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Faculdade de Letras – FALE

Programa de Pós-Graduação em Estudos Linguísticos – POSLIN
Curso de Especialização em Ensino de Inglês – CEI

Maria Clara Santos Alvarenga

Global Citizens
(Material didático para o ensino de inglês)

Orientadora: Profa. Dra. Luciana de Oliveira Silva

Belo Horizonte
2024

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Trabalho de conclusão de curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade Letras da UFMG como um dos requisitos para a obtenção do título de Especialista em Ensino de Língua Inglesa. Orientadora: Profa. Dra. Luciana de Oliveira Silva.

Belo Horizonte
2024



UNIVERSIDADE FEDERAL DE MINAS GERAIS
CURSO DE ESPECIALIZAÇÃO EM INGLÊS: ENSINO E APRENDIZAGEM/CEI
ATA DE DEFESA DE MONOGRAFIA/TCC

Às 15:40 horas do dia 14 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, Global Citizens (Material Didático para o Ensino de Inglês), apresentado por Maria Clara Santos Alvarenga, 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. Valdeni da Silva Reis indicou a (X) aprovação/ () reprovação do(a) candidato(a);

Profa. Met. Carolina Fernandes Archer indicou a (X) aprovação/ () reprovação do(a) candidato(a).

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

Nota: 100

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 **Valdeni da Silva Reis, Professora do Magistério Superior**, em 04/01/2025, às 00:19, 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.

Acknowledgements

I would like to express my heartfelt gratitude to some special people whose support has made my journey more fulfilling. To my partner, Thais, for being by my side, sharing insights on the material's design, dynamics and proposals, and, above all, for helping me recharge after long work hours. To my mother, Márcia, for her unwavering support and encouragement, and to my family— Iza, Joca, and Tex—for their patience and constant cheerleading. To my nephew, Vicente, for reminding me to pause, play, and be creative. To my students and teachers, who have inspired me throughout my journey in education. To all the teachers from C.E.I. for all the knowledge shared, and Gilmar for all his kindness. Finally, to Professor Luciana, for her kindness, guidance, and encouragement when I faced uncertainty. Thank you all!

Resumo

Este trabalho apresenta o material didático Global Citizens, desenvolvido como produto final do Curso de Especialização em Ensino de Inglês (CEI) da UFMG. Destinado a alunos do 9º ano, o material alia o ensino de inglês ao desenvolvimento do pensamento crítico, abordando os Objetivos de Desenvolvimento Sustentável (ODS) da ONU. Baseado na abordagem comunicativa (CLT), na pedagogia crítica de Freire (1987) e no construtivismo de Vygotsky (1978), Global Citizens integra gramática e vocabulário a discussões sobre temas globais, incentivando a reflexão e a participação social dos alunos. Recursos como Challenge Cards ampliam a acessibilidade e a personalização do ensino. Ao promover o inglês como ferramenta de cidadania global, o material busca preparar aprendizes para atuarem como agentes de transformação.

Palavras-chave: ensino de inglês, ODS, BNCC, pedagogia crítica, ensino comunicativo, cidadania global.

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Abstract

This study presents the Global Citizens teaching material, developed as the final product of the English Teaching Specialization Course (CEI) at UFMG. Designed for 9th-grade students, the material integrates English learning with critical thinking development by addressing the United Nations' Sustainable Development Goals (SDGs). Grounded in Communicative Language Teaching (CLT), Freire's (1987) critical pedagogy, and Vygotsky's (1978) constructivism, Global Citizens embeds grammar and vocabulary into discussions on global issues, fostering students' reflection and social engagement. Features such as Challenge Cards enhance accessibility and provide differentiated learning opportunities. By promoting English as a tool for global citizenship, this material aims to empower learners as agents of change.

Key words: English teaching, SDGs, BNCC, critical pedagogy, communicative teaching, global citizenship.

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Introduction

This book was developed as the final project for the English Teaching Specialization Course (C.E.I.) at UFMG. It was designed with both students and teachers in mind, targeting 9th-grade learners and aligning with BNCC competencies for this level as well as CEFR B1 skills. The book aims to provide meaningful content while fostering critical thinking and language development.

When I began my undergraduate studies in Translation at UNESP, becoming a teacher was far from my plans. It wasn't until my final year, when I accepted an invitation to teach French to young children, that I discovered my passion for education. This initial experience sparked my interest in human development, childhood, and learning processes, and over the past years, I have dedicated my career to teaching young children and pre-teens, and I am currently a Pedagogy undergrad student. Writing this book represented a fresh challenge and an opportunity to engage with a different audience, expanding my perspective to include older students.

The theme of this book, focused on the United Nations' Sustainable Development Goals (SDGs), reflects my belief that education is a powerful tool for building society, and that we should always be conscious of the society we aim to create. Since teaching is a political act that influences all of society, and is a way to prepare young people to contribute to a more equitable, sustainable, and compassionate world. *Global Citizens* encourages students and teachers to recognize themselves as agents of change in their communities and beyond. In a time of environmental crises and social challenges, I wanted to transform worries into action through discussions and topics that I view as being important. Through this book, I hope to inspire students to realize their potential to create a brighter future for themselves and the world.

In today's world, learning a new language is more than just memorizing vocabulary and grammar rules. It's also importante for teachers and students to see it as a way to be able to tell their own stories, defend points of view and contribute to the diversity of voices and ideas globally. With this work, I intend to give a small contribution to this scenario. This book combines English learning with activities designed to help students reflect on their role in the world. Each unit is dedicated to a specific SDG and divided into sections, each with a unique purpose:

- **Step Into the Challenge:** Engages students with the unit's theme by activating prior knowledge and personal experiences.
- **Read to Lead:** Develops reading skills through varied interactions with texts related to global topics.

- **Hear the World:** Focuses on listening skills by analyzing and engaging with audio or video materials.
- **Engage in the Conversation:** Guides students in practicing writing through global themes and exploring different genres.
- **Speak Up!:** Builds speaking skills, encouraging students to use their knowledge in oral genres.
- **Self-assessment:** Encourages students to reflect on their progress, fostering independence and ownership of their learning journey.

By integrating these sections, the book combines language education with meaningful discussions on global issues, aiming to inspire active and thoughtful engagement with the world.

Rationale

1. Introduction

Both units developed throughout this work are thought-out as being part of a complete book that aims to introduce teens to the concept of UN's SDGs while working on BNCCs abilities for year 9 students, and CEFR B1 skills. The ESL book *Global Citizens* integrates linguistic proficiency with social responsibility by aligning language learning with the United Nations' Sustainable Development Goals (SDGs). This innovative approach equips students to engage with global challenges while developing English language skills. Grounded in Communicative Language Teaching (CLT), the book emphasizes interaction, authentic communication, and real-world application (RICHARDS, 2006).

Critical literacy, inspired by Freire's (1987) pedagogy, fosters students' ability to reflect on and act upon social issues. By engaging with topics such as gender equality and climate action, learners have the opportunity to connect classroom activities to broader social realities.

The integration of differentiated resources, such as Challenge Cards reflects the book's adaptability and inclusivity. By providing equitable learning opportunities and exposing students to a variety of English accents, *Global Citizens* prepares students for a globalized world where diversity is central.

2. Methodological Foundation

The methodology of *Global Citizens* draws on three key frameworks:

1. **Communicative Language Teaching (CLT):** CLT focuses on using language as a tool for meaningful communication. Grammar and vocabulary are embedded into tasks such as role-plays and collaborative projects, ensuring that language learning is functional and authentic (RICHARDS, 2006). Grammar is taught inductively throughout the book, and there are grammar activities designed to help students notice structures, patterns and rules.
2. **Critical Literacy:** Inspired by Freire (1987), the book integrates themes from the SDGs to encourage learners to analyze and reflect on global challenges. For example, discussions on poverty and gender equality push students to connect local realities with international contexts.
3. **Constructivism:** By scaffolding tasks and incorporating collaborative activities, the book fosters knowledge construction through interaction. Differentiated Challenge Cards, which cater to varying proficiency levels, exemplify this approach, providing equitable access to learning opportunities. This aligns with Vygotsky's (1978) concept of the Zone of Proximal Development, which underscores the importance of providing tasks that challenge learners just beyond their current abilities, with appropriate support.

The inclusion of diverse accents through AI-generated audios further supports the book's methodology. By exposing learners to accents from Scotland, Nigeria, Canada, the USA, and Singapore, the book aligns with Harmer's (2001) emphasis on authentic input, ensuring students are prepared for real-world communication.

3. Unit Design and Structure

The design and user experience were carefully considered throughout the creation of both units in *Global Citizens*. This attention to layout, color schemes, and visual elements ensures that the material not only conveys information effectively but also engages learners and supports the teaching process. As Harmer (2001) notes, “Materials that are visually appealing and well-organized can significantly enhance learners' motivation and comprehension” (p. 153).

Each unit is structured to integrate language skills with thematic content, balancing input, practice, and production while fostering critical thinking. The design supports this structure by visually highlighting key information, using consistent colors and elements to create a sense of unity, and providing clear, accessible references.

A. Warm-up Activities:

Warm-up tasks activate prior knowledge and introduce the unit theme, fostering schema activation and engagement. For example, Unit 1 uses SDG icons to spark curiosity and encourage discussion about global challenges. These icons are not only thematic but also visually striking, helping students make immediate connections between the imagery and the topic. This combination of visual and cognitive activation aligns with Leffa's (2003) recommendation to create materials that are both engaging and cognitively stimulating.

B. Input Activities:

Students interact with authentic materials, such as articles, videos, and infographics, presented in a visually cohesive way. AI-generated audio recordings accompany these materials, providing a broader spectrum of English accents, such as those from Scotland, Nigeria, Canada, the USA, and Singapore. The layout ensures that text, visuals, and audio prompts are presented in an intuitive format, minimizing cognitive load and enhancing usability. Braga, Silva, and Gomes Junior (2017) highlight that “effective design mediates the learning process, making complex information accessible and meaningful” (p. 123).

C. Skill Development:

Reading, writing, speaking, and listening tasks are interwoven throughout each unit, with a focus on clarity and alignment. For instance, students might read a visually enriched text on urban gardening, accompanied by an infographic summarizing key statistics, and then listen to a related audio in a Scottish or Nigerian accent. These multimodal inputs are visually and thematically integrated to reinforce comprehension and engagement.

D. Differentiated Challenge Cards:

The Differentiated Challenge Cards are designed with usability in mind, offering clear, color-coded prompts for students requiring additional support or seeking greater challenges. These

cards not only scaffold learning but also maintain the visual unity of the material, ensuring they blend seamlessly with other resources in the unit. This design approach aligns with Vygotsky's (1978) concept of scaffolding, as it supports learners while encouraging independence.

E. Output and Reflection:

Units culminate in projects, presentations, and reflective activities that are visually supported by clear instructions and consistent formatting. For instance, when students write a proposal for a local SDG initiative, the material provides visually organized rubrics and guidelines, ensuring clarity in expectations. The use of bold headings, color-coded sections, and carefully placed icons enhances the user experience, guiding students through the process step by step.

F. Design as a Pedagogical Tool

The visual and structural design of Global Citizens reflects an understanding of how layout and aesthetics influence learning. According to Harmer (2001), "The organization of materials can either facilitate or hinder a learner's ability to engage with the content meaningfully" (p. 154). In this book, cohesive color schemes, thematic visual references, and consistent layouts ensure that the material is approachable and intuitive for both students and teachers. By minimizing distractions and presenting information in clear, digestible formats, the design reinforces the pedagogical objectives of each unit.

The integration of thematic elements, such as SDG icons and AI-generated accents, further supports a unified and engaging learning experience. The deliberate use of visual references across units creates continuity, helping students connect lessons and build on prior knowledge. Additionally, the visually enriched presentation of authentic materials aligns with Braga, Silva, and Gomes Junior's (2017) observation that "multimodal input is critical for engaging diverse learners and enhancing comprehension" (p. 124).

This thoughtful design and user experience enhance the usability of Global Citizens, ensuring that the material supports not only the delivery of content but also the broader goals of engagement, motivation, and learning efficacy.

4. Self-Assessment and Peer Evaluation

A. Self-Assessment:

At the end of each unit, students complete self-assessment tasks to reflect on their progress. These activities guide learners in evaluating their understanding of vocabulary and grammar, as well as their ability to communicate effectively. Harmer (2001) highlights that self-assessment fosters autonomy, helping students become more aware of their learning process.

B. Peer-Evaluation Rubric:

In the Engage in the Conversation section, the teacher's book includes a peer-evaluation activity where students assess each other's writing using a structured rubric. Initially, students analyze a model letter, then apply the rubric to a peer's work. This process encourages critical analysis, collaboration, and constructive feedback. After receiving feedback, students revise their work, integrating suggestions and reflecting on improvements. According to Brown (1994), iterative writing processes that include feedback cycles help students refine their communication skills.

C. Read-Aloud Activity:

The teacher's book includes a read-aloud activity inspired by Gibson's (2008) insights on the pedagogical value of reading aloud. This activity reinforces grapheme-phoneme correspondence and helps students develop fluency, pronunciation, and prosodic features like intonation and stress. Gibson emphasizes, "Reading aloud can bridge the gap between decoding skills and fluent reading, while also building confidence in pronunciation" (p. 31). By providing learners with an opportunity to engage with the rhythm and flow of English in a supportive setting, the activity enhances both reading and speaking skills. It also allows teachers to identify and address specific pronunciation challenges.

5. Vocabulary and Grammar Focus

Grammar instruction in *Global Citizens* follows an inductive approach, where students discover rules through contextualized tasks. Azevedo and Carneiro (2017) assert, "The inductive approach requires students to actively notice patterns in authentic contexts, deepening their understanding and retention" (p. 83). Activities are also designed to help students notice patterns, structures and use of the grammar that is being introduced in the unit, since:

"When a learner becomes conscious of a grammatical feature, chances are that such consciousness will trigger a process that will ultimately result in the incorporation of the feature into the learner's language competence. Noticing can be achieved by tasks that ask learners to focus on how structures are used in texts produced in the real world, for example. In addition to noticing, grammatical development can also be encouraged by helping learners restructure their linguistic competence by pushed output." (Azevedo; Carneiro, 2017, p94)

Vocabulary tasks, such as the word-family activity in Unit 1, build lexical networks that enhance students' ability to use related words effectively. Inspired by Frodesen (2014), these activities integrate vocabulary with practical tasks, such as writing reflective essays or preparing presentations.

6. Technology Integration

The integration of AI-generated audio recordings in *Global Citizens* addresses a significant challenge faced by many ESL educators: the lack of accessible, high-quality inputs in diverse English accents. As teachers, we often struggle to find authentic materials that represent the

global varieties of English, limiting students' exposure to the rich diversity of the language. To overcome this limitation, the book incorporates texts read in standard accents from Scotland, Nigeria, Canada, the USA, and Singapore.

