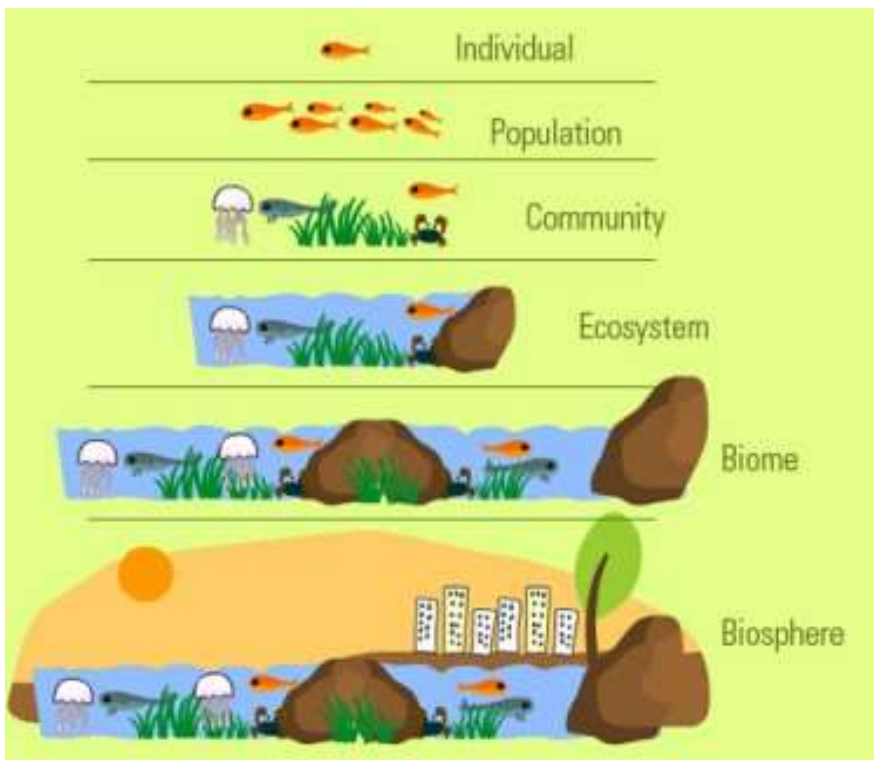
() A distinct kind or sort, especially a group of plants or animals that share common characteristics.

IT 'S TIME TO READ!

YOU FIRST: In your opinion, how is life organized on our planet?

What is the difference between organism, population, community, ecosystem, biome and biosphere?

These are different terms used to organize life on our planet.