This deliberate choice ensures that students experience a broader range of English varieties, preparing them for real-world interactions where they are likely to encounter speakers with diverse accents. Harmer (2001) emphasizes the importance of authentic input, noting that exposure to different accents helps learners build confidence and adaptability in listening comprehension.

Furthermore, the use of AI-enhanced audio recordings featuring diverse English accents from Scotland, Nigeria, Canada, the USA, and Singapore ties into this broader goal of fostering critical thinking and global awareness. As Braga, Silva, and Gomes Junior (2017) argue, exposure to diverse linguistic varieties promotes not only listening skills but also intercultural competence: "By exposing learners to different accents, educators can help them appreciate the diversity of English as a global language and prepare them for real-world communication" (p. 125). This awareness of linguistic diversity complements the book's focus on developing students as critical, reflective participants in an interconnected world.

Finally, the reflective nature of the book's self-assessment and peer-evaluation activities also contributes to the cultivation of critical thinkers. These activities encourage students to evaluate their own learning processes and outcomes, as well as those of their peers. According to Harmer (2001), reflective practices like these "enable learners to become more autonomous and aware of their strengths and areas for improvement, laying the foundation for lifelong learning" (p. 153). The process of giving and receiving constructive feedback further nurtures critical thinking skills, as students are required to assess not only the linguistic but also the argumentative quality of their work.

Through its integration of Freirean pedagogy, constructivist principles, and technological innovations, *Global Citizens* positions learners as proactive agents of change. By engaging critically with global issues, reflecting on their contributions, and appreciating linguistic and cultural diversity, students are empowered to see themselves as capable of making meaningful contributions to society. This transformative approach ensures that the learning of English is not just a linguistic endeavor but also a tool for shaping a better world.

As Braga, Silva, and Gomes Junior (2017) observe, "Technology provides opportunities to mediate linguistic diversity, offering learners access to inputs that might otherwise be unavailable" (p. 125). By leveraging AI technology, *Global Citizens* delivers consistent, high-

quality audio while addressing the practical constraints of finding varied accents. This approach not only enhances listening skills but also fosters cultural competence, encouraging students to appreciate the global nature of English and its many forms.

7. Empowering Critical Thinkers

Critical thinking lies at the heart of *Global Citizens*, a book designed not only to teach English but also to encourage learners to engage deeply with societal issues. The tasks challenge students to analyze complex global and local problems, propose actionable solutions, and reflect on their own roles as change-makers. This approach aligns closely with Freire's (1987) concept of critical pedagogy, which emphasizes education as a means to empower individuals and communities: "Education is a political act; it is never neutral, and as such, it requires both reflection and action upon the world in order to transform it" (FREIRE, 1987, p. 68).

In every unit, students are invited to examine topics rooted in the United Nations' Sustainable Development Goals (SDGs). These include issues such as gender equality, poverty alleviation, environmental sustainability, and food security. Each topic is not merely presented as linguistic input but as a lens through which students can view, question, and contribute to societal transformations. Activities, such as debates on environmental policies or discussions about cultural perceptions of equality, are designed to foster this critical engagement, creating opportunities for learners to connect their personal experiences with broader global contexts.

Freire's emphasis on dialogue as a tool for transformation is reflected in the book's interactive tasks. Through collaborative activities, such as analyzing case studies or creating proposals for local SDG projects, students learn to engage in meaningful conversations that challenge and expand their perspectives. The process of dialoguing also allows learners to validate their experiences while critically engaging with the ideas of others (FREIRE, 1987).

The differentiated nature of the Challenge Cards in the book provides a practical application of Vygotsky's (1978) Zone of Proximal Development. These cards ensure that learners of varying proficiency levels can engage critically with the material. For students who need additional support, the cards provide structured prompts and sentence starters, enabling them to participate effectively in discussions or writing tasks. For advanced learners, the open-ended questions encourage deeper exploration of ideas and the development of nuanced arguments. This dual-layered approach ensures inclusivity while maintaining high cognitive demands.

C.E.I. - UFMG - 2024

GLOBAL CITIZENS

Language Learning Through Social Action



Maria Clara Santos Alvarenga





Global Citizens

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Presenting this book

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Step Into the Challenge

Read to Lead

Hear the World

Engage in the Conversation

Speak up!

Song

Cutouts

Unit 2 - Sowing the Seeds, Nurturing the Future

Step Into the Challenge

Read to Lead

Hear the World

Engage in the Conversation

Speak up!

Song

Cutouts

Global Citizens

Welcome to "Global Citizens: Language Learning Through Social Action"!

This book is designed especially for Brazilian teen students at the B1 level of English. Our goal is to help you improve your English language skills while encouraging you to think about important global and social issues.

Why This Book?

In today's world, learning a new language is more than just memorizing vocabulary and grammar rules. It's about understanding different cultures, thinking about global problems, and realizing how we can all make a difference. Language learning is a powerful tool to be an active changemaker in the world. This book combines English learning with activities that make you reflect on your role in society and the world.

What Will You Learn?

Through this book, you will:

- **Improve Your English:** Each chapter will help you practice reading, writing, speaking, and listening in English.
- **Think Globally:** Learn about important global issues.
- **Act Locally:** Discover ways you can make a positive impact in your community and beyond.

For Teachers and Students

This book is designed for both students and teachers, offering activities and projects that make the classroom dynamic and interactive. Together, you'll explore what it means to be responsible global citizens who care for the world.



Global Citizens

How Is This Book Organized?

Each unit focuses on a different Sustainable Development Goal (SDG) and is split into sections to help you build specific language skills while exploring important global topics.

The sections are:

- **Step Into the Challenge:** Begin with an introduction to the topic and test what you already know.
- **Read to Lead:** Read about activism and sustainable development to become an informed global citizen.
- **Hear the World:** Listen to real discussions and interviews with activists to better understand global issues.
- **Engage in the Conversation:** Practice writing about global challenges and learn how written expression can make a difference.
- **Speak Up!:** Build confidence in speaking about social and environmental activism, sharing your opinions and ideas.
- **Self-assessment:** Keep track of your progress and take some time to think about your learning process.

Start Your Journey

As you work through *Global Citizens: Language Learning Through Social Action*, remember that you're part of a global community. Every lesson and action helps build a better world. Let's begin this exciting journey and use your English skills to make a real difference!

Welcome to the adventure of becoming a global citizen—let's learn, reflect, and act together!

Getting started

To start our journey, let's find out what type of social activist you are! This fun quiz will help you discover which causes and community roles interest you the most.

Quiz: What Type of Social Activist Are You?

1. What issue are you most passionate about?
 - A) Environmental protection
 - B) Fighting poverty
 - C) Gender equality
 - D) Quality education for all
2. How do you prefer to make a difference?
 - A) Organizing community clean-ups
 - B) Volunteering at shelters or food banks
 - C) Joining campaigns for women's and girls' rights
 - D) Tutoring or mentoring students
3. Which quote inspires you the most?
 - A) "The Earth is what we all have in common." – Wendell Berry
 - B) "Poverty is the worst form of violence." – Mahatma Gandhi
 - C) "Equality means more than passing laws. The struggle is really won in the hearts and minds of the community, where it really counts." – Barbara Gittings
 - D) "Education is the most powerful weapon which you can use to change the world." – Nelson Mandela
4. What is your ideal weekend activity?
 - A) Hiking and enjoying nature
 - B) Cooking meals for those in need
 - C) Attending a workshop on human rights
 - D) Helping children with their homework
5. How do you stay informed about global issues?
 - A) Reading articles about climate change
 - B) Following organizations that fight poverty on social media
 - C) Listening to podcasts about women's rights
 - D) Watching documentaries about science and education
6. What role do you see yourself taking in your community?
 - A) Leading sustainability projects
 - B) Coordinating community outreach programs
 - C) Advocating for equal rights
 - D) Supporting educational initiatives

CHECK YOUR
RESULTS ON
THE NEXT PAGE!

Getting started

Results:
What type of social activist are you?

Results:

Mostly A's: The Environmental Protector



You are passionate about the planet and its resources. You believe that taking care of the environment is essential for future generations. Whether it's through recycling campaigns, planting trees, or raising awareness about climate change, you are dedicated to protecting nature.

Mostly B's: The Compassionate Caregiver



You have a big heart and a strong desire to help those in need. Fighting poverty and hunger are your top priorities. You enjoy volunteering and making sure that everyone in your community has access to basic needs.

Mostly C's: The Equality Advocate



You are driven by a deep sense of justice and equality. You believe in fighting for the rights of women and girls and ending all forms of discrimination. Your passion lies in creating a fair and inclusive society for all.

Mostly D's: The Education Champion



You understand the transformative power of education. You are dedicated to ensuring that everyone has access to quality education. Whether through teaching, mentoring, or supporting educational programs, you believe that knowledge is the key to a better future.

Now that you know what type of social activist you are, let's dive into the UN's SDGs and see how your passions align with global goals. Remember, every action counts, and together we can make a difference!

UNIT 1

GETTING TO KNOW THE SDGS



Step into the challenge

In this unit you will:

- Talk about obligations, suggestions and possibilities using modals (could, should, must);
- Discuss global challenges and solutions;
- Identify the SDGs.

Look, discuss and answer (True or False):

The image shows a thermometer rising, which can symbolize a problem with the planet's temperature. **T F**

Planting trees, as shown in the image, can solve some of the problems connected to nature. **T F**

Factories with "CO₂" clouds can symbolize something harmful to the environment. **T F**

The image shows only problems, not solutions. **T F**

The "SDGs" written in the image could stand for something important about improving the world. **T F**



Step into the challenge

SDGs stand for **Sustainable Development Goals**, created by the United Nations to address the world's biggest challenges.

There are **17 SDGs**, and each one has its own icon. The icons below represent each goal.



Step into the challenge

1.1. Group Activity: Team Up & Tackle the SDGs!

Find Your Crew: Join a group with classmates who have different activist strengths than you. Diverse perspectives spark creativity!

Decode the Icons: Examine the SDG icons with your group. What global issues do they represent? Discuss and match each icon to its corresponding goal.

- **___ Good Health and Well-Being:** Everyone should have access to good healthcare. Countries must make sure people can stay healthy and avoid preventable diseases.
- **___ Quality Education:** Education must be available to everyone. Governments should make sure people of all ages can keep learning
- **___ No Poverty:** We must work to end poverty everywhere. Governments should help by giving people resources to improve their lives.
- **___ Zero Hunger:** The world must stop hunger. Countries must grow food in better ways to make sure everyone has enough to eat.
- **___ Gender Equality:** All women and girls should be treated equally. We must make sure everyone has equal rights.
- **___ Clean Water and Sanitation:** Everyone must have clean water and toilets. Water should be saved and used wisely.
- **___ Affordable and Clean Energy:** Energy must be clean and affordable for all. Countries should use renewable energy, like solar and wind power.
- **___ Decent Work and Economic Growth:** People should have safe jobs that pay well. Economies must grow without harming the planet.
- **___ Industry, Innovation, and Infrastructure:** Countries should build strong infrastructure, like roads and internet. They must also support innovation to make industries better.
- **___ Reduced Inequalities:** Inequality must be reduced. Everyone should have the same opportunities, no matter where they live or who they are.
- **___ Sustainable Cities and Communities:** Cities should be safe and clean for everyone. Housing must be affordable, and communities should be inclusive.
- **___ Life on Land:** We must protect nature and stop deforestation. Biodiversity should be preserved for future generations.
- **___ Peace, Justice, and Strong Institutions:** There should be peace and justice for everyone. Governments must be fair and work for all people.
- **___ Partnerships for the Goals:** Countries must work together to reach these goals. They should share resources and ideas to make progress faster.
- **___ Responsible Consumption and Production:** People should use resources carefully. Countries must reduce waste and reuse products.
- **___ Climate Action:** Climate change must be addressed. Every country should lower pollution and help protect the environment.
- **___ Life Below Water:** Oceans must be protected. Countries should work together to stop pollution and overfishing.

CHECK YOUR
ANSWERS ON
THE NEXT PAGE

Step into the challenge

1.2. Group Brainstorm: Categorize the Goals

Jot down ideas on how each SDG creates positive change, then place each SDG (by number) into one of these four groups:

- Environment & Ecology: Protecting our planet (climate, oceans, etc.)
- Basic Needs: Ending poverty and hunger, ensuring health and well-being.
- Equality & Justice: Fighting inequality (gender, race, etc.) and promoting fairness.
- Sciences, Education & Information: Making education and information accessible to all.

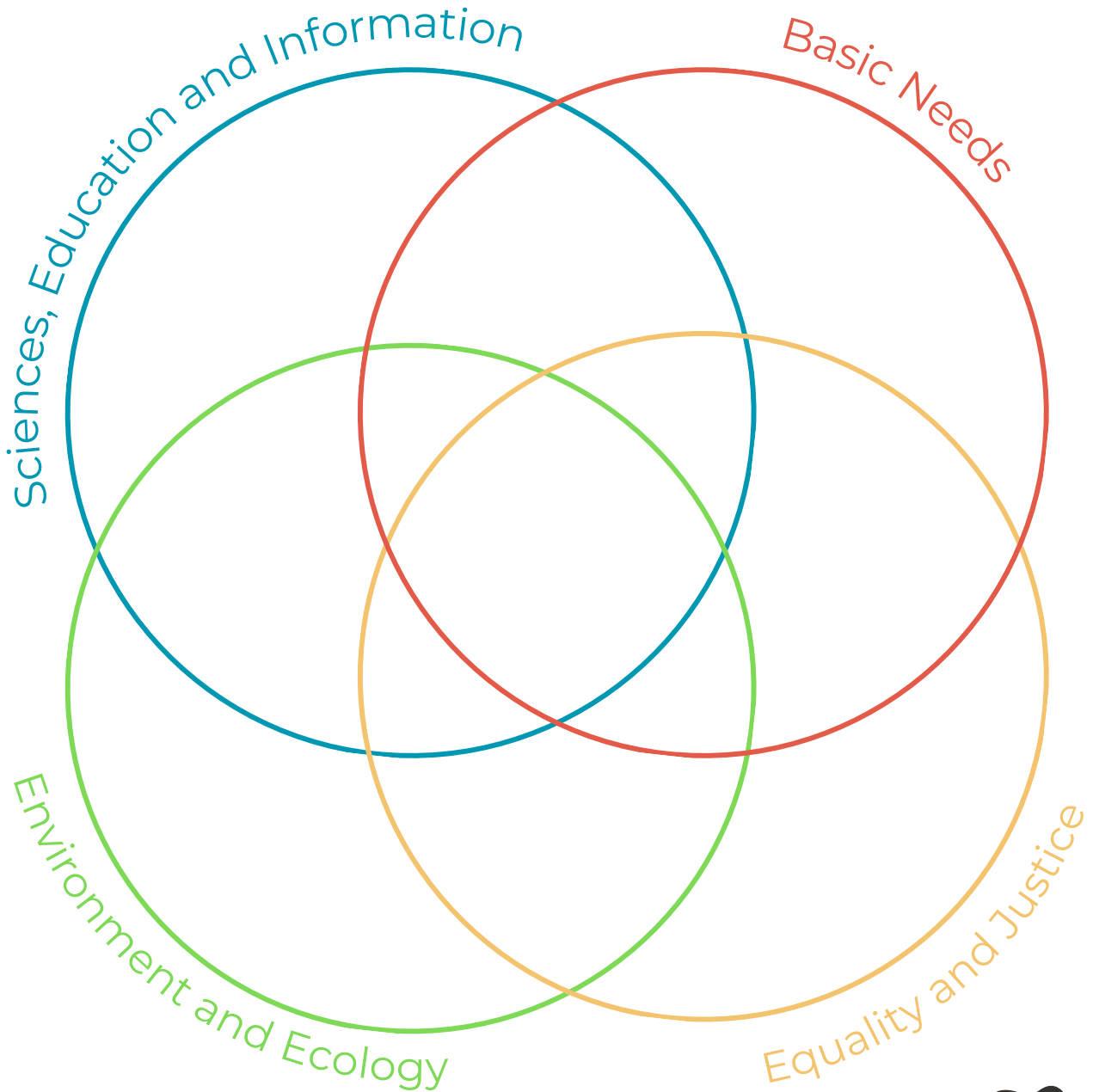


Hint: Some SDGs may fit into more than one category, so don't be afraid to discuss and debate!



Step into the challenge

1.2. Write the SDGs' numbers in the diagram below:



1.3. Group Discussion: After organizing the SDGs into the four categories, stay in your groups and discuss:

- Why did you place certain SDGs in specific categories?
- Did any of the SDGs fit into more than one category? Why?

Present Your Diagram: Each group will briefly present their diagram to the class, explaining the reasoning behind their choices. Be ready to justify why certain goals belong in particular categories, and how they relate to specific types of activism (e.g., environment, basic needs, equality, education).

Class Debate: After the presentations, we will have a class discussion. Are there any SDGs that should be moved to a different category? Do some SDGs overlap in more ways than others? Share your thoughts and discuss differences of opinion with other groups.



Reflection Questions:
 Which SDGs are most important to you personally and why?
 How can you, as a student, contribute to achieving these goals in your local community?

Read to Lead

2.1. Pre-reading activity: Check a dictionary and match each vocabulary to their definition. Then, think of synonyms for each word, and write them down.

Sustainable, Goals, Poverty, Combat, Reduce, Recycle, Equality, Raise Awareness



To fight or stop something harmful.

Synonyms: _____



Things you aim to achieve or reach.

Synonyms: _____



Something that can last or continue for a long time without causing harm

Synonyms: _____



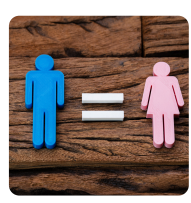
The state of not having access to a fair wage to cover basic needs.

Synonyms: _____



To make more people know about an issue or problem.

Synonyms: _____



The idea that everyone has the same rights and opportunities.

Synonyms: _____



To make something smaller or less.

Synonyms: _____



To turn waste materials into reusable objects.

Synonyms: _____

Read to Lead

2.2. Think and discuss:

- What are some challenges we face in the world today (e.g., poverty, climate change)?
- Have you heard of any global goals to solve these problems? What might they be?
- What actions can individuals or governments take to help?

2.3. Check out the text below:

"How We Can Make a Difference"

In today's world, there are many challenges, but there are also many things we **must do** to create a better future. The United Nations has developed 17 Sustainable Development Goals (SDGs) that people, governments and institutions from around the world **should work** towards by 2030. These goals aim to end poverty, improve education, and combat climate change.

One important goal is to protect the planet. Everyone **must reduce** waste and recycle whenever possible. We **should also try** to use less plastic. For example, you **could bring your own bag** when you go shopping, instead of using a plastic one.

Another goal focuses on equality. People **should have** equal access to education, healthcare, and job opportunities, no matter where they live. Governments **must invest** in schools and hospitals to ensure that everyone can reach their potential.

There are many things that individuals **might do** to help, too. You **could join** a local environmental group, or you **might raise** awareness by sharing information on social media. Every action counts, and together, we can make a difference!

2.4. Read and Answer: Answer the following comprehension questions based on the text. Use full sentences in your answers.

This activity is also available as a board game on the CUTOUTS section!

A. What are the Sustainable Development Goals (SDGs) and who created them?

B. According to the text, what are some things individuals can do to protect the planet?

C. Why is equality an important goal, and what should governments do to promote it?

D. Give two examples of how individuals can raise awareness about important issues.

E. What does the text suggest about the role of individuals and governments in making a difference?

Read to Lead

2.5. Guessing grammar

A. Read the text again focusing on the actions mentioned that can help improve the world. Discuss with your class the different actions people, governments, or organizations can take. Organize the actions into the following categories:

- What is possible to do
 - Example: We can recycle more.
- What is necessary to do
 - Example: We must reduce plastic waste.
- What is recommended to do
 - Example: We should raise awareness about climate change.
- Share your ideas with your classmates, and be ready to explain why each action fits the category you chose.

Possible

We can recycle more.

You might raise awareness to the issue.

Necessary

We must reduce plastic waste.

Recommended

We should raise awareness about climate change.

GRAMMAR

Should	Advice or recommendation	"We must protect the environment."
Must	Obligation or necessity, often used for rules or laws.	"You should recycle more."
Could	Used to offer suggestions or to talk about possibilities.	"You could bring your own bag to the store."
Might	Used to express possibility or uncertainty.	"It might rain tomorrow."



Click on the icon to practice grammar points from this page with a game.

Read to Lead

2.6. Read each sentence and decide if the statement is expressing a fact, a suggestion, or a possibility.

Sentences:

A. "People and institutions from around the world should work towards the Sustainable Development Goals (SDGs) by 2030."

B. "Everyone must reduce waste and recycle whenever possible."

C. "You could bring your own bag when you go shopping, instead of using a plastic one."

D. "Governments must invest in schools and hospitals to ensure that everyone can reach their potential."

E. "You might raise awareness by sharing information on social media."

Questions:

Does sentence A express a recommendation or something that is necessary?

Reccomendation

Necessity

In sentence B, is recycling a suggestion or something people are required to do?

Suggestion

Requirement

In sentence C, is bringing your own bag something you are required to do, or is it just a suggestion?

Suggestion

Requirement

Does sentence D talk about something that governments are required to do, or just something they are encouraged to do?

Suggestion

Requirement

In sentence E, is raising awareness something that will definitely happen, or just a possibility?

Possibility

Certainty

2.7. Complete each sentence with should, could, or must to show the best way to solve each issue.

1.To reduce plastic waste, people ___ bring reusable bags when shopping.

2.Governments ___ invest in renewable energy to combat climate change.

3.Everyone ___ have access to clean drinking water for a healthy life.

4.We ___ encourage others to join environmental protection groups.

5.You ___ try using less water while brushing your teeth or taking a shower to save resources.

6.Students ___ share knowledge on climate action with their friends and families.

Hear the world

3.1. Look at the image and discuss:

Describe the image: What do you see? Who are the people, and what are they doing?
 What kind of situation is this? Are they having a casual chat, a professional interview, or something else?
 Why might people go to a studio like this? What kinds of things might they talk about?
 One person in the studio is an activist. What topics do you think they could discuss on the podcast?



Podcast: An audio program you can listen to on the internet.



Interview: A conversation where one person asks questions, and the other answers.



Activist: A person who works to make a change in the world, like protecting the environment or supporting equal rights.

3.2. Listening comprehension: Listen to the podcast conversation between Ari and Daniel. Read the five statements below and decide which one is not true based on what you heard. Circle the statement you think is the lie.



Daniel, Canada



Ari, United States

- A. Daniel thinks the SDGs are very important for creating change.
- B. He believes that climate action is an issue that can wait a few more years.
- C. Daniel says that small steps can make a big difference.
- D. He suggests that individuals could reduce waste and use public transport
- E. Daniel compliments Ari on her podcast at the start of the conversation.

Hear the world

3.3. Check Your Understanding: Answer the questions below based on the podcast you listened to. Discuss your answers with a partner.

A. What is Daniel's opinion about the SDGs?

B. What does he say governments must do?

C. What actions does he suggest individuals could take?

3.4. Summarize the Podcast:

With a partner, write a summary of the podcast in three sentences. Use at least one of these words in your summary: must, should, or could.

3.5. Create Your Personal Action Plan:

Think about how you can make a difference in supporting the Sustainable Development Goals. Write your answers below.

One thing I must do to help protect the environment:

One thing I should do to support social or environmental goals:

One thing I could do in my daily life to make a difference:

3.6. Share and Discuss:

Share one part of your action plan with the class. Then, in small groups, discuss any challenges you might face with your ideas and possible solutions.

Engage in the conversation

Listen and repeat

4.1. Listen to the following words and repeat:

Education 

Volunteers 

Environmental protection 

Community 

Partnered 

Activism 

Read, listen and discuss

4.2. Read and listen to the following news article, underline the words you heard previously:

   **Amina, Nigeria** 

DAILY NEWS

Word • Business • Finance • Lifestyle • Travel • Sport • Weather

Training Young Climate Activists in Brazil

In Brazil, volunteers are working hard to teach young people about climate action and environmental protection. Last week, a group from Belo Horizonte partnered with "Global Shapers" and "Eu Amo Minha Quebrada" to host a talk on "Safety in Activism." They also joined a discussion during the Educlima – Clima da Quebrada project. This project aims to train young people who want to help solve climate issues and take action in their communities.



Young students and activists in Belo Horizonte.

On the same day, volunteers from Belém organized an event called "Training Nature Protectors." Working with CEDENPA, they shared environmental education with people of all ages in the Cremação community. This event was supported by local universities and groups to make a positive impact.

Activists at the "Training Nature protectors" event, in Belém.



Text adaptation from: <https://www.greenpeace.org/brasil/blog/voluntariado-de-belo-horizonte-se-uniu-a-movimentos-sociais-na-formacao-de-ativistas-climaticos/>

4.2. Discuss in class, then write down your thoughts:

What should people do to protect the environment?

How can education help people act on climate issues?

Speak up!



Speaking task: Act for change!

5.1. Game Instructions

1. Get into Groups
2. Divide into small groups, making sure everyone has access to the Cutouts page in your book.
3. Prepare the Cards
4. In your group, cut out the scenario cards from the Cutouts section. Each card presents a global issue along with a vocabulary hint or tip to help guide your response.
5. Sort and Discuss
6. Shuffle the cards and draw one at random. As a group, discuss the issue on your card and come up with meaningful actions or advice to address it. Use modal verbs like should, could, and must to create your recommendations.
7. Present to the Class
8. Once your group has prepared, take turns presenting your card's issue to the class, along with your suggested actions. Be sure to explain why these actions are important and how they can help make a difference.
9. Class Discussion
10. After each group presents, the class can ask questions or add their own suggestions. Let's work together to explore ways to make a positive impact!

You can note down your ideas here:



The goal is to use modals effectively while sharing ideas for global change. Think creatively and work as a team to address each issue with practical, thoughtful solutions.

Speak up!



Karaoke time!

 PLAY

Road to Solutions

[Verse]

We must unite to heal this broken land
We should plant love with every helping
hand
We could light up the night with all our
hopes
We might find peace if we untie the ropes

[Chorus]

We must be strong in the face of pain
We should aim high and break each chain
We could fix the world with hearts so wide
We might just turn this global tide

[Verse 2]

We must nurture the seeds we firmly sow
We should teach what the wise ones know
We could build bridges across the divide
We might see bounty where drought had
dried

[Chorus]

We must be strong in the face of pain
We should aim high and break each chain
We could fix the world with hearts so wide
We might just turn this global tide

[Bridge]

We must raise voices in one great song
We should all follow where we belong
We could find answers in stars above
We might find strength in endless love

[Chorus]

We must be strong in the face of pain
We should aim high and break each chain
We could fix the world with hearts so wide
We might just turn this global tide



Self-assessment



By the end of this unit, I can:

Now that you've finished the unit, check off what you feel confident about. For each goal, rate yourself from 1 to 5, with 1 meaning "I need more practice" and 5 meaning "I feel great about this!"

Talking about obligations, suggestions, and possibilities with modals (could, should, must):

I can use "could" to suggest ideas or options.
I can use "should" to give advice.
I can use "must" for strong obligations.

My Rating (color the stars): 1 2 3 4 5

Discussing global challenges and solutions:

I can talk about some of the biggest challenges facing the world.
I can suggest actions to help solve these problems.
I feel comfortable discussing these ideas in English.

My Rating: 1 2 3 4 5

Identifying the Sustainable Development Goals (SDGs):

I can recognize the SDGs and their icons.
I know what some SDGs aim to achieve.
I can connect each SDG to categories like environment, equality, and education.

My Rating: 1 2 3 4 5

Reflection Questions

What was the easiest thing for you in this unit?

What would you like to practice more?

How can what you learned in this unit help you be an active global citizen?

Think about what you achieved and how you can use these new skills outside of class!

SOWING THE SEEDS, NURTURING THE FUTURE



Step into the challenge

In this unit you will:

- Discuss food security and urban farming projects.
- Read, analyse and write formal letters.
- Understand and use zero and first conditional sentences using "if."



Look at the image below, discuss and check your guessings about it:

- It's a park. F T
- It's a food garden. F T
- This place is located in a rural area. F T
- This place could be located in an urban area. F T
- People in this neighborhood might use this place to grow food for themselves. F T



Watch the video to learn more about this place.






Step into the challenge

1.1. Read, listen and discuss:





Read the article below to find out if your guesses were correct!
 Discuss with your classmates: **What is this project about? How does this project benefit the community? How is the community involved?**




 Mun, Singapore 

+   
positive.news/society/the-rio-de-janeiro-garden-that-saves-lives/

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‘Without it, I might be dead’:

the garden that saves lives


Words by Constance Malleret
 May 23, 2022

Barros explains that half of the **produce** must be donated locally, but the team is then free to commercialise the other half. (...) “It’s a revival of culture too,” he says.

(...) He’s proud of that, but the primary aim is to grow food. In 2020, its gardens produced 82 tonnes, most of which was donated during the worst of the Covid-19 pandemic.

The favela residents involved in the gardens are enthusiastic about the project’s other benefits, such as education and bringing people happiness.