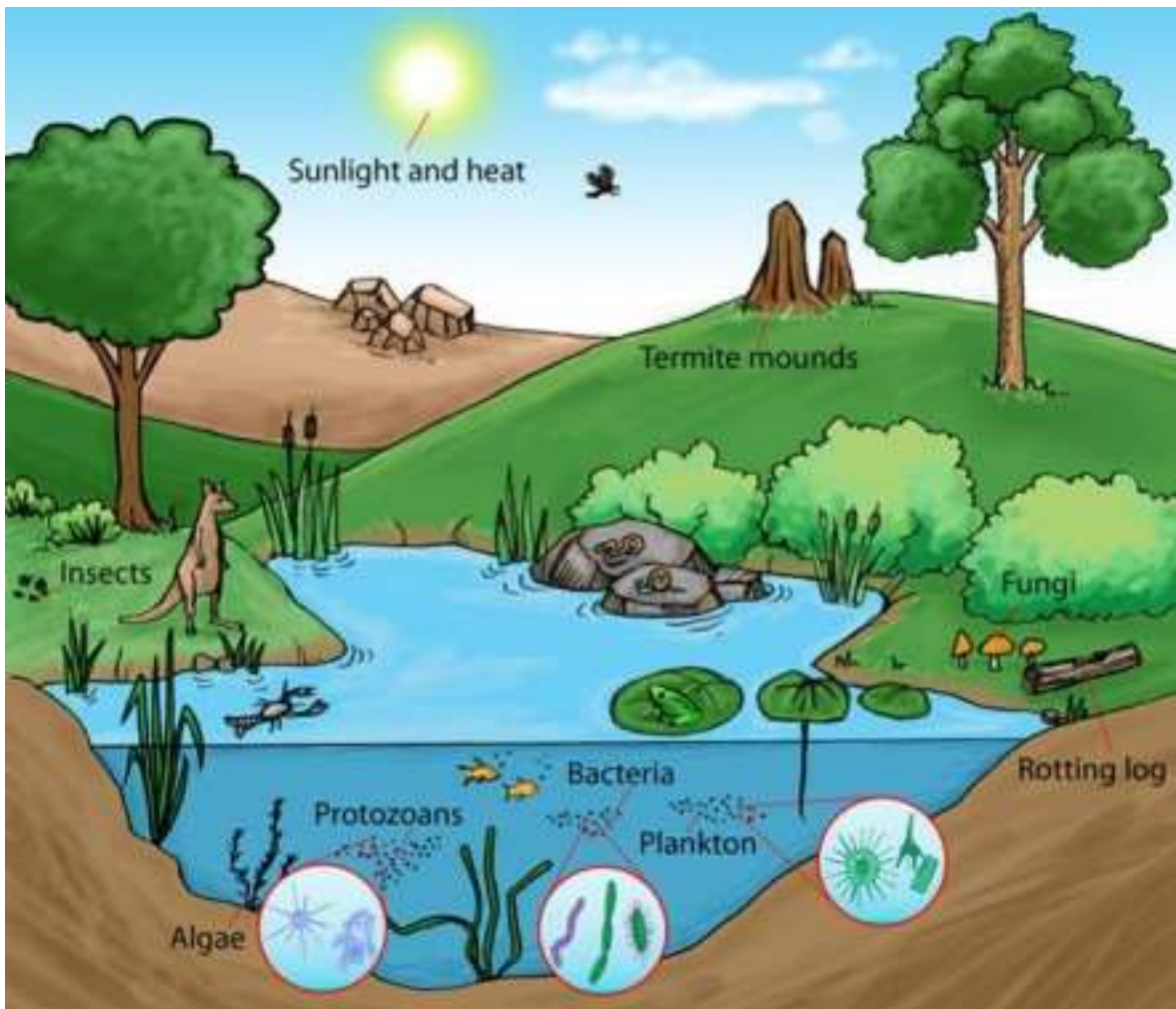


An organism describes an individual. You are an organism. I am an organism. The mosquito that flies by your window is an organism. An organism is a single, living thing and can be an animal, a plant, or a fungus. Organisms grow and respond to their environment.

A population is the term we use to describe multiple individuals or organisms of a single species that live within a particular geographic area. For example, there may be one population of painted turtles in one state and another population of painted turtles 250 miles away in another state.

A community is the term used to describe two or more populations of different species that occupy the same space at the same time. For example you could talk about the community of Yellowstone National Park that is made up of numerous animals such as elk, bighorn sheep,

coyotes, porcupines, different species of frogs, and fish and insects and so forth.



An ecosystem is the term used to describe both the biotic (living) and abiotic (nonliving) factors in a system. The ecosystem in the image below is made up of birds, frogs, fungi, plants, mammals, bacteria, the water, the run, the rocks, the soil, and so forth.

A biome is the term used to describe organisms that occupy a certain area. Biomes are determined by the primary vegetation type, the climate of the area, and the geographic location. The plants and animals in a biome share common traits that are specific to the individual biome those plants and animals inhabit.

A biosphere is the term used to describe the combination of every ecosystem on the planet. Our biosphere is Earth. The biosphere includes all living beings and their relationships.

If you wanted to include species in this list, it becomes slightly trickier. There are many definitions of species but a common one is that a species includes every member of the species within multiple populations. Thus, in the first image, species would fall between population and community in a sense. Although you can have multiple populations of kangaroos all living in different populations and communities, and all of these kangaroos would be in the same species.

CHECKING YOUR UNDERSTANDING:

02. How would you classify animals from different species that live in the same area?

03. Read the sentence below:

“The plants and animals in a biome share common traits **that** are specific to the individual biome those plants and animals inhabit.”

The word “that” refers to:

04. Match the sentences halves according to what you have learned in the text:

A. A community is a	<input type="checkbox"/> one living individual
B. A population is a	<input type="checkbox"/> different species and nonliving as a part of the environment
C. An ecosystem includes	<input type="checkbox"/> group of individuals of that same specie that live in the same area
D. An organism is	<input type="checkbox"/> group of different species living in the same area.

05. Read the article again. Check if the following statements are true (T) or false (F).

- a. All animals in a forest is an example of population.
- b. Snakes, beetles, and welwitschia plants in the national park can be described as a community.
- c. An ecosystem is made up of different species of organisms in an area and the environment.
- d. Organisms do not depend on living and nonliving interactions in order to live and grow.

06. There are false statements in the previous exercise. Rewrite their correct form below:

07. Finally, in small groups, make a list of abiotic factors in a system that organisms depend on to live and grow. Share and compare your list with the rest of the class.



IT 'S TIME TO LISTEN!

RAISING AWARENESS:



What do you think will happen to the environment if the population decreases? Discuss in class.

1. Before listening, match the terms in the box to the pictures.

1. SEA LEVELS INCREASE - 2. POLLUTED AIR
3. UNWORKABLE LAND - 4. STARVING PEOPLE - 5. POLLUTED RIVERS AND SEAS
- 6. POPULATION GROWTH



Freepik: unknown author



Freepik: unknown author



Freepik: unknown author



Freepik: unknown author



Freepik: unknown author



Freepik: unknown author



2. Work with a partner. Listen to the audio by scanning the QR code.

Then write in the table the impacts on the environment that comes from the human activities listed below:

Human Impact | Environment | Biology | FuseSchool - FuseSchool:

Global Education: <https://rb.gy/4gev6r>

ELECTRICITY GENERATION	
AGRICULTURE	
CONSUMPTION	

PRONUNCIATION - The sounds /s/ and /z/

1. Listen to the audio again and then repeat the words from the box after your teacher.
2. Now, put the words in the correct column according to their pronunciation.

**SEA LEVELS INCREASE STARVING RIVERS RISE HOMES
SOIL PROVISION AS SOUNDS**

/s/	/z/
sea	levels

--	--

GRAMMAR: First Conditional

1. Read the dialogue. What are Sarah and Mark going to do on the weekend?

Freepik: wayhomestudio



Sarah: Hey, Mark! What are you up to this weekend?

Mark: Hey, Sarah! Not sure yet. I was thinking of going hiking if the weather is nice.

Sarah: That sounds like a great idea! If the weather cooperates, count me in too. I've been wanting to spend more time outdoors.

Mark: Awesome! Yeah, if it's sunny, we could explore that trail near the park. It's supposed to have amazing views.

Sarah: That sounds perfect! If we go early enough, we will even catch the sunrise.

Mark: Exactly! And if we bring some snacks, we can have a little picnic at the summit.

Sarah: Sounds like a plan! Let's keep an eye on the weather forecast and confirm our hiking trip closer to the weekend.

Mark: Agreed. If it looks promising, we'll definitely make the most of it!

Sarah: Great! I'll check the forecast tonight and let you know.

Mark: Sounds good. Can't wait for our hiking adventure!

1. Complete the sentences from the dialogue in exercise 1.

- If it _____ promising, we _____ definitely make the most of it!
- If we _____ early enough, we _____ even catch the sunrise.
- If we _____ some snacks, we can have a little picnic at the summit.
- If the weather _____, count me in too.

3. Observe the sentences in the previous exercise and answer the question: Which tenses are all the verbs in?

FIRST CONDITIONAL: It's used to describe possible things that could easily happen in the future.

IF + PRESENT SIMPLE + SIMPLE FUTURE (WILL)

- If global warming gets worse, sea levels will rise.
- If we protect the nature, more animals will survive
- If we don't take care of the planet, the ice caps will melt.

TEST YOUR KNOWLEDGE

1. Complete the sentences using the First Conditional.

- a) If sea levels _____ (rise), polar bears _____ (lose) their habitat.
- b) If we _____ (stop) polluting the air, we _____ (be) healthier.
- c) If we _____ (recycle) old things, we _____ (reduce) the use of natural resources.
- d) If we _____ (destroy) the ozone layer, nothing _____ (save) us from UV rays.

2. Put the words in order to form the first conditional.

a. my / us / will / Mary / get / with / we / aunt / are / late, / angry / if.

b. mother/ My / mom / enough / but / will / if / money / new / a / she / computer / me / has.

c. sister / doesn't / she / study / If / concert / won't / my / today / tomorrow / go

d. will / feel / If / next / go / I / good / day / the / to / bed / early / the

GET READY TO SPEAK!

1. Read the comic strip below and discuss the questions with a partner.

Check the useful language table if necessary:

Useful language		
Agreeing	Disagreeing	Making suggestions
"I agree with you."	"I see your point, but..."	"How about..."
"You're absolutely right."	"I respectfully disagree because..."	"Why don't we..."
"That makes sense to me."		"I suggest that we..."
"I couldn't agree more."	"I understand where you're coming from, however..."	"Let's consider..."
"You've got a point there."	"I'm not entirely convinced that..."	"Perhaps we could..."
"Exactly my thoughts."		"Have you thought about..."
"I'm in complete agreement."	"I have a different perspective on this."	"Would you be open to..."
"You're spot on."	"I'm afraid I don't agree with that assessment."	"It might be a good idea to..."
"I'm on the same page as you."	"I see things differently."	"What if we tried..."
"You've convinced me."	"While I understand your position, I believe..."	"I recommend that we..."
	"I'm inclined to disagree because..."	
	"I'm not sure I agree with that interpretation."	



Extra fabulous Comics: Zach Stafford

- In your opinion, what is the importance of environmental conservation in our world?
- What do you think is the message behind this comic strip?
- Do you think people are coming to realize the impact we are having on the environment?

02. In pairs, add ten conservation actions to the table. Then, find someone in the class who...

saves energy at home	
cleans up their environment	

TO LEARN MORE:

Now, share your knowledge with the class.

To understand more about the importance of biodiversity, scan the QR code to watch the video below and then answer the question: **what will happen to the planet if humanity doesn't take actions to save it?**



Why Is Biodiversity So Important?: <https://shorturl.at/gCDTW>

MY PROJECT - A review

YOU FIRST: What is your favorite movie? Do you ever read reviews of movies?

WALL-E': THR's 2008 Review

On June 27, 2008, Pixar unveiled a sci-fi adventure that would become a summer hit with critics and audiences.



This is getting to sound like a broken record: Pixar Animation Studios has just topped itself. Again.

In *WALL-E*, following the sublime culinary slapstick of *Ratatouille*, Pixar and director-writer Andrew Stanton — officially the studio's ninth employee way back when — have spun a whimsical sci-fi fantasy about robots 800 years into the future that has all the heart, soul, spirit and romance of the very best silent movies 80

years ago. Well, you don't expect robots to talk, do you? While the soundtrack is full of clanking noises, explosions, music and even dance numbers, there is little dialogue as such to get this story told. Stanton and his animation team punch across their terrific (and ecologically sound!) story by inventing a visual and aural language with which these robotic creatures can express a rainbow of emotions.

The film is so clever and sophisticated that you worry, slightly, that it might be too clever to connect with mainstream audiences. But like those worries last year that having a rat for a hero in *Ratatouille* might throw off audiences, surely *WALL-E* will make that connection. It's so sweet and funny that the multitudes undoubtedly will surrender to its many charms.

A trashed and toxic Earth has been abandoned by mankind centuries ago, but somebody forgot to turn off the last robot. That would be WALL-E (an acronym that stands for Waste Allocation Load Lifter Earth-Class), a mobile trash compactor who goes about his job decade after decade. He has even developed a storage system so he can self-replace his parts. His only companion is a cockroach. Well, you knew that creature would survive anything.

Mankind, grown fat and lazy after centuries of floating like lotus eaters in a Club Med spaceship above Earth, sends a probe to search for signs of life on the abandoned planet. That would be EVE (Extra-terrestrial Vegetation Evaluator). WALL-E develops a mighty crush on EVE, though her fearsome temper — she tends to blast anything that moves — makes him shy. But their romance, an innocence in the unlikeliest of places, blossoms. WALL-E even shows her his little green plant.

His little what? That's the very thing she's been looking for! That plant launches the couple on an epic journey to the Axiom spaceship, where with other "rogue robots" they overthrow a robotic controlled civilization and galvanize humans — more robotic than the actual robots — into something approaching life.