“I always tell people, ‘Hortas Cariocas’ is the name of the project, but its surname is ‘Saving Lives,’” says Ezequiel Dias Areas, who manages the team of gardeners in Manguinhos. Dias Areas was unemployed for five years before getting involved in 2013. **Without the garden “today I might be selling drugs, I might be dead, I might be in prison”, he says.**



(...) The Manguinhos garden is part of the Hortas Cariocas project (Carioca Gardens), which is named after the ‘carioca’ – inhabitants of the city of Rio. Launched in 2006 by Julio Cesar Barros, an agronomist who works for the **municipality**, the project now includes 55 gardens that are located either in schools or in ‘vulnerable’ neighbourhoods, such as favelas.

Stretching the length of four football pitches, the plot in Manguinhos is said to be the largest **community garden** in Latin America. (...) It lies deep inside Manguinhos, one of the many **bare-brick** favelas that populate Rio de Janeiro’s vast North Zone(...). The site was previously a **rubbish dump**, known locally as a ‘cracolândia’ frequented by drug-users.

Glossary



Produce: Fresh fruits and vegetables that are grown to be sold or consumed.



Rubbish dump: A place where large amounts of waste or garbage are taken and left.



Municipality: A town, city, or local area that has its own government.



Bare-brick: Walls or buildings made of bricks that are not painted, plastered, or covered with other materials; they show the raw brick surface.

Complete text available at:
<https://www.positive.news/society/the-rio-de-janeiro-garden-that-saves-lives/>



Step into the challenge

1.2. Brainstorm Game: Community Gardens and SDGs

Work in teams to imagine which SDGs are connected to a community garden like the one in Manguinhos and explain why.

Form groups of 3-4 classmates.

Look at the list of 17 Sustainable Development Goals (SDGs).

Brainstorm and choose at least 4 SDGs you think are connected to a community garden. Think about the benefits a community garden can bring, such as food, jobs, or improving the environment.

Write a short explanation for each SDG of why it's related to the garden.

Present your group's SDGs and justifications to the class.

Listen to other groups' ideas and compare them with yours.



SDG Chosen	Why it's related to a community garden
Example: SDG 2: Zero Hunger	Community gardens grow fresh food for people in need. Manguinhos' community garden donates fresh produce to people who can't afford to buy it.

Read to lead

Vocabulary

2.1. Pre-reading activity: Match each vocabulary to their definition.



Resilience



Urban area



Food security



Landowners



Wellbeing



Biodiversity



Allotment / Lot



Flooding

Definitions:

- a. The ability to recover quickly from challenges or difficulties.
- b. A small piece of land rented for growing vegetables or flowers.
- c. A balance of physical and mental health that makes people feel good.
- d. The assurance that people have consistent access to enough healthy food.
- e. The variety of plants and animals in a particular environment.
- f. The owners of a piece of land or property.
- g. A densely populated region, typically a town or city.
- h. The overflow of water onto land that is usually dry.

2.2. Complete the sentences with the correct words from the list.

- a) Living in a large _____ means having access to schools, hospitals, and job opportunities.
- b) The community showed great _____ after the heavy rains destroyed their crops.
- c) _____ ensures that everyone has access to healthy food, even during emergencies.
- d) The city allocated a small _____ for families to grow their own vegetables.
- e) The river overflowed, causing _____ in several neighborhoods.
- f) Planting different trees and flowers helps increase _____ in the local park.
- g) Regular exercise and a balanced diet contribute to physical and mental _____.



Click on the icon to practice the vocabulary from this page with a game.

Read to Lead

Listen and repeat

2.3. Listen to the following words and repeat:



Callum, Scotland



Well-being
Food security
Urban area
Flooding

Resilience
Allotment
Landowners
Biodiversity

Think and discuss

2.4. In pairs or small groups, discuss the following questions:

Why do you think "community farms" could help solve food insecurity?

What are some benefits of farming in cities for people and the environment?

What might be the impacts of a community garden on people's wellbeing?

How could you contribute to a community garden?

Read to Lead

Read, listen and answer

2.4. Read and listen to the following news article, underline the words you heard previously:



Callum, Scotland



positive.news/environment/what-would-happen-if-unloved-public-spaces-became-community-farms/

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What would happen if all unused public spaces in the UK became community farms?

Words by Jess Davies, Charlotte Hardman
and Sofia Kourmpetli - May 18, 2022

That's the question a group of researchers tasked themselves with answering. Here they reveal their findings

Communities should have a right to improve the unloved public spaces around them by growing fruit and vegetables, according to a new campaign that's calling for a "right to grow" law in the UK.

This law aims to get local councils and **landowners** (...) to open up parts of land in towns and cities for cultivation by local citizens.

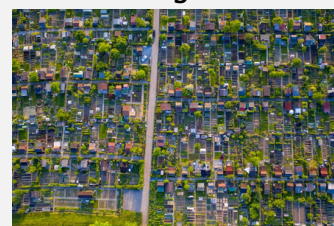
People get more than just fresh fruit and vegetables when going outside to grow: there's now **heaps of evidence** for the health and well-being benefits of spending time in nature. Our **research** suggests that engaging in food growing might not only bring some of these benefits, but also lead to making healthier and more sustainable food choices.

Our research suggests that if all the green space across England, Scotland and Wales was used to grow food, it could provide around 40% of the fruit and veg currently produced in and imported into the UK. Publicly owned land makes up just under half of total green space, so even if just a small fraction of public spaces was used, it could make a huge difference to the availability of healthy food.

While this kind of urban agriculture is unlikely to ever replace conventional farming, it could play a big role in boosting food supply resilience and perhaps help ease some of the UK's growing food insecurity.

Our recent review of the evidence to date suggests that urban food growing spaces like farms and **allotments** can deliver as diverse a range of ecosystem benefits as other urban green spaces such as parks and school grounds. They can help clean the air, regulate local climates, store more carbon, cut the risk of **flooding** and encourage **biodiversity** to flourish.

(...)All this means we cannot afford to overlook those little fragments of land in towns and cities that are currently lying forgotten and unused. A "right to grow" law could be one way to bring these to life, while empowering people who love where they live to help improve it.



Read to lead

2.5. Reading comprehension

A. Circle the correct answer based on the text.

What is the main goal of the "right to grow" law?

- a) To replace conventional farming
- b) To allow communities to use unused public spaces for growing food
- c) To increase urban biodiversity by planting flowers
- d) To sell public lands to private companies

According to the text, what is one benefit of urban agriculture?

- a) It can fully replace conventional farming.
- b) It eliminates the need for importing food.
- c) It can improve health and well-being.
- d) It reduces the number of parks in urban areas.

What percentage of fruit and vegetables in the UK could be grown if all public spaces were used?

- a) 50%
- b) 20%
- c) 40%
- d) 80%

Which of the following is NOT mentioned as an ecosystem benefit of urban agriculture?

- a) Regulating local climates
- b) Cleaning the air
- c) Attracting tourists
- d) Storing carbon

B. Write "True" or "False" next to each statement.

Urban agriculture can entirely replace conventional farming. _____

Publicly owned land accounts for nearly half of the UK's green spaces. _____

Urban food-growing spaces only benefit people, not the environment. _____

Small unused plots of land in cities can contribute significantly to food security. _____

C. In pairs or small groups, discuss the following questions:

What are the advantages of using public spaces for urban agriculture in your opinion?

Do you think the "right to grow" law could be applied in your community? Why or why not?

How could growing your own food change the way people think about food security and sustainability?

Read to lead

2.6. Guessing grammar

A. Read the sentences, discuss and answer:

a. What do all these sentences have in common?

b. Which word connects the two ideas in each sentence?

c. What happens in the second part of the sentence if the condition is true?

○
✕

If all the green space across England, Scotland, and Wales was used to grow food, it could provide around 40% of the fruit and veg currently produced in and imported into the UK.

If just a small fraction of public spaces was used, it could make a huge difference to the availability of healthy food.

If urban agriculture becomes popular, it could help ease some of the UK's growing food insecurity.

B. After discussing with your teacher and peers, complete the table below:

If-Clause (Condition)	Result Clause (Effect)
If all the green space...	It could provide 40% of the fruit...

a.. Which tense is used after if? _____

b. What verbs are used in the second part? _____

Read to lead

2.7. Practice


A. Complete the sentences using the correct form of the verbs in parentheses.

- If people _____ (spend) more time growing food, they _____ (feel) healthier.
- If public spaces _____ (become) farms, cities _____ (benefit) from more biodiversity.
- If urban farming _____ (spread), it _____ (help) communities grow stronger.
- If local councils _____ (support) a "right to grow" law, more land _____ (be) available for farming.
- If people _____ (engage) in gardening, they _____ (make) healthier food choices.

B. Match the two halves of these conditional sentences:

- | | |
|---|--|
| 1.If all unused public spaces became farms... | a) they might see a drop in food insecurity. |
| 2.If people spent more time in nature... | b) cities could experience less flooding. |
| 3.If we used public land for farming... | c) the air quality might improve. |
| 4.If urban agriculture replaced small green spaces... | d) communities could grow closer together. |

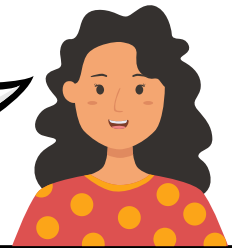
The zero conditional is used to talk about facts or general truths—things that are always true or happen regularly.



ZERO CONDITIONAL		
Structure	Example	Explanation
If + present simple, present simple	If people grow food, they benefit from healthier food choices.	The zero conditional expresses a general truth or fact.
Modals (must, should, etc.) can be used in the result clause to indicate obligation, suggestion, or possibility.	If local councils support the "right to grow" law, communities must have access to public spaces.	"Must" indicates obligation or necessity in the second part.

Read to lead

The first conditional is used for real or possible situations in the present or future. It talks about things that might happen if a condition is met.



FIRST CONDITIONAL		
Structure	Example	Explanation
If + present simple, will + base verb	If urban farming spreads, it will help ease food insecurity.	This is a real possibility based on a condition in the present or future.
Modals (could, should, might, etc.) can be used in place of will to express possibility, suggestion, or necessity.	If people engage in urban farming, they could make healthier food choices.	"Could" expresses possibility in the result

Key Takeaways:

- The zero conditional is for facts or always true situations.
- The first conditional is for real, possible situations in the present or future.
- Modals like must, should, could, and might can be used in the result clauses to express necessity, possibility, suggestions, or certainty.

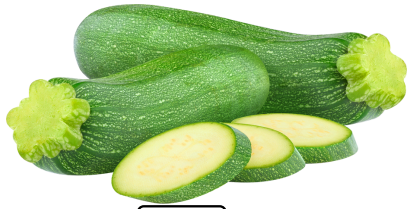
2.8. Write a short paragraph using at least three "if clauses" to describe how urban farming could change your city or town. For example: *If my town supported community farms, we could grow fresh fruits and vegetables locally.*



Click on the icon to practice grammar points from this page with a game.

Hear the world

3.1. Pre-listening activity: Match each image to their definition.



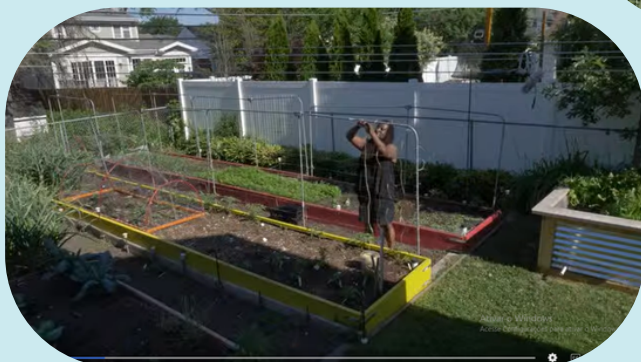
1. Zucchini: A type of edible squash.
2. Pollinators: Insects that help plants reproduce.
3. Overwintering: Surviving through the winter season.
4. Hoop house: A small greenhouse structure to keep plants warm.
5. Ordinances: Local laws, rules.
6. Edible: something you can eat.

3.2. Look at the image and discuss:

Describe the image: What do you see? Who is she, and what is she doing?

What kind of situation is this?

She is talking, what kind of conversation she might be having?
What could she be talking about?



Hear the world

3.3. Listen to Nicole's interview and answer:



Nicole, United States



A. This audio is a part of Nicole's video interview to Curious City, an online video news channel. What is she talking about in the audio?

B. Nicole says there's no "should" when it comes to what you grow in your garden. What does this suggest about her view on gardening?

- a) People should only grow popular vegetables
- b) You should only grow what is easy to grow
- c) People should grow what they enjoy eating

C. "If your family likes zucchini, grow zucchini." What does this conditional sentence suggest?

- a) You should only grow vegetables that are easy to find in the store.
- b) You should grow what your family enjoys eating.
- c) You should grow vegetables based on what's trendy.

D. What might happen if a gardener grows vegetables their family likes to eat? Why does Nicole suggest that gardeners should grow what their families like?

3.3. Now watch the full video and answer:



Engage in the conversation

3.4. Answer according to the video:

1. What might happen if a neighbor doesn't like the way the hoop house looks?
A) They might tell Nicole to take it down
B) They might help Nicole build a bigger garden
C) They might be excited about the garden
2. What does Nicole use to keep her vegetables warm during the cold months?
a) A tarp and an ironing board
b) A hoophouse
c) Solar panels
d) A heat lamp
3. What problem did Nicole face with the city of Elmhurst?
a) Her garden was too small
b) She didn't have enough space for plants
c) The city said her hoop house violated city ordinances
d) The city wanted to take her land away
4. What does the Vegetable Garden Protection Act do?
a) It allows homeowners to grow only flowers on their property
b) It protects homeowners' right to grow food on their property without discrimination
c) It allows the government to take over people's gardens
d) It requires people to grow food for the city

3.5. Think, discuss, and answer:

Do you agree with the idea of creating laws that protect homeowners' right to grow food on their property? Why or why not?

What are the benefits of growing your own food in an urban area like Elmhurst, based on what Nicole said?

Engage in the conversation

4.1. Read and analyse:

Read the text below and discuss with your classmates: What kind of text is it? What elements indicate the type of text you are reading?

Elmhurst Municipality Office
Elmhurst Municipality Office
Department of Urban Planning and Development
Elmhurst, Illinois

Date: November 2024

Subject: Questions About Your Hoop House

Dear Nicole,

Thank you for sharing your story about your garden and for letting us know about your hoop house. We appreciate your work in growing fresh food and supporting sustainability. We want to work together to find a solution that works for you and your neighbors.

We have a few questions that we hope you can answer:

1. How It Looks in the Neighborhood
2. Some neighbors are worried about how the hoop house looks.
 - Could you tell us if there are ways to make it look nicer?
 - If the hoop house looked more like other structures in the area, would it help?
3. City Rules and Regulations
4. We know there are no rules against temporary structures like hoop houses, but we want to be fair to everyone in the community.
 - Can you explain how your hoop house follows the city's rules?
 - If more people wanted to build hoop houses, how could we make sure it is fair for everyone?
5. Benefits to the Environment and the Community
6. We understand that growing food in your garden helps the environment.
 - Can you explain how your hoop house is good for the environment?
 - Do your neighbors also benefit from the food or flowers you grow?
7. Other Options for Growing Food
8. Some people have asked if there are other ways to extend the growing season.
 - Have you thought about other ways to keep your plants warm, like a different kind of structure?
 - If there were other options, would they work for your garden?