The visual design of *WALL-E* is arguably Pixar's best. Stanton, who wrote the script with Jim Reardon from a story he concocted with Peter Docter, creates two fantastically imaginative, breathtakingly lit worlds — a wretched, destroyed Earth city, not unlike Manhattan, and the spaceship where humans hover in floating couches, their bloated body fat encasing virtually useless bones, while an intricate series of robots perform all labor and a 3D Internet is the chief form of human communication.

The real stroke of brilliance, though, is the use of old movie footage, mixed in with the CG animation, to trigger WALL-E's romantic yearnings. After work, WALL-E endlessly watches a videotape from the 1969 movie *Hello, Dolly!* Its musical imagery and two songs make him understand what love and passion mean. He even learns how to hold hands, something he is finally able to try out with EVE.

Sound designer Ben Burtt creates expressive sounds given off by the robots, and in particular WALL-E, that you would swear are voices speaking words. If there is such a thing as an aural sleight of hand, this is it.

There are lifts from *2001* — acknowledged as such with a wink by the filmmakers — as there are moments when the robots run riot that remind you of Pixar's *Monsters, Inc.* Yet *WALL-E* is just possibly the studio's most original work yet. Can they really top this? — *Kirk Honeycutt, originally published June 25, 2008.*

Honeycutt, K. WALL-E': THR's 2008 Review. Available at: <https://11nq.com/oUUaa>. Accessed in: January, 2024.

KEEP IN MIND: A movie review is a critical evaluation or analysis of a film, typically written by a reviewer or critic and published in newspapers, magazines, websites, or other media outlets.

Here are the steps to write a movie review in English:

Watch the movie: Begin by watching the movie carefully, paying attention to various aspects such as the plot, characters, acting, directing, cinematography, soundtrack, and overall impact.

Take notes: While watching the movie, take notes on key scenes, memorable quotes, notable performances, and any aspects of the film that stand out to you. These notes will serve as the basis for your review.

Summarize the plot: Start your review by providing a brief summary of the movie's storyline. Avoid giving away spoilers, but give readers enough information to understand the basic premise of the film.

Discuss the elements: Evaluate the different elements of the movie, such as the acting, directing, cinematography, and soundtrack. Discuss what worked well and what didn't, providing examples to support your analysis.

1. Now, get ready to write! Imagine if a magazine invited you to publish in their entertainment section. Choose a movie that you have an opinion about and write a movie review.

You can use the expressions below to boost your writing:

"The film [Title] directed by [Director] is..."

"In [Title], the audience is transported to..."

"The story revolves around..."

"The characters are well-developed, particularly [Character Name] who..."

"The cinematography beautifully captures..."

"One of the central themes of [Title] is..."

UNIT 2: YOU ARE WHAT YOU EAT.

WARM UP!

Before you read...

01. Find in the text the words that represents the following descriptions:

- Something released into the atmosphere, such vapor or gas: _____
- A person who is engaged in scientific or academic study: _____
- A person who does not consume any food that has been derived from animals: _____
- A diet that is focused on foods primarily from plants: _____
- Foods produced from the milk: _____
- Domesticated animals kept in an agricultural environment for labor and the production of a variety of products: _____
- Water that is suitable for consumption: _____.
- Causing or likely to cause harm: _____.

02. Complete the text with these words.

**GAS; BIODIVERSITY; AGRICULTURE; MEAT-HEAVY; LAND; LIVESTOCK; FOOD;
MEAT; CLIMATE; FOOTPRINT.**

IT 'S TIME TO READ!

YOU FIRST: What could we do to save our planet?

Save the Planet, Put Down that Hamburger

Researchers examined the diets of 55,500 people and found that vegans are responsible for 75 percent less in greenhouse gases than meat-eaters.



Steven May/Alamy

People who follow a plant-based diet account for 75 percent less in greenhouse gas emissions than those who eat more than 3.5 ounces of meat a day, and a vegan diet also results in significantly less harm to land, water and _____, according to new research from the University of Oxford.

While the link between animal _____ and environmental harm is well established, earlier studies used scientific modeling to reach those conclusions. By contrast, the Oxford research drew from the actual diets of 55,500 people — vegans, vegetarians, fish-eaters and meat-eaters — in the United Kingdom and used data from some 38,000 farms in 119 countries.

The peer-reviewed study, led by Peter Scarborough, a professor of population health at Oxford, was published on Thursday in the journal *Nature Food*.

If meat eaters in the United Kingdom who consumed more than 3.5 ounces of a meat a day (slightly less than the size of a quarter pound burger) cut their intake to less than 1.7 ounces a day (roughly the amount of a single McDonald's meat patty) it would be the equivalent of taking 8 millions cars off the road, Dr. Scarborough said.

The study found that, compared to _____ diets, vegan diets resulted in 75 percent less _____ use, 54 percent less water use, and 66 percent less biodiversity loss. A vegan diet avoids all animal products, including meat, eggs and dairy.

In terms of greenhouse gas emissions, people who ate more than 3.5 ounces of meat daily accounted for 22.5 pounds of carbon dioxide emissions a day due to, among other variables, the farming of _____ and land used to grow animal feed. People who ate less than 1.7 ounces of meat accounted for about half that amount, or about 11.8 pounds of carbon dioxide emissions, while fish eaters accounted for 10.4 pounds of carbon dioxide a day, and vegetarian diets produced 9 pounds of carbon dioxide daily. Vegan diets had the lowest totals, accounting for 5.4 pounds of carbon dioxide a day.

There were parallel effects on freshwater pollution and biodiversity loss by diet type. In terms of land and water use and effects on species' extinction, vegetarians, fish eaters and low meat diets had similar results.

The study also found that vegans and vegetarians were on average younger than fish and meat eaters.