We are very interested in hearing your answers. You can also share photos or stories from your garden to show how it helps you and the community.

Please send your response within two weeks. Together, we can find the best way to support urban gardening in Elmhurst.

Sincerely,



Urban Planning Team
Elmhurst Municipality

Engage in the conversation

Letter analysis

1. What type of text are you reading?

- What type of text is this?
 - a) Email
 - b) Report
 - c) Letter
 - d) Story
- Which clue helps identify the text as a letter?
 - a) The text uses bullet points.
 - b) There is a greeting and closing.
 - c) The text is written in paragraphs only.
 - d) The text includes pictures.

2. What purpose do you think this text serves?

- What is the main purpose of the text?
 - a) To entertain
 - b) To complain
 - c) To inform or request
 - d) To describe a place
- Does the writer use a polite tone in the text?
 - a) Yes
 - b) No

3. What elements in the text indicate that it's a formal letter?

- Which of these shows that the letter is formal?
 - a) Casual language and emojis
 - b) Use of "Dear Sir/Madam" and "Sincerely"
 - c) Short paragraphs with no formal greeting
 - d) Direct questions and informal language
- True or False: The language in a formal letter is usually polite and respectful.
 - True
 - False

4. How does the text address the reader?

- Which of the following is used to address the reader formally in the letter?
 - a) "Hey there"
 - b) "Dear Sir/Madam"
 - c) "Hello everyone"
 - d) "To whom it may concern"
- True or False: The writer does not use a title or polite address to greet the reader.
 - True
 - False

5. What is the structure of the letter?

- Which of the following is included in the structure of the letter?
 - a) Only a body of text
 - b) A greeting, body, and closing
 - c) A greeting and a summary of ideas
 - d) A closing but no body
- True or False: The introduction introduces the topic and the conclusion wraps up the letter.
 - True
 - False

6. How does the writer ask for a response or action?

- Which of the following shows the writer is asking for a response?
 - a) "Please respond by the end of the month."
 - b) "We hope you enjoy this information."
 - c) "Let me know if you like it."
 - d) "Feel free to ask questions."
- True or False: The writer clearly asks the reader to take action in the letter.
 - True
 - False

Speak up!

Speaking Activity: Role-Play Debate

5.1. Discuss and debate.

Split into two groups:

Group 1: The Community Growers: You will defend urban farming and explain why the municipality should allow it.

Group 2: The Municipality: You will express concerns and ask questions about the project.

Review Your Work:

Look back at the letters you've written. Highlight the best arguments and questions, especially those using zero and first conditionals.

Set the Scene:

Imagine you're in a community meeting.

The Community Growers: Present your case to The Municipality.

The Municipality: Ask questions and respond to their arguments.

Use Conditionals:

Use sentences like:

If we grow food here, it will help the community.

If you follow the city rules, the project can succeed.

If the hoop houses stay, how will you address complaints?

After the Debate:

Discuss as a class:

What were the strongest arguments?

How well were conditionals used?

What could be improved?

Tips:

- 1. Be Polite. Remember this is a formal discussion.
- 2. Stay Focused: Use facts, examples, and conditionals to support your points.
- 3. Collaborate: Work as a team to present strong arguments and questions.



Write your notes here:

Speak up!



Karaoke time!

 **PLAY**

Seeds of Tomorrow

[Verse]

We plant the seeds so they will grow
In the earth but row by row
Community gardens help us all
Their value rises when we fall

[Chorus]

If the rain falls our crops will bloom
If the sun shines there will be room
For veggies and fruits to grace our plates
Because together we create

[Verse]

We work the soil it gives us strength
And smile wide at every length
The garden grows with care and love
It feeds the hearts we're dreaming of

[Chorus]

If the rain falls our crops will bloom
If the sun shines there will be room
For veggies and fruits to grace our plates
Because together we create

[Bridge]

If we unite the world we can change
Food on the table within our range
But without you the dream can't last
So come and join we'll make it fast

[Verse]

We share the load and spread the wealth
In the calm and in the health
Because a garden built with care
Will always have enough to spare



Self-assessment



By the end of this unit, I can:

Now that you've finished the unit, check off what you feel confident about. For each goal, rate yourself from 1 to 5, with 1 meaning "I need more practice" and 5 meaning "I feel great about this!"

Use and comprehension of conditionals:

I can use the zero conditional to describe general truths.
I can use the first conditional to describe possible outcomes.
I can express my opinions clearly in a debate using zero and first conditionals..

My Rating (color the stars):



Discussing global challenges and solutions:

I can explain the concept of urban farming and its benefits..

My Rating:



Identifying and writing formal letters:

I can identify the structure and purpose of a formal letter.
I can write a letter addressing a specific issue, like urban farming challenges.

I

My Rating:



Reflection Questions

Which part of the unit (reading, writing, listening, or speaking) did you enjoy the most, and why?

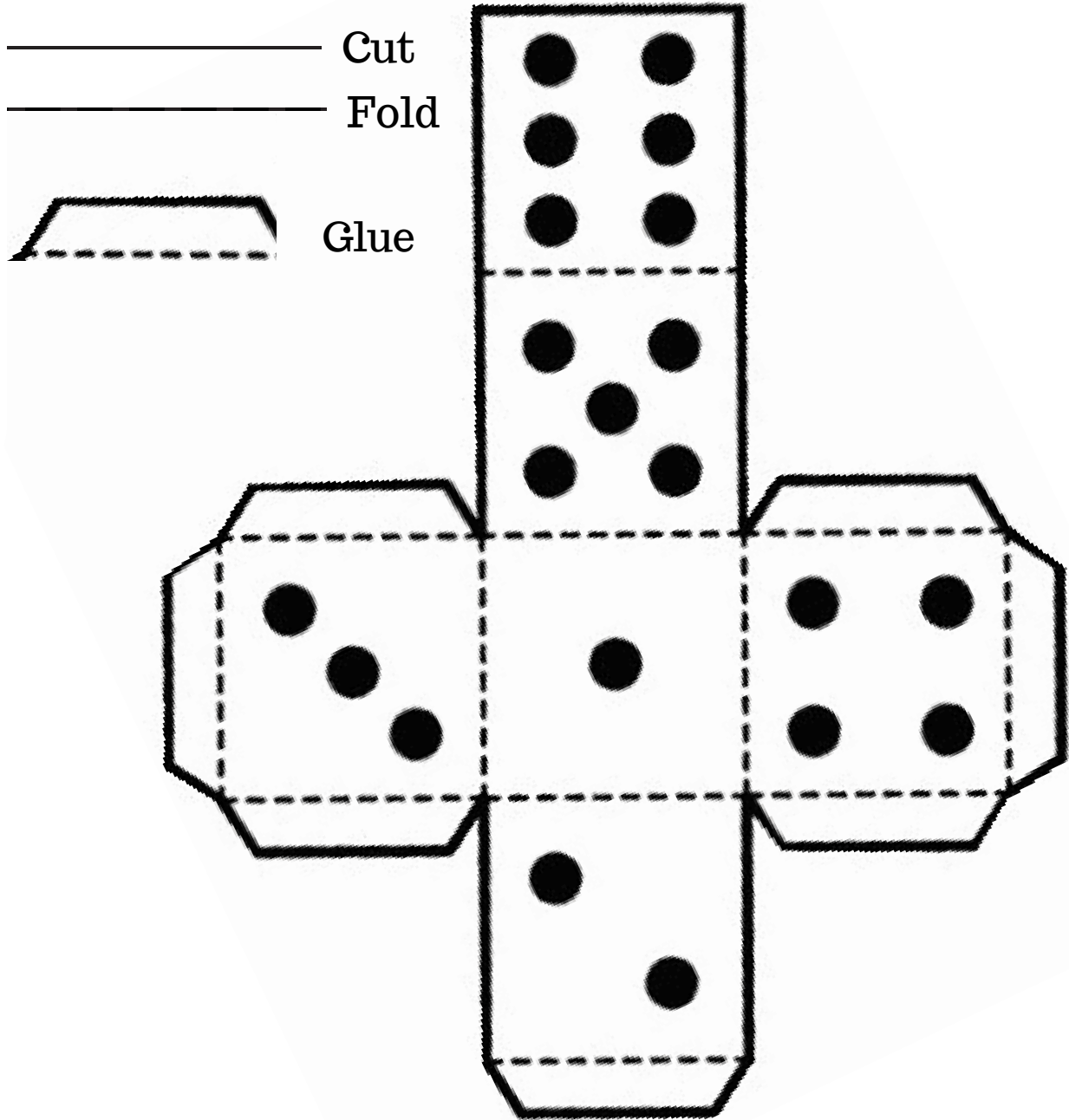
What would you like to practice more?

What challenges did you face when using zero or first conditionals?
How did you overcome them?

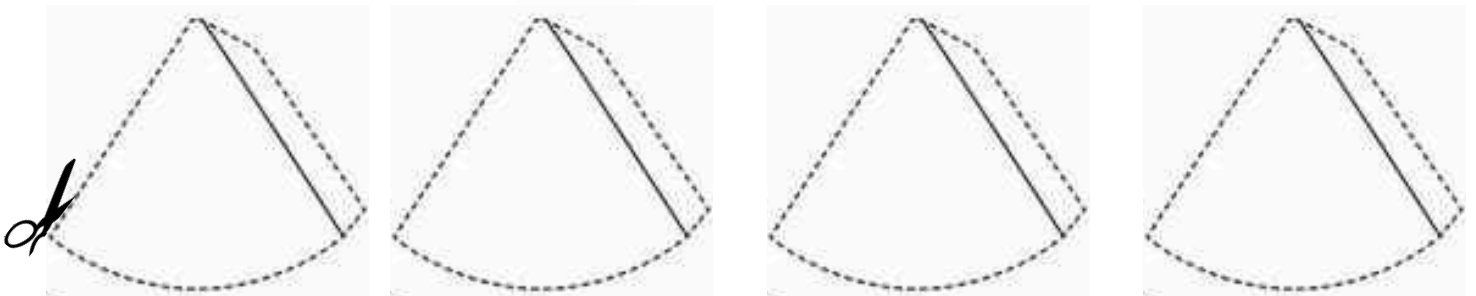
How can what you learned in this unit help you be an active global citizen?

Think about what you achieved and how you can use these new skills outside of class!

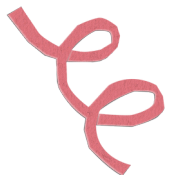
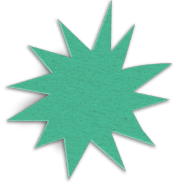
CUTOUTS



Board game pieces:



CUTOUTS



A large cutout of a game board. The board is a winding path starting from a 'START' flag at the top right and ending at a 'FINISH' box at the bottom left. The path is divided into several segments, each containing a different instruction. In the center of the board is a blue figure of a person with arms raised. The instructions are: 'Lose a turn', 'Move forward 3 spaces', 'Go back 2 spaces', 'Move forward 2 spaces', 'Go back 1 space', 'Lose a turn', 'Extra turn', and 'Move forward 2 spaces'. The board is surrounded by decorative elements: a green starburst in the top left, a blue wavy graphic on the left, and a red wavy graphic in the bottom right.

CUTOUPS

Unit 1, Read to Lead Section
2.4 Text comprehension game:

What is something individuals can do to help fight climate change?

Use 2 modals for 2 extra points.

What are the Sustainable Development Goals (SDGs) and who created them?

Use words from activity 2.1. for 2 extra points.

What must governments do to promote equality?

Use 2 modals for 2 extra points.

Why is equality an important goal?

Use words from activity 2.1. for 2 extra points.

What should people do to reduce plastic use?

Use 2 modals for 2 extra points.

Synthetize the text with your words.

Use words from activity 2.1. for 2 extra points.

Give two examples of how individuals can help protect the planet.

Use 2 modals for 2 extra points.

How can individuals raise awareness about important issues?

Use words from activity 2.1. for 2 extra points.

CUTOUTS

Unit 1, Speak up! Section
4 Speaking game

Here are ten scenario cards, each featuring a global issue. Each card includes a vocabulary hint or tip to help guide your responses. Use these hints to make suggestions or advice using modal verbs like should, could, and must. Work together in your group to explore each issue and suggest meaningful actions to help make a difference.

Reducing Plastic Use

Hint: Words like single-use, reusable, recycle

Tip: Think of everyday items made of plastic. What could people do instead of using these items?

Encouraging Community Recycling

Hint: Words like bin, separate waste, recycle centers.

Tip: Imagine you're speaking at a school assembly. What should everyone do with their trash?

Raising Awareness on Climate Change

Hint: Words like carbon footprint, greenhouse gases, emissions

Tip: What could people do at home to lower their impact on the environment?

Improving Access to Education

Hint: Words like school supplies, scholarships, libraries

Tip: How must communities support children's education to help them succeed?

Supporting Health and Well-being

Hint: Words like vaccination, mental health, exercise

Tip: Think about staying healthy. What must communities do to help everyone stay well?

Protecting Endangered Animals

Hint: Words like habitat, wildlife reserves, extinction

Tip: Think about places animals live. What could humans do to keep those places safe?

Promoting Gender Equality

Hint: Words like equal opportunities, workplace, rights

Tip: Imagine making rules for a fair school or workplace. What should they include for equality?

Fighting Hunger and Malnutrition

Hint: Words like food security, distribution, access

Tip: What could communities do to make sure everyone has enough food?

C.E.I. - UFMG - 2024

GLOBAL CITIZENS

Language Learning Through Social Action

TEACHER'S BOOK



Maria Clara Santos Alvarenga



Global Citizens

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Presenting the book

Hello, there, fellow teacher! Welcome to "Global Citizens: Language Learning Through Social Action"! This book is designed especially for Brazilian teen students at the B1 level of English. Our goal is to help you improve your English language skills while encouraging you to think about important global and social issues.

Why This Book?

In today's world, learning a new language is more than just memorizing vocabulary and grammar rules. It's about understanding different cultures, thinking about global problems, and realizing how we can all make a difference. Language learning is a powerful tool to be an active changemaker in the world. This book combines English learning with activities that make you reflect on your role in society and the world.

What Will You Learn?

Through this book, you will:

- **Improve Your English:** Each chapter will help you practice reading, writing, speaking, and listening in English.
- **Think Globally:** Learn about important global issues.
- **Act Locally:** Discover ways you can make a positive impact in your community and beyond.

For Teachers and Students

This book is designed for both students and teachers, offering activities and projects that make the classroom dynamic and interactive. Together, you'll explore what it means to be responsible global citizens who care for the world.

Presenting the book

How Is This Book Organized?

Each unit focuses on a different Sustainable Development Goal (SDG) and is split into sections to help you build specific language skills while exploring important global topics.

The sections are:

- **Step Into the Challenge:** Begin with an introduction to the topic and test what you already know.
- **Words for Change:** Learn key vocabulary and pronunciation for discussing global issues and activism.
- **Read to Lead:** Read about activism and sustainable development to become an informed global citizen.
- **Hear the World:** Listen to real discussions and interviews with activists to better understand global issues.
- **Your Voice in Action:** Practice writing about global challenges and learn how written expression can make a difference.
- **Speak Up for Change:** Build confidence in speaking about social and environmental activism, sharing your opinions and ideas.

Start Your Journey

As you work through *Global Citizens: Language Learning Through Social Action*, remember that you're part of a global community. Every lesson and action helps build a better world. Let's begin this exciting journey and use your English skills to make a real difference!

Welcome to the adventure of becoming a global citizen—let's learn, reflect, and act together!



Resources and suggestions

Welcome to “Global Citizens”! This book on global citizenship and the Sustainable Development Goals (SDGs) offers students an opportunity to explore real-world challenges through a multicultural lens. By incorporating perspectives from Black, Indigenous, and Global South voices, you can help students better understand the SDGs' complexities and the varied approaches to global challenges like poverty, inequality, and environmental conservation. The following curated resources are designed to support your teaching, offering authentic voices and materials that highlight how different communities contribute to sustainable solutions. These readings and materials are complementary, and are a source of research to support your lessons and help you go further with your students. These resources bring diverse perspectives, especially focusing on Black, Indigenous, and Global South voices. They aim to provide a richer context for you and your students to engage with global issues through authentic stories and practical insights from underrepresented voices in sustainability and activism.

1. Indigenous and Black Perspectives on Sustainability and Activism

- “Indigenous Rights and Sustainable Development” by Cultural Survival: This source covers Indigenous communities' roles in environmental protection and SDGs through articles, lesson plans, and case studies, providing a rights-based approach to sustainability.

Visit: [Cultural Survival](#)

CLICK



- Black Lives Matter Resources for Educators: This collection offers resources on social justice from a Black perspective, addressing topics like environmental justice and systemic inequality.

Visit: [BLM at School](#)

CLICK



- The Kairos Center for Religions, Rights, and Social Justice: Articles and educational materials focus on poverty and environmental justice, echoing Dr. Martin Luther King Jr.'s work through the Poor People's Campaign. Visit: [Kairos Center](#)

CLICK



2. Global South Voices and Educational Programs



- TEDx Talks by Activists from the Global South: TEDxEuston (Africa-focused) and TEDxAmazônia (Amazon region) offer talks on sustainability, culture, and social justice. These talks are great tools to bring real-world perspectives into classroom discussions. Explore on YouTube or TEDx platforms.
- Fridays for Future MAPA (Most Affected People and Areas): This climate movement includes insights from young activists in Africa, Latin America, and Southeast Asia, addressing climate and environmental justice through articles and videos. Visit: [Fridays for Future MAPA](#)

CLICK





Resources and suggestions

3. Educational Resources from Decolonized and Indigenous Perspectives

- Tendrel Zhi: Based in Bhutan, this program teaches sustainability and well-being beyond GDP-focused models, incorporating principles of “Gross National Happiness” that align with the SDGs. This resource provides a valuable perspective on alternative development models. Visit: [Tendrel Zhi](#) 
- Oxfam’s Education for Global Citizenship: Oxfam offers resources that discuss power, justice, and sustainable development through lesson plans rooted in Global South perspectives on issues of wealth distribution and equity. Visit: [Oxfam Education for Global Citizenship](#) 

4. Multimedia and Print Resources for Classroom Use

- Greenpeace’s Voices for Justice: Focusing on environmental activism, Greenpeace showcases Indigenous and Black activists working on land rights and environmental racism, providing case studies and multimedia on intersectional environmentalism. Visit: [Greenpeace Voices for Justice](#) 
- Documentaries and News Series: Explore “Human Rights Watch” documentaries and news series, particularly from platforms such as Al Jazeera, which often feature perspectives from underrepresented voices on topics like education, poverty, and environmental justice. 
- TED-Ed Lessons on Activism: Look for TED-Ed lessons that feature BIPOC activists or discuss activism and environmental efforts, tailored for students with high-quality visual aids and discussion prompts.

These resources are not just educational tools; they’re a bridge for students to engage with voices from the Global South, empowering them to see how movements like Black Lives Matter, MST, and Teia dos Povos reflect their own lives, communities, and cultures. By learning English, our students gain the chance to express their unique perspectives, stories, and solutions to a global audience. ESL provides them with the tools to have their voices heard on their terms, bypassing intermediaries and contributing to global conversations directly. Through these lessons, we hope they’ll see English not only as a language for learning but as a means for sharing, advocating, and leading.

Using these resources, you can bring depth to lessons on the SDGs, grounding discussions in real-world experiences of those most impacted by these global issues. These readings and multimedia tools help connect language learning with critical thinking and a sense of empathy and responsibility as global citizens.

Let’s help students explore how powerful their voices can be in any language, especially when used to advocate for change. This journey in Global Citizens isn’t just about language skills but about finding and amplifying the voices that will shape a fairer, more sustainable world.

Resources and suggestions

Using Suggested Materials in Lessons

Exploring Global and Local Movements: Encourage students to investigate movements like Teia dos Povos, which unites communities across Brazil to defend traditional lands, and the Movimento Sem Terra (Landless Workers' Movement), which advocates for agrarian reform and food sovereignty. These can serve as examples of grassroots activism for food security, equality, and environmental justice and provide insight into how communities can create powerful change.

Case Studies and Role Plays: Use case studies from platforms like Oxfam Education and Cultural Survival to engage students in role-play activities. This approach allows students to practice empathy and critical thinking by representing the voices of affected communities.

Project-Based Learning: Challenge students to create a presentation or campaign inspired by Black Lives Matter or Fridays for Future MAPA materials. They can address specific SDGs and design actions that highlight what “acting locally” means in a global context.

Multimedia Analysis: Utilize TED Talks, documentaries, and multimedia articles from Al Jazeera or Human Rights Watch as listening comprehension exercises. After watching, ask students to identify key issues and the use of modal verbs in presenting solutions, linking grammar practice with the content.

Critical Reading and Debate: Reading materials such as Greenpeace’s Voices for Justice and the Kairos Center’s publications are excellent starting points for critical analysis and debate on social justice topics. These readings allow students to evaluate real-world issues and propose solutions, using vocabulary related to activism and sustainability.

Reflective Writing and Discussion: After exploring resources from Tendrel Zhi on alternative development models or Indigenous rights material from Cultural Survival, encourage students to write reflective paragraphs on what global citizenship means to them, promoting personal connections to the material.

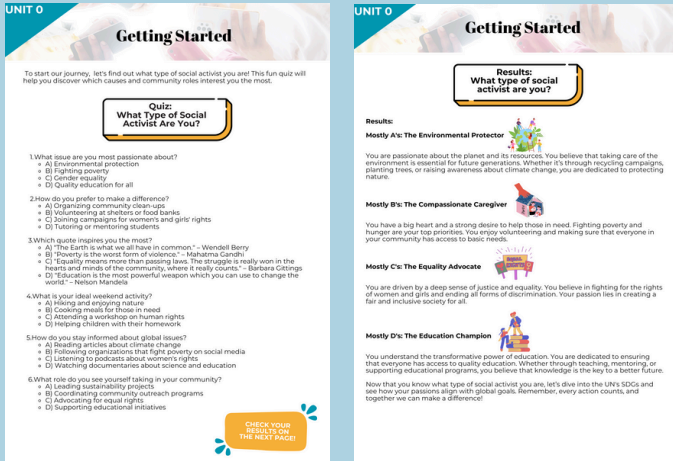
Global Citizens is designed to support your students in becoming confident global citizens who see English as a tool for making a difference. By understanding and discussing the SDGs, they gain language skills that will help them communicate on global topics, amplifying their voices and perspectives. As students develop, they’ll see how language learning can be a powerful way to share ideas, propose solutions, and help them contribute to global change.

Thank you for guiding them on this important journey—your role in inspiring and equipping the next generation of global citizens is invaluable.



Getting Started

Introductory Quiz



Student's book page

The opening quiz in Global Citizens is a key starting activity designed to help students discover their own inclinations toward social activism. The quiz introduces students to the main themes of the book by connecting their personal interests with global issues. Through answering the questions, students will find out which type of social activist they most align with, resulting in one of four profiles:

- The Environmental Protector
- The Compassionate Caregiver
- The Equality Advocate
- The Education Champion

Each profile represents a different approach to making a positive impact, and each connects to an area of social concern, such as environmental sustainability, fighting poverty, promoting equality, or supporting education.

Goals of the Quiz:

Personal Connection:

The quiz encourages students to connect personally with the book's themes, giving them a sense of ownership over the material. By identifying with an activist role, your students can begin to see themselves as agents of change, both in the classroom and their communities.

Engagement and Reflection:

Through this self-reflective activity, your students will think about issues that matter to them and where they might see themselves taking action. This sets a foundation for deeper engagement with the content throughout the book.

Classroom Dynamics and Grouping:

The quiz results can be a valuable grouping tool. You can organize students by similar interests for projects, discussions, and activities to foster cooperation and support around common goals. Alternatively, you can also mix students with different profiles to promote diverse perspectives and collaborative problem-solving.

Icebreaker for Building Community:

Sharing quiz results at the start of the course helps students learn about each other and discover shared interests. This activity can make them feel more comfortable discussing social issues in a supportive and engaging environment.

Getting Started

Suggestions for Guiding the Quiz Activity:

Before starting the quiz with your students, consider looking up some local activism groups or projects in each category: **environmental protection, poverty support, gender equality, and education initiatives**. This can be a great way to show students how their interests from the quiz connect to real-world causes nearby.

Introducing the quiz:

By mentioning local organizations, you can open up the class for a deeper discussion on ways they can get involved. Many students will be inspired to know there are groups or actions in their community. Plus, it's a great way to get them talking about what matters to them—whether it's the environment, equality, or helping others in their community. Sharing these connections can bring the material to life and help them feel like they can start making an impact right now. **You can also ask if they know any similar projects, or initiatives that aim to cause a positive impact on the community they're in.**

Begin by explaining to the class why they're taking the quiz: to explore their interests in activism and learn about each other's values. Emphasize that there are no "right" or "wrong" answers—this is simply a fun, self-discovery exercise to start the course.

Facilitate Discussion of Results:

After students finish the quiz, encourage them to share their results in small groups or with the whole class. Ask questions like:

"What did you think about your result?"

"Do you agree with the type of activist you got?"

"Is there a cause you're passionate about in your community?"

Connect with Classroom Values:

Use this opportunity to establish the classroom as a respectful, collaborative space where all voices matter. Explain that throughout the course, students will work together on issues that impact the world and learn from each other's strengths and perspectives.

By starting the course with this quiz, you're setting the stage for students to view themselves as part of a broader community of "global citizens," ready to learn English with a purpose and make meaningful connections to the world around them.

Introducing The Unit



Student's book page

Welcome to the first unit of Global Citizens! In this unit, you'll introduce your B1 students to the United Nations' Sustainable Development Goals (SDGs) and connect their English language learning to global issues they'll find meaningful. Set by the UN in 2015, the SDGs cover 17 critical areas of focus, from eradicating poverty and ensuring quality education to protecting our environment. These goals are set for achievement by 2030, aiming to create a fairer, healthier, and more sustainable world.

You can check more information on the SDG's on the UN's website.



Why bring the SDGs into the classroom? First, young people today care about social and environmental issues, and they want to learn how they can make an impact. This unit will show them that their English skills can be a bridge to learning about global issues, sharing their own ideas, and connecting with others worldwide. Second, learning about the SDGs fosters empathy, critical thinking, and a sense of responsibility for both local and global communities.

1. Purpose of the Unit

This unit introduces students to the concept of global citizenship through the lens of the SDGs. It provides foundational knowledge on sustainable development and social responsibility, empowering students to see English as a tool for understanding and expressing ideas about global issues.

BNCC abilities applied to the unit

BNCC	Application in the Unit
<p>EF09LI01: Usar a língua inglesa para expor pontos de vista, argumentos e contra-argumentos, considerando o contexto e os recursos linguísticos voltados para a eficácia da comunicação.</p>	<p>Students engage in writing and speaking activities about global challenges, using modals (must, should, could) to suggest actions.</p>

Introducing The Unit

BNCC abilities applied to the unit

BNCC	Application in the Unit
EF09LI03: Analisar posicionamentos defendidos e refutados em textos orais sobre temas de interesse social e coletivo.	Students identify arguments and perspectives in the podcast discussing the SDGs.
EF09LI04: Apresentar resultados de pesquisa ou estudo, usando recursos como notas, gráficos, tabelas, etc., e adequando estratégias de texto oral aos objetivos da comunicação e ao contexto.	Students share ideas through structured presentations in writing and speaking sections
EF09LI09: Compartilhar textos escritos em grupo com os colegas, valorizando diferentes pontos de vista com ética e respeito.	Students participate in collaborative activities to discuss and write solutions to community problems.
EF09LI16: Usar a língua inglesa para acessar conhecimentos e informações sobre problemas mundiais e ações para resolvê-los.	Students learn about the SDGs and discuss their relevance in class.
EF09LI13: Analisar a adequação de formas verbais modais ao contexto e à intenção comunicativa.	Students discover and use modals such as must, should, and could in the context of the SDGs to express obligations, possibilities, and suggestions.

Introducing The Unit

CEFR skills applied to the unit

BNCC	Application in the Unit
Can understand the main points of clear standard input on familiar matters (e.g., work, school, leisure).	Students listen to a podcast and read about the SDGs, focusing on the main ideas.
Can produce simple connected text on topics that are familiar or of personal interest.	Students write short texts proposing community solutions using modal verbs.
Can connect phrases to describe experiences and impressions.	Students describe their thoughts on the SDGs in writing and group discussions.
Can express personal opinions about abstract or cultural topics such as urban trends and sustainability.	Students discuss the SDGs' impact and their importance in achieving global citizenship.
Can engage in conversation to express and support personal ideas.	Students role-play interviews about global issues, presenting arguments and ideas effectively.

Introducing The Unit

2. Why Teaching the SDGs Matters

Teaching the SDGs gives students a broad perspective on essential global challenges, from environmental protection to social equality. By learning about these goals, students become more informed and empathetic, with the skills and understanding they need to discuss real issues that affect people worldwide.