Dr. Scarborough said while critiques of plant-based diets often highlighted environmental effects of select vegan foods, such as the volume of water required to produce almond-milk, the new research showed that plant-based diets had far less of an environmental toll than animal-based ones, regardless of how the _____ was produced.

In the Oxford study, meat was defined as all land animals. Earlier research has found that organic cow, chicken and pig _____ production is just as harmful to the climate as

conventional livestock farming.

“What our work says is even in the worst case scenarios, the environmental _____ of not only vegan diets but low meat diets are much, much better than high meat consuming diets,” Dr. Scarborough said.

“This reinforces the message that the amount of meat we consume is strongly related with our environmental footprint,” Dr. Scarborough said. “Small changes from being a high meat eater to a low meat eater can make a huge difference in environmental impact.”

Globally, the food system is responsible for about one-third of planet-heating emissions, 70 percent of freshwater use and 78 percent of freshwater pollution. To slow the worst _____ effects, the United Nations has called for a drastic reduction in meat consumption.

The Oxford study was funded by the Wellcome Trust, an independent global charity based in London focused on health research.

Save the planet. New York Times. Available at: <https://encr.pw/HkDk9>. Accessed in: January, 2024

CHECKING YOUR UNDERSTANDING

01. What were the environmental benefits of a vegan diet in terms of land use, water use, and biodiversity loss compared to meat-heavy diets?

02. How do different diets affect greenhouse gas emissions, and what is the primary contributor to emissions in meat-heavy diets?

03. What do critiques of plant-based diets often focus on, and how did the new research challenge these critiques?

04. Read the article again. Check if the following statements are true (T) or false (F). Correct the false ones.

a. () Dr. Scarborough said that people who criticize plant-based diets often talk about how certain vegan foods affect the environment.

b. () The food we eat does not cause any pollution that heats up the planet.

- c. () Dr. Scarborough pointed out that making small changes from eating a lot of meat to eating less meat can really help the environment.
- d. () People who ate more than 3.5 ounces of meat daily accounted for 22.5 pounds of carbon dioxide emissions a day.

05. Over to you! What can you do to reduce greenhouse gasses? Find out and tell the class.

IT 'S TIME TO LISTEN!

RAISING AWARENESS: We all know that bees make money, but did you know that we wouldn't have food if they didn't exist?

01. Watch the video below and complete the sentences.



This why bees are important!

- a. Bees can be _____ little _____.
- b. Firstly, we all _____ the bees make honey
- c. Bees play a _____ _____ for all of us
- d. Bees can _____ you can cause _____.

02. Watch the video again. Now, take down two or three words that are new for you and complete this vocabulary map:

Definition	Synonym
Sentence	Drawing

GRAMMAR

SECOND CONDITIONAL: It's used to describe unlikely or hypothetical

things. **IF + PAST SIMPLE + WOULD + INFINITIVE**

- If we reduced our meat consumption, the climate would benefit from a lower carbon footprint.
- If meat-heavy diets persisted, it would contribute to greenhouse gas emissions.

TEST YOUR KNOWLEDGE

01. Complete the sentences with the appropriate verb form:

- If I won the lottery, I _____ (travel) around the world.
- If she _____ (study) harder, she would get better grades.
- If they _____ (live) in a big city, they wouldn't have a garden.
- If he _____ (have) more free time, he would take up a new hobby.
- If it rained tomorrow, we _____ (stay) at home.

02. Complete the sentences by forming a second conditional sentence using the given prompts.

- If I _____ (win) the lottery, I _____ (buy) a big house.
- If she _____ (visit) Paris, she _____ (see) the Louvre Museum. c. If he _____ (become) a doctor, he _____ (help) many people. d. If they _____ (live) in a tropical country, they _____ (enjoy) the warm weather.
- If you _____ (learn) to play the guitar, you _____ (perform) at the talent show.

MY PROJECT - Writing a blog post.

The ideas of sustainability of United Nations' Sustainable Development Goals (SDGs) focus on protecting the planet for the benefit of future generations. This is done through efforts to address climate change, manage energy resources, use land and water wisely, and encourage responsible consumption.



Now, it is your turn! Do research on the internet and then write a blog post about sustainable living.

Before you start, check the steps for writing a blog post:

Know Your Audience: Understand who your target audience is.

Choose a Captivating Title: Your title should grab the reader's attention and clearly indicate what the blog post is about.

Start Strong: Begin your blog post with a hook that grabs the reader's attention and entices them to keep reading. This could be a question, a startling fact, or an intriguing anecdote related to your topic.

Organize Your Content: Structure your blog post with clear headings, subheadings, and bullet points to make it easy to read and navigate. Use short paragraphs and break up large blocks of text to improve readability.

Teacher's guide: overview and skills development

"Think Ahead" is an intermediate-level coursebook designed for international English language students. It offers meticulously structured lessons that are characterized by their vibrancy and dynamism, complemented by engaging projects. "Think Ahead" captivates students with its wide-ranging and motivating subject matter, set within authentic and relatable contexts. The coursebook follows a systematic approach, nurturing students' linguistic proficiencies in preparation for life beyond the educational setting.

From the outset, a paramount emphasis is placed on skill development. The integration of language skills in the classroom setting seeks to recreate authentic language usage and sustain student engagement, fostering a natural language acquisition process.

A systematic approach is also employed in the cultivation of reading skills. Initially, students engage in the "You First" section, which involves collaborative work on questions and discussions with their peers. This preliminary stage ensures that students are well-acquainted with the subject matter of the reading material.

In the writing section, designated as "My Project", students are encouraged to work with a variety of genres, using their skills to devise solutions for environmental issues. Additionally, ample opportunities for speaking practices are integrated into each section of the coursebook.

Instructions for the teacher's manual.

The Teacher's Guide is equipped with several key features to enhance its user-friendliness. Each unit within the guide includes the following components:

Unit Objective: The primary objectives of each unit are prominently articulated at the outset. This provides a concise overview of the intended learning outcomes for your students, offering a clear vision of their expected competencies upon completing the unit.

Language Summary: This section offers a comprehensive catalog of the grammatical structures, vocabulary, and expressions introduced within the unit.

Reading notes: These explanatory notes serve as valuable resources for

addressing issues related to grammar, vocabulary, and comprehension encountered within the reading materials.

Listening Notes: Similarly, these notes serve as essential aids in providing clarification and guidance for the listening activities.

Pronunciation notes: These notes offer in-depth explanations that center on specific pronunciation elements being taught. They provide practical insights on how to facilitate students' comprehension and accurate reproduction of the pertinent phonetic elements.

Language notes: This component furnishes lucid explanations and support for navigating through challenging or potentially perplexing aspects of grammar, vocabulary, or pronunciation.

Ideas: These notes encompass practical recommendations for extending tasks, thereby enabling further practice of the language elements and vocabulary.

Unit 1: Life on our planet

Unit objective: Learn how to form first conditional sentences and the vocabulary related to environmental issues.

Language summary:

Grammar: First conditional

Vocabulary: Environmental issues

Project and text genre: Campaign

IT 'S TIME TO READ!

YOU FIRST: In your opinion how is life organized on our planet?

As a pre-reading activity, help students to list all life forms that they know and encourage them to talk about how they think these forms of life are organized on our planet. Give students time to a brief discussion in pairs, groups or with the whole class.

CHECKING YOUR UNDERSTANDING:

01. This activity is aimed to develop student's oral skills. They are expected to engage in discussions regarding their understanding of the material. It is important to note that no answer key is provided for these questions, as their

primary function is to serve as a framework for guiding peer interactions.

Answer key:

02. A community

03. The word “that” refers to “traits”

04. D; C; B; A

05. F; T; T; F.

06. All animals in a forest is an example of community.

Organisms depend on living and nonliving interactions in order to live and grow.

07. Students can list any kind of non-living part of an ecosystem that shapes its environment, such as temperature, light, and water.

IT 'S TIME TO LISTEN!

RAISING AWARENESS: What do you think will happen to the environment if the population decreases? Discuss.

Raising awareness involves increasing peer's awareness of the impact of a high population in the environment. The goal is to enhance the visibility of this subject matter by introducing the first conditional inductively.

Answer key:

02.

- a. Sea levels increase
- b. Polluted air
- c. Unworkable land
- d. Starving people
- e. Polluted rivers and seas
- f. Population growth

PRONUNCIATION:

01. Listen and repeat the words after your teacher:

In this activity, students should repeat the words after you. Make sure you say each word slowly to ease the reproduction of them by the peers. Tell them about the differences between the pronunciation of the sounds /s/ and /z/.

Listening notes: You can also provide a recording with different accents around the world pronouncing these words, to give students the opportunity to know about the variety of pronunciations.

Answer key:**02.**

<i>/s/</i>	<i>/z/</i>
sea	levels
Starving; rivers; sounds; homes; soil.	Increase, rise; provision; as.

Pronunciation notes: Use these words as an example to show students that S sound is voiceless, and the Z sound is voiced, which means that in the last you can feel the vibration of the vocal cords and in the first this is not possible.

GET READY TO SPEAK!

01. This activity is aimed to develop student's oral skills. They are expected to engage in discussions regarding their importance of environmental conservation in our world.
02. There is no correct answer key for this activity, but some possible answers are: Reduce food waste, recycling, etc.

TO LEARN MORE: "To learn more" aims to provide more understanding about the subjects that are related to the unit's main theme. In this case, after playing the video about biodiversity, you should give students time to answer the question. Grammar is once again worked inductively. You can encourage the students to reproduce their answers by using the words of the question, so that they may naturally put them in order of statements.

Language notes: An inductive method entails learners identifying or recognizing patterns and deducing a 'rule' on their own prior to applying the language in practice.

GRAMMAR**TEST YOUR KNOWLEDGE****Answer key:****01.**

- a. If sea levels rise, polar bears will lose their habitat.
- b. If we stop polluting the air, we will be healthier.
- c. If we recycle old things, we will reduce the use of natural resources.
- d. If we destroy the ozone layer, nothing will save us from

UV rays. **02.**

- a. If we are late, Mary will get angry with us.
- b. My mom will get me a new computer if she has enough money c. If my sister doesn't study today, she won't go to the concert tomorrow.
- d. If I go to bed early, I will feel good the next day.

MY PROJECT - Writing: In this project, students need write a movie review. As a teacher, you can bring different movie reviews as examples of this genre and list to students the necessary components for this project.

Unit 2: YOU ARE WHAT YOU EAT

Unit objective: Learn how to use second conditional and vocabulary related to food.

Language summary:

Grammar: second conditional

Vocabulary: Food

Project and text genre: Blog

IT 'S TIME TO READ!

YOU FIRST: What could we do to save our planet?

As a pre-reading activity, help students to think of alternative ways to save our planet. Give students time to a brief discussion in pairs, groups or with the whole class.

Answer key:

01. Greenhouse gas; b. Researcher; c. Vegan; d. Plant-based diet; e. Dairy; f. Livestock; g. Freshwater; h. Harmful.

CHECKING YOUR UNDERSTANDING:

1. The environmental benefits of a vegan diet, in comparison to meat-heavy diets, include: less land use, less water use and reduction in biodiversity loss.
2. The primary contributor to greenhouse gas emissions in meat-heavy diets is the farming of livestock and the cultivation of animal feed.
3. Critiques of plant-based diets often highlight environmental effects associated with select vegan foods, such as the substantial water required

to produce almond milk. However, the new research challenges these critiques by demonstrating that plant-based diets have a significantly lower environmental impact compared to animal-based diets, regardless of how the food is produced.