3. Adapting Activities to Your Classroom

Each section includes warm-up tasks, pre-tasks, main tasks, and post-tasks, giving you the flexibility to curate and choose the activities that best match your teaching pace and your students' unique needs. You'll also find optional extensions and alternative approaches for some activities, allowing you to deepen student engagement or offer differentiated learning pathways. Enjoy guiding your students through this unit!

2. Section Breakdown



Step into the Challenge

The unit opens with this section to break the ice, introduce key vocabulary, and get students thinking about global issues, as a warm-up for the unit. Through different tasks, students engage with the theme and connect with their classmates. These activities are designed to be flexible so you can pick and adapt the ones that fit your classroom best.



Read to Lead

This reading section focuses on the origins and purpose of the SDGs, using an inductive approach to help students discover the use of modals like must, should, and could in context. After students observe these modals in the text, you'll guide them through understanding the grammar rules and applying them in practice activities. With options for further development and different approaches, you have the flexibility to choose the activities that resonate best with your class.



Hear the World

This listening section includes a podcast interview between an American host and a Canadian activist discussing the SDGs. It introduces students to different accents and lets them explore the podcast and interview genres, which they'll encounter again in later speaking activities. You'll find warm-up and post-listening options to help students dive deeper and engage with the topic.

Introducing The Unit



Engage in the Conversation

In this writing-focused section, students create short texts suggesting actions that could improve their communities. Using modals for expressing obligations, possibilities, and suggestions, they practice making written proposals about global issues. For this section, you can also personalize the challenge level for your students using **Challenge Cards**. These cards are a way to adapt the level of difficulty to meet each student's skill level at the moment, helping to keep them motivated and achieve the lesson's goals.



Speak Up!

In this hands-on speaking section, students role-play in a podcast-style interview format, alternating as interviewers and interviewees discussing solutions to various SDG-related issues. This section is a chance for students to put it all together, applying modals to make meaningful statements. Choose the warm-up and speaking activities that will most effectively prepare them for real-life conversations on these topics. The section concludes with a karaoke activity featuring a song related to community, problem-solving and cooperation, using modals, encouraging students to relax and connect through music.



Self-Assessment

To wrap up, students reflect on their progress in this final section. With a self-assessment, they evaluate how well they can identify SDGs, use modals to discuss challenges, and suggest solutions, helping them take ownership of their learning journey.

Step into the challenge



Student's book page

True or false activity:

Objective:

To help students infer the meaning of "SDGs" and brainstorm ideas about global problems and solutions, using the visual clues from the image.

Warm-Up:

Begin by asking students to carefully observe the image on the page.

Ask, "What do you see in this picture? What do you think is happening?" Write their ideas on the board.

Guiding Students to Guess:

Point to the letters "SDGs" in the image and ask, "What do you think SDGs might stand for? Do you think it relates to the world, people, or the environment? Why?"

Write their guesses on the board and let them know they'll discover the answer as the unit progresses.

True or False Activity:

Read the statements aloud.

Encourage students to think about what each statement might mean based on the image. They can raise their hands to say "true" or "false" or discuss with a partner before answering.

Discussion and Brainstorming:

Review the statements as a class, discussing why each is true or false.

For statement 4, ask: "What does improving the world mean? What global issues do you know about? What solutions can you think of?" Write students' ideas on the board to build a list of global problems and solutions.

Transition to the Unit :

Highlight the unit's objectives in the speech bubble: talking about obligations and possibilities, discussing global challenges, and identifying the SDGs.

Let students know they will learn more about SDGs and how they can contribute to solving global challenges.

Encourage students to share their ideas openly; there are no "wrong answers" at this stage.

If students struggle with brainstorming, give examples like "plastic pollution," "climate change," or "hunger" to get them started.

Keep the tone curious and exploratory, emphasizing that they'll uncover more as they progress through the unit.

Look, discuss and answer (True or False):

The image shows a thermometer rising, which can symbolize a problem with the planet's temperature. ✓ (F)

Planting trees, as shown in the image, can solve some of the problems connected to nature. ✓ (F)

Factories with "CO₂" clouds can symbolize something harmful to the environment. ✓ (F)

The image shows only problems, not solutions. (T) ✓

The "SDGs" written in the image could stand for something important about improving the world. ✓ (F)

Step into the challenge

UNIT 1 Step into the challenge

SDGs stand for **Sustainable Development Goals**, created by the United Nations to address the world's biggest challenges. There are **17 SDGs**, and each one has its own icon. The icons below represent each goal.



Student's book pages

UNIT 1 Step into the challenge

1.1. Group Activity - Team Up & Tackle the SDGs!

Find Your Crew: Join a group with classmates who have different activist strengths than you. Diverse perspectives spark creativity!

Decode the Icons: Examine the SDG icons with your group. What global issues do they represent? Discuss and match each icon to its corresponding goal.

- **Good Health and Well-Being:** Everyone should have access to good healthcare. Countries must make sure people can stay healthy and avoid preventable diseases.
- **Quality Education:** Education must be available to everyone. Governments should make sure people of all ages can keep learning.
- **No Poverty:** We must work to end poverty everywhere. Governments should help by giving people resources to improve their lives.
- **Zero Hunger:** The world must stop hunger. Countries must grow food in better ways to make sure everyone has enough to eat.
- **Gender Equality:** All women and girls should be treated equally. We must make sure everyone has equal rights.
- **Clean Water and Sanitation:** Everyone must have clean water and toilets. Water should be saved and used wisely.
- **Affordable and Clean Energy:** Energy must be clean and affordable for all. Countries should use renewable energy, like solar and wind power.
- **Decent Work and Economic Growth:** People should have safe jobs that pay well. Economies must grow without harming the planet.
- **Industry, Innovation, and Infrastructure:** Countries should build strong infrastructure, like roads and internet. They must also support innovation to make industries better.
- **Reduced Inequalities:** Inequality must be reduced. Everyone should have the same opportunities, no matter where they live or who they are.
- **Sustainable Cities and Communities:** Cities should be safe and clean for everyone. Housing must be affordable, and communities should be inclusive.
- **Life on Land:** We must protect nature and stop deforestation. Biodiversity should be preserved for future generations.
- **Peace, Justice, and Strong Institutions:** There should be peace and justice for everyone. Governments must be fair and work for all people.
- **Partnerships for the Goals:** Countries must work together to reach these goals. They should share resources and ideas to make progress faster.
- **Responsible Consumption and Production:** People should use resources carefully. Countries must reduce waste and reuse products.
- **Climate Action:** Climate change must be addressed. Every country should lower pollution and help protect the environment.
- **Life Below Water:** Oceans must be protected. Countries should work together to stop pollution and overfishing.

CHECK YOUR ANSWERS ON THE NEXT PAGE

1.1. Group Activity - Team Up & Tackle the SDGs

Introduction to the SDGs

- Briefly explain that the Sustainable Development Goals (SDGs) are a set of 17 objectives created by the United Nations to address global challenges like poverty, inequality, climate change, and more.
- Display the SDG icons visually, ensuring all students can see them clearly.

Organizing Groups

- Divide the class into small groups, ensuring that students with different social activist profiles (e.g., Environmental Protector, Equality Advocate) are represented in each group.
- Emphasize that diverse perspectives help generate more ideas.

Activity Steps

- Decode the Icons: Provide each group with a set of SDG icons and goal descriptions.
- Ask students to discuss what each icon represents and collaboratively match it to its corresponding goal description.
- Encourage critical thinking by asking them to justify their matches.

Classroom Discussion

- Once groups complete the task, review the matches as a class.
- Discuss why each icon was paired with a particular goal, clarifying any doubts or misconceptions.
- Optionally, invite groups to share one or two goals they feel strongly about and explain why.
- The answers are available for students on the page following the activity. Check the answers together and discuss the right and wrong guesses.

Step into the challenge

UNIT 1

Step into the challenge

1.2. Group Brainstorm: Categorize the Goals

Dot down ideas on how each SDG creates positive change, then place each SDG (by number) into one of these four groups:

- Environment & Ecology: Protecting our planet (climate, oceans, etc.)
- Basic Needs: Ending poverty and hunger, ensuring health and well-being.
- Equality & Justice: Fighting inequality (gender, race, etc.) and promoting fairness.
- Sciences, Education & Information: Making education and information accessible to all.



Hint: Some SDGs may fit into more than one category, so don't be afraid to discuss and debate!



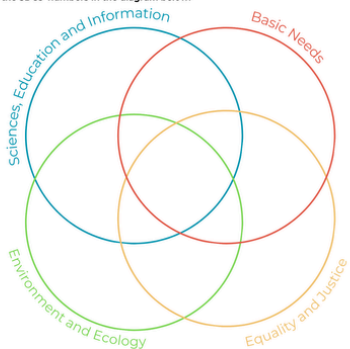
07

Student's book pages

UNIT 1

Step into the challenge

1.2. Write the SDGs' numbers in the diagram below:



1.3. Group Discussion: After organizing the SDGs into the four categories, stay in your groups and discuss:

- Why did you place certain SDGs in specific categories?
- Did any of the SDGs fit into more than one category? Why?

Present Your Diagram: Each group will briefly present their diagram to the class, explaining the reasoning behind their choices. Be ready to justify why certain goals belong in particular categories, and how they relate to specific types of activism (e.g., environment, basic needs, equality, education).

Class Debate: After the presentations, we will have a class discussion. Are there any SDGs that should be moved to a different category? Do some SDGs overlap in more ways than others? Share your thoughts and discuss differences of opinion with other groups.



Reflection Questions:
Which SDGs are most important to you personally and why?
How can you, as a student, contribute to achieving these goals in your local community?

07

1;2.Group Brainstorm - Categorize the Goals

1. Preparation

- Begin by introducing the four categories: Environment & Ecology, Basic Needs, Equality & Justice, and Sciences, Education & Information. Briefly explain the focus of each category.
- Ensure students have their books with the Venn diagram and a list of the 17 SDGs.

2. Group Work

- Divide the class into small groups.
- Each group should brainstorm how each SDG creates positive change and decide where it fits on the Venn diagram.
- Remind students they can place goals in the intersections if they believe a goal fits multiple categories.

3. Classroom Discussion

- After the group work, invite each group to share one or two placements and explain their reasoning.
- Facilitate a class discussion to compare ideas and ensure all goals are categorized.

4. Alternative Method (Collective Placement)

- Draw a large Venn diagram on the board resembling the one in the students' books.
- Assign specific SDG numbers to each group for discussion.
- Groups present their ideas, and one member writes their SDG numbers on the appropriate area of the diagram on the board.
- Encourage dialogue to adjust placements if needed, fostering collaborative decision-making.

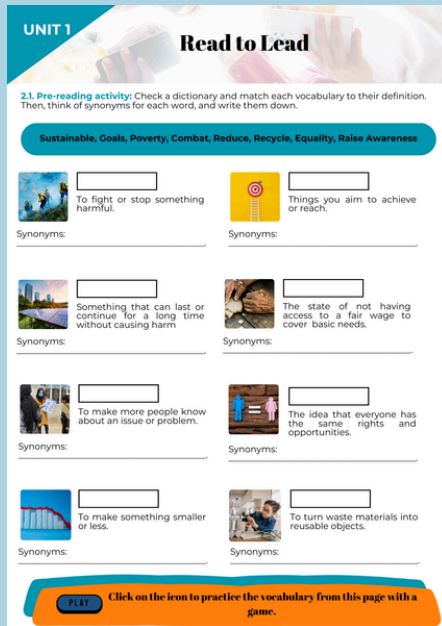
Materials Needed:

- Books with Venn diagrams for each student.
- Board or large poster for the collective activity (if using the alternative method).

Objective:

Help students critically analyze the SDGs, foster collaboration, and understand the interconnectedness of global challenges.

Read to lead



Student's book pages

2.1: Pre-reading Vocabulary Activity

Objective:

To introduce key vocabulary from the text and help students understand their meanings and usage through dictionary practice and synonym exploration.

Introduction:

Explain to the students that the activity will help them understand new vocabulary that appears in the reading text.

Briefly discuss why understanding vocabulary is essential for comprehension.

Matching Definitions:

Instruct students to read each definition carefully and match it with the correct word from the vocabulary box at the top.

Monitor and assist students as needed, ensuring they stay focused.

Synonym Exploration:

Once students have matched the vocabulary to the correct definitions, ask them to use a dictionary (digital or physical) to find synonyms for each word.

Encourage them to think of their own synonyms or related words based on prior knowledge.

Pair/Group Sharing:

Have students compare their synonyms with a partner or group.

Discuss any differences and clarify meanings as a class.

Vocabulary Game:

Guide students to the vocabulary game linked in the activity.

Allow them to practice the words interactively to reinforce learning in an engaging way.

Post-Activity Discussion:

Review the vocabulary as a class, focusing on challenging words.

Ask students how they might use these words in real-life contexts, particularly related to global citizenship.

Tips for Success:

Encourage students to use their dictionaries independently but remain available for support.

Use visual aids or real-life examples to further explain abstract words (e.g., "poverty" or "sustainable").

Praise students for their efforts in finding synonyms and matching correctly.

By the end of this activity, students should feel more confident with the vocabulary and ready to engage with the reading text!

Read to lead

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This activity is also available as a game on Genially.

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Student's book pages

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Read to lead

Optional Extra Activity: Word-Family Exercise

Objective:

To expand students' knowledge of vocabulary by exploring word families (verbs, nouns, adjectives, and adverbs) related to the key terms from the lesson.

Preparation:

Materials Needed: A printed or digital worksheet with a word-family chart (available on the CUTOUTS section); Access to bilingual or English dictionaries (digital or physical).

Setup:

Ensure students have dictionaries or internet access to look up different word forms. Divide students into pairs or small groups for collaborative work if desired.

Introduction:

- Explain to the students that many words have related forms (e.g., "reduce" → "reduction" → "reductive").
- Tell them this activity will help them understand how to use the vocabulary in different grammatical contexts.

Word-Family Exploration:

Provide students with the word-family chart from the CUTOUTS section.

Ask them to complete the chart using their dictionaries or prior knowledge.

Word	Verb	Noun	Adjective	Adverb
Reduce	reduce	reduction	reductive	-
Sustainable	sustain	sustainability	sustainable	sustainably
Equality	equalize	equality	equal	equally
Recycle	recycle	recycling	recyclable	-
Awareness	-	awareness	aware	-

Read to lead

Pair or Group Check:

- Have students compare their answers with a partner or group.
- Discuss and clarify any discrepancies as a class.

Sentence Practice (optional):

- Ask students to create one sentence for each word family (e.g., using "reduction" as a noun, "reduce" as a verb, etc.).
- Share sentences with the class to practice grammar and usage.

Wrap-Up Discussion:

- Ask students to reflect on how understanding word families can help them improve their writing and speaking.
- Highlight the importance of using varied forms in communication to express ideas effectively.
- Provide a completed chart after the activity for students to self-check their work.
- Encourage students to focus on forms they find most challenging and create flashcards for independent practice.