04 - a. T; b. F; c. T; d. T.

IT 'S TIME TO LISTEN!

RAISING AWARENESS: We all know that bees make money, but did you know that we wouldn't have food if they didn't exist?

Raising awareness involves increasing peer's awareness of the importance of the bees for human life on earth. The goal is to enhance the visibility of this subject matter by introducing the second conditional inductively.

Answer key:

01.

a. cute/critters; b. know; c.important role; d.sting/pain

GRAMMAR

TEST YOUR KNOWLEDGE

Answer key:

01.

a. If I won the lottery, I would travel around the world.

b. If she studied harder, she would get better grades.

c. If they lived in a big city, they wouldn't have a garden.

d. If he had more free time, he would take up a new hobby.

e. If it rained tomorrow, we stayed at home.

02.

a. If I won the lottery, I would buy a big house.

b. If she visited Paris, she would see the Louvre Museum.

c. If he became a doctor, he would help many people.

d. If they lived in a tropical country, they would enjoy the warm

weather. e. If you learned to play the guitar, you would perform at the

talent show.

MY PROJECT - Writing

In this project, students need to create a blog post about sustainable living. As a teacher, you can bring different blog posts as a form to introduce them to this text genre

RATIONALE

Critical literacy, EFL and environmental awareness.

This coursebook was created based on the principles of Communicative Language Teaching (CLT) and Critical Literacy (CL). The goal was to develop task-oriented communicative exercises that encourage critical thinking and empower students to use English for meaningful purposes, demonstrating the reasons for their English language learning.

It's crucial to nurture environmental awareness, and schools play a vital part in this endeavor. If we accept that language revolves around conversation and that it's through dialogue that we shape our understandings, then foreign language classrooms in our schools can be seen as an excellent setting for engaging in conversations about how we attribute significance to the world.

Frequently, foreign language instructors raise concerns about the applicability of employing the foreign language within the framework of the critical literacy approach. This is because the critical literacy approach was primarily designed for teaching the native language, and classroom discussions rarely take place in the foreign language. The units presented here focus on theme discussions and encourage students to develop their awareness regarding environmental conservation.

In the process of learning a foreign language, we acquire various methods of interpreting the world. When foreign language education is approached from a perspective of critical literacy, we also come to understand that these diverse ways of perceiving reality are sanctioned and esteemed based on socially and historically constructed standards, which can be collectively perpetuated, questioned, or altered. Therefore, we regard the EFL classroom, especially in Brazil, as an ideal environment for fostering citizenship. In these classrooms, a critical discourse perspective on reality can help students recognize that claims to truth are subjective, and the concept of power is a transient force. While it is constantly present, it remains in a state of perpetual change, allowing for profound transformation. (Adapted from Foucault, 1996 a, b).

The EFL classroom has the potential to enhance students' awareness of their role in reshaping society. This is achievable by offering them a platform to examine their own beliefs. As they interrogate their preconceptions and those encountered in the texts, and as they expand their perspectives, we assert that students can recognize themselves as critical individuals with the ability to make an impact on the world.

Achieving proficiency in a language involves more than just understanding its grammar and structure. To address students' requirements effectively, instructional materials should emphasize the practical application of language, incorporating activities that integrate both grammatical and functional aspects. Communicative Language Teaching (CLT) places a strong emphasis on developing communicative competence as the primary goal of language instruction. It also underscores the interconnectedness of language and communication. Therefore, language

instruction should encompass all four language skills: listening, reading, speaking, and writing (RICHARDS; RODGERS, 2002, p.155).

CLT practices are guided by three core principles. First, the communication principle asserts that learning is enhanced through activities involving genuine communication (RICHARDS; RODGERS, 2002, p.161). Second, the task principle emphasizes that learning is facilitated when language is employed in a meaningful context. This aligns with the meaningfulness principle, which highlights that language that holds significance for the learner fosters the learning process. Consequently, learning activities are chosen based on their ability to involve the learner in authentic and meaningful language usage (RICHARDS; RODGERS, 2002, p.161).

Grammar:

Teaching grammar in an English as a Foreign Language (EFL) classroom serves a crucial role, particularly in helping students attain linguistic competence (Huang, 2005). This book underscores the utilization of deductive and inductive approaches to instruct grammar to EFL high school students.

According to Thornbury (1999), there are three primary strategies for teaching grammar: introducing grammar based on rules, examples, and through texts. Teaching grammar from rules involves the deductive or rule-driven approach, commencing with the introduction of a rule followed by illustrating examples applying the rule. Teaching grammar from examples is linked to the inductive or rule-discovery approach, which begins with providing examples from which a rule is inferred. Teaching grammar through texts is grounded in the belief that language is context-sensitive, meaning that comprehending the intended meaning of a word or phrase is challenging without the context. In this method, learners must engage with texts to be exposed to the context, aiding their understanding of the grammar being taught.

The teaching of grammar in English as a Foreign Language (EFL) classrooms plays a vital role in helping students achieve linguistic competence. This book emphasizes the use of both deductive and inductive approaches to grammar instruction, acknowledging the importance of catering to the diverse learning styles and needs of EFL high school students. By incorporating strategies such as teaching grammar from rules, examples, and texts, educators can provide students with a comprehensive understanding of grammar principles while fostering critical thinking and language acquisition skills. Recognizing the contextual nature of language, the approach of teaching grammar through texts encourages students to engage actively with authentic materials, enhancing their comprehension and application of grammar concepts. Overall, this book serves as a valuable resource for EFL educators seeking to effectively teach grammar and promote language proficiency among their students.

Listening and Speaking.

The book focuses on listening and speaking skills in the sections labeled "Get ready to speak" and "It's time to listen." The listening exercises were specifically created to meet the preferences of teenagers who are constantly connected to their devices. Consequently, the inclusion of videos and podcasts is intended to capture their interest. The listening exercises in both units utilize genuine videos sourced from real platforms as a way to familiarize students with various language contexts and applications. Furthermore, the listening exercises in this coursebook were intentionally designed to align with the other language skills. Consequently, students are not only required to comprehend the content they hear but are also expected to engage in discussions about the spoken content and respond to related questions.

As stated by Ableeva (2008), the fundamental elements for evaluating listening comprehension within Communicative Language Teaching (CLT) encompass authenticity and purpose. Authenticity is evident through the use of materials sourced from real-world contexts. Purposefulness, on the other hand, is achieved when tasks replicate or closely resemble genuine situations found in the real world. Listening, as a receptive skill, doesn't entail producing language, but the impact of aural-oral input significantly contributes to successful language acquisition (BROWN, 2003).

In the context of speaking skills, it's crucial to highlight that these skills are not confined to a particular section but are interwoven throughout all units. This integration offers learners the chance to engage with various peers, with a focus on environmental awareness and conservation. Emphasizing communication skills, rather than just teaching speaking skills, is deemed more pertinent, and adopting a task-based approach serves this purpose well (RAHMAN, 2010). The speaking tasks have been designed to encourage learners to interact with a social intent, ensuring their awareness of the social context. This approach activates their prior knowledge to assess the context, audience, and appropriateness of language use.

The book provides a comprehensive approach to developing listening and speaking skills, recognizing the importance of catering to the preferences and needs of teenage learners. By incorporating engaging listening exercises, such as videos and podcasts sourced from real platforms, students are exposed to authentic language contexts that enhance their comprehension and application skills. The intentional alignment of listening exercises with other language skills ensures a holistic learning experience, where students not only comprehend content but also engage in meaningful discussions and responses. The emphasis on authenticity and purposefulness in evaluating listening comprehension reflects the principles of Communicative Language Teaching (CLT) and underscores the

significance of aural-oral input in language acquisition. Similarly, the integration of speaking skills throughout all units, with a focus on communication and task-based learning, fosters learners' social awareness and interaction abilities. Overall, the book offers a well-rounded approach to developing listening and speaking skills, equipping students with the necessary tools for effective communication in real-world contexts.

Reading

The Reading section assumes a pivotal role in guiding learners through reading strategies and steps, encompassing activities conducted before, during, and after reading. These activities are structured to help students become conscious of the factors that define a text's genre, including its purpose, target audience, context, and format. Consequently, learners gain a sense of self-reliance through genre-based instruction. Furthermore, the selected genres within the units are frequently sourced from online platforms, characterizing them as technology-driven genres. Given that the primary aim of these activities is effective communication, authentic materials play a significant role. These materials comprise real-world texts that students are likely to encounter beyond the classroom environment. This not only provides students with a sense of reality but also fosters a sense of accomplishment (RAHMAN, 2010).

The Reading section serves as a cornerstone in developing students' reading skills by employing a comprehensive approach that covers strategies and steps before, during, and after reading. By focusing on the elements that define a text's genre and incorporating technology-driven genres sourced from online platforms, learners are equipped with valuable insights and skills that promote self-reliance and effective communication. The use of authentic materials further enhances the learning experience by exposing students to real-world texts, fostering a sense of reality and accomplishment. Overall, the Reading section plays a vital role in preparing students to navigate the complexities of reading in various contexts, both inside and outside the classroom (BROWN, 2003).

Writing

Writing holds significant importance as a skill that can positively impact students throughout their lives. Introducing and practicing writing through engaging activities in schools can boost students' self-assurance. Writing skills are essential for students as they provide a foundation for learning across various academic subjects, effective communication, and self-expression. It also plays a crucial role in promoting students' social development and keeping them attuned to global events. It encourages students to

consider their audience and purpose, which, in turn, enhances their verbal communication skills. Collaborative writing with feedback from peers fosters mutual learning among students (MOSES; MOHAMAD, 2019). Written texts, due to their more deliberate nature, exhibit greater coherence compared to oral communication, as writers must facilitate the reader's understanding. Furthermore, guiding learners to understand different genres and text types is valuable in English Language Teaching (ELT). This awareness helps students delve into the social, historical, cultural, and ideological contexts that shape these forms of communication. This, in turn, assists them in comparing and contrasting social purposes and grammatical usage (LIMA, 2017)

This coursebook is designed to comprehensively address the development of writing skills across all sections, primarily through the incorporation of comprehension assessment questions. Consequently, a more intensive emphasis on writing proficiency is concentrated within the final section of each unit, denoted as "My project." This section necessitates the application of previously acquired writing strategies, integrated with diverse genre compositions.

In conclusion, the importance of writing skills cannot be overstated, as they play a crucial role in students' personal and academic development. Through engaging activities in schools, students can build confidence in their writing abilities, which are essential for effective communication, self-expression, and social development. By incorporating diverse writing genres and providing opportunities for collaborative learning and feedback, educators can help students become proficient writers who are able to navigate various social, cultural, and academic contexts. This coursebook aims to support the comprehensive development of writing skills by emphasizing practice, comprehension, and application in real-world contexts, ensuring that students are well-equipped for success in their future endeavors.

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