By completing this activity, students will develop a deeper understanding of the vocabulary and gain practical tools for using these words in different contexts!

Tips for success:

You can modulate the level of complexity of this activity by signaling empty categories, and by filling some boxes with your students before letting them fill the table by themselves. (Frodesen, 2014)



Read to lead

UNIT 1

Read to Lead

2.2. Think and discuss:

- What are some challenges we face in the world today (e.g., poverty, climate change)?
- Have you heard of any global goals to solve these problems? What might they be?
- What actions can individuals or governments take to help?

2.3. Check out the text below:

"How We Can Make a Difference"

In today's world, there are many challenges, but there are also many things we **must do** to create a better future. The United Nations has developed 17 Sustainable Development Goals (SDGs) that people, governments and institutions from around the world **should work** towards by 2030. These goals aim to end poverty, improve education, and combat climate change. One important goal is to protect the planet. Everyone **must reduce** waste and recycle whenever possible. We **should also try** to use less plastic. For example, you **could bring your own bag** when you go shopping, instead of using a plastic one. Another goal focuses on equality. People **should have** equal access to education, healthcare, and job opportunities, no matter where they live. Governments **must invest** in schools and hospitals to ensure that everyone can reach their potential. There are many things that individuals **might do** to help, too. You **could join** a local environmental group, or you **might raise** awareness by sharing information on social media. Every action counts, and together, we can make a difference!

2.4. Read and Answer: Answer the following comprehension questions based on the text. Use full sentences in your answers.

This activity is also available as a board game on the CUTOUTS section!

A. What are the Sustainable Development Goals (SDGs) and who created them?

B. According to the text, what are some things individuals can do to protect the planet?

C. Why is equality an important goal, and what should governments do to promote it?

D. Give two examples of how individuals can raise awareness about important issues.

E. What does the text suggest about the role of individuals and governments in making a difference?

08

Student's book pages

Read to Lead

UNIT 1 **Read to Lead**

2.5. Guessing grammar
A. Read the text again focusing on the actions mentioned that can help improve the world. Discuss with your class the different actions people, governments, or organizations can take. Organize the actions into the following categories:

- What is possible to do
 - Example: We can recycle more.
- What is necessary to do
 - Example: We must reduce plastic waste.
- What is recommended to do
 - Example: We should raise awareness about climate change.
- Share your ideas with your classmates, and be ready to explain why each action fits the category you chose.

Possible	Necessary	Recommended
We can recycle more. You might raise awareness to the issue.	We must reduce plastic waste.	We should raise awareness about climate change.

GRAMMAR

Should	Advice or recommendation	"We must protect the environment."
Must	Obligation or necessity, often used for rules or laws	"You should recycle more."
Could	Used to offer suggestions or to talk about possibilities.	"You could bring your own bag to the store."
Might	Used to express possibility or uncertainty	"It might rain tomorrow."

PRACTICE Click on the icon to practice grammar points from this page with a game.

Student's book pages

2.5. Guessing grammar: Rereading the Text

- Have students reread the related text on sustainability and identify actions mentioned (e.g., reducing waste, raising awareness, using green energy).
- Encourage them to underline or highlight these actions.

Categorizing Actions

- Draw the three categories on the board:
 - Possible
 - Necessary
 - Recommended
- As a class, discuss where each action fits. Use guiding questions:
 - "Is this something we must do immediately, or is it just a suggestion?"
 - "Does this action have certainty, or is it just a possibility?"

Group or Pair Work

- Divide students into pairs or small groups.
- Ask each group to fill in the boxes on the page with at least one action for each category, using appropriate modals in complete sentences.

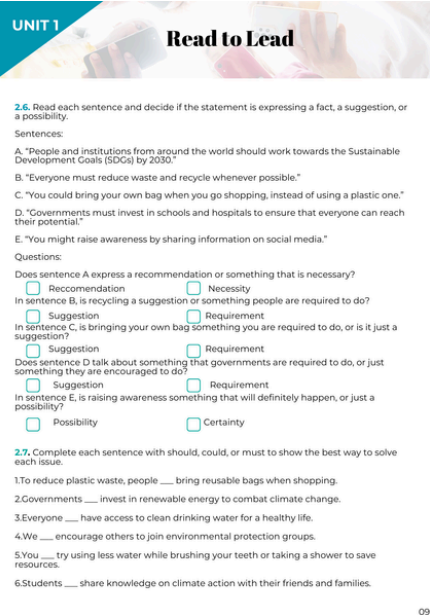
Class Discussion: Sharing Ideas

- Have each group share one action from their chart and explain why they placed it in that category.
- Encourage students to use the modals confidently in their explanations:
 - "We must reduce plastic waste because it's a big problem for the oceans."
 - "We could organize a community cleanup day."

Wrap-Up: Reflect and Connect

- Recap the importance of each category (possible, necessary, recommended) and how modals help us express different levels of certainty or obligation.
- Ask:
 - "Which of these actions do you think is most important? Why?"
 - "What actions could our class take together to develop some of these ideas at our school?"

Read to Lead



Student's book pages

2.6. This activity will help students identify the meaning and use of modals (must, should, could, might) in the context of the reading. Students will learn to distinguish between certainty, obligation, suggestion, and possibility.

Introduce the Activity:

- Explain that students will review sentences from the text *How We Can Make a Difference* to determine how certain or possible each action is.
- Let students know that they'll need to decide if each sentence is expressing a fact, a suggestion, or a possibility.

Model the First Example:

- Read sentence A aloud: "People and institutions from around the world should work towards the Sustainable Development Goals (SDGs) by 2030."
- Ask the class: "Is this a recommendation or something that's absolutely necessary?"
- Guide them to understand that should suggests a recommendation, not a strict obligation.

Pair or Group Activity:

- Have students work in pairs or small groups to read and analyze each sentence (A–E) and answer the questions in the student book.
- Encourage them to discuss and come to a consensus on whether each sentence is expressing a fact, a suggestion, or a possibility.

Class Discussion:

- Go through each question as a class, asking pairs or groups to share their answers and reasoning.
- Reinforce the meaning of each modal:
 - Must: strong obligation or necessity.
 - Should: a recommendation or strong suggestion.
 - Could and Might: possibilities or optional actions.

Wrap-Up:

- Conclude by asking students why it's important to know the difference between these expressions. Emphasize how modals help us understand how certain actions are expected to be taken.

This activity reinforces students' understanding of modals in context and promotes critical thinking about language use in expressing certainty, suggestion, and possibility.

Hear the World

UNIT 1 **Hear the world**

3.1. Look at the image and discuss:

Describe the image: What do you see? Who are the people, and what are they doing? What kind of situation is this? Are they having a casual chat, a professional interview, or something else? Why might people go to a studio like this? What kinds of things might they talk about? One person in the studio is an activist. What topics do you think they could discuss on the podcast?



Podcast: An audio program you can listen to on the internet.

Interview: A conversation where one person asks questions, and the other answers.

Activist: A person who works to make a change in the world, like protecting the environment or supporting equal rights.

3.2. Listening comprehension: Listen to the podcast conversation between Ariana and Daniel. Read the five statements below and decide which one is not true based on what you heard. Circle the statement you think is the lie.



Daniel, Canada
Ari, United States

A. Daniel thinks the SDGs are very important for creating change.
B. He believes that climate action is an issue that can wait a few more years.
C. Daniel says that small steps can make a big difference.

Student's book pages

3.1. Pre-listening:

Objective: Prepare students to listen actively by introducing them to the context and encouraging predictions about the topic of discussion.

Set the Scene

Direct students' attention to the image in their books.

Say: "Look carefully at the image. What do you see? Describe the people, their surroundings, and what they are doing."

Encourage students to note details like the microphones, headphones, or any other equipment typical of a podcast studio.

Ask Guiding Questions:

Pose these questions to the class and give students time to think or discuss with a partner:

"What kind of situation do you think this is? Are they having a casual chat, a professional interview, or something else?"

"Why do you think people might go to a studio like this? What might they talk about?"

Allow a few students to share their answers. Reinforce correct guesses by emphasizing the podcast setting if students suggest it.

Introduce Key Vocabulary:

Briefly review terms that may help students understand the context, like podcast, microphone, and activist (if they aren't familiar with them).

Explain: "In this case, a podcast is an audio recording where people talk about different topics."

Encourage Predictions:

Invite students to think about the content by asking:

"If one person is an activist, what might they be discussing on this podcast?"

"What are some topics that could be important for an activist to talk about?"

Write some predictions on the board. Encourage students to think of topics related to social or environmental issues, hinting toward the Sustainable Development Goals if necessary.

Wrap-Up and transition to listening:

Say: "Now we're going to listen to a short podcast excerpt. Let's see if any of your predictions about the conversation are correct!"

This activity will help students build context for the listening and actively engage with the topic by making predictions based on visual cues.

3.2. During-Listening Activity: "4 Truths, 1 Lie"

Instructions:

Explain to students that they will listen to the podcast script and then play a game called "4 Truths, 1 Lie."

Tell them to listen carefully to catch key information about Daniel's opinions and suggestions regarding the Sustainable Development Goals.

After listening, students will read five statements, and their task is to identify which statement is not true (the lie) based on what they heard.

Answer Key:

Lie: Statement 2 ("He believes that climate action is an issue that can wait a few more years.")

Hear the World

3.2. Audio script:

Ariana	<p>Welcome back to Ari's one-minute talks! Today, we have Daniel, a 30-year-old environmental activist from Canada, here to share his thoughts on the UN's Sustainable Development Goals.</p> <p>Daniel, what do you think about the SDGs?</p>
Daniel	<p>Hey, thanks for having me, Ari! I really like your podcast! I think the SDGs are crucial. Honestly, governments must prioritize these goals if we want real change. Climate action, for example, can't wait! Everyone should be working on this, from policymakers to everyday people.</p>
Ariana	<p>That's a great point! What do you think individuals like us could do?</p>
Daniel	<p>Well, small steps can make a big impact! We could reduce waste, use public transport, or support companies with fair labor practices. These things might seem small, but if everyone does their part, it adds up.</p>
Ariana	<p>Totally agree, Daniel!</p> <p>Thanks for your insight on how we should be thinking about the SDGs! And thank you, guys, for listening to this episode of "Ari's one-minute talks".</p> <p>See you on the next episode!</p> <p>Bye-bye!</p>

Engage in the conversation

Pre-Writing Activity on Climate Activism

This pre-writing activity integrates reading, listening, and discussion to introduce students to climate education and activism in Brazil. The goal is to help students reflect on environmental actions and how education can inspire climate awareness, and provide them some repertoire on the theme for their writing task. Here's how you can guide your students through this activity:

1. Introduction to the Topic

Start by briefly discussing the theme of environmental activism. Ask students if they know any young activists or local initiatives related to climate action. You can write a few names of local institutions, events and projects on the board to help them. This will help activate prior knowledge and make the topic relatable.



UNIT 1 Engage in the conversation

Read, listen and discuss 

4.1. Read and listen to the following news article:

  Aminia, Nigeria

DAILY NEWS
Word • Business • Finance • Lifestyle • Travel • Sport • Weather

Training Young Climate Activists in Brazil
In Brazil, volunteers are working hard to teach young people about climate action and environmental protection. Last week, a group from Belo Horizonte partnered with "Global Shapers" and "Eu Amo Minha Quebrada" to host a talk on "Safety in Activism." They also joined a discussion during the Educlima - Clima da Quebrada project. This project aims to train young people who want to help solve climate issues and take action in their communities.

On the same day, volunteers from Belém organized an event called "Training Nature Protectors." Working with CEDESPA, they shared environmental education with people of all ages in the Cremação community. This event was supported by local universities and groups to make a positive impact.

Adapted text from: <https://www.greenpeace.org/brasil/blog/voluntariado-de-belo-horizonte-se-une-a-movimento-social-na-formacao-de-ativistas-climaticos/>

4.2. Discuss in class, then write down your thoughts:



What should people do to protect the environment?
How can education help people act on climate issues?

Student's book page

4.1. Listening and Reading Activity

Play the Audio: Ask students to listen carefully to the audio as they read along with the news article. The article describes how young people in Brazil are being trained to tackle environmental issues.

Pause for Questions: After the audio, check if students understood the main points. Clarify any difficult vocabulary or expressions (e.g., "Safety in Activism," "environmental education").

4.2. a. Class Discussion

Engage the students in a discussion around the following questions:

"What should people do to protect the environment?"

"How can education help people act on climate issues?"

Encourage students to share their opinions and brainstorm ideas. Write key points on the board to help organize their thoughts. Some guiding questions you might use:

What actions can students take at school or at home to protect the environment?

How can learning about environmental issues inspire change?

b. Pre-Writing Preparation

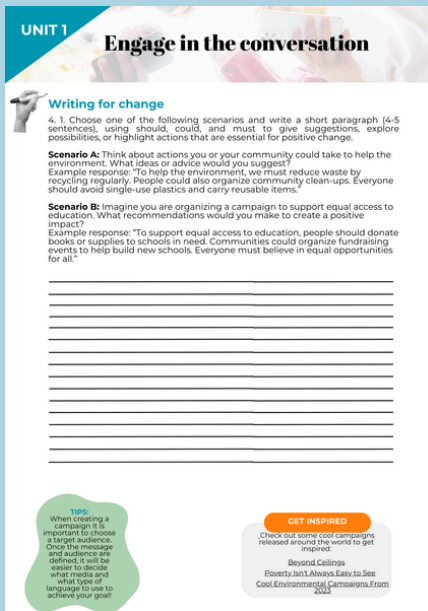
After the discussion, ask students to write down notes about their thoughts on the questions. Encourage them to consider both personal actions and community initiatives.

c. Wrap-Up

Summarize the main ideas shared in the discussion and explain that these points can serve as inspiration for their upcoming writing task.

This activity sets a foundation for reflective writing on environmental responsibility and activism. Good luck, and enjoy the conversation!

Engage in the conversation



Student's book page

Writing for Change Activity

This page is designed to get students thinking about how they can make a positive impact on environmental protection or educational access in their communities. The activity encourages them to use modal verbs ("should," "could," "must") to explore different ideas and suggestions. Here's how you can approach this activity, with tips for differentiation.

1. Introduction to Writing Activity (4.1)

Start by explaining that students will choose one of two scenarios:

Scenario A: Write a short paragraph about ways to help the environment.

Scenario B: Write a short paragraph about supporting equal access to education.

Each scenario encourages students to consider different ways to create a positive change using suggestions and recommendations.

2. Review of Modal Verbs

Review the use of "should," "could," and "must" with the class, emphasizing:

"Should" for giving advice.

"Could" to explore possibilities.

"Must" for emphasizing actions that are essential for making an impact.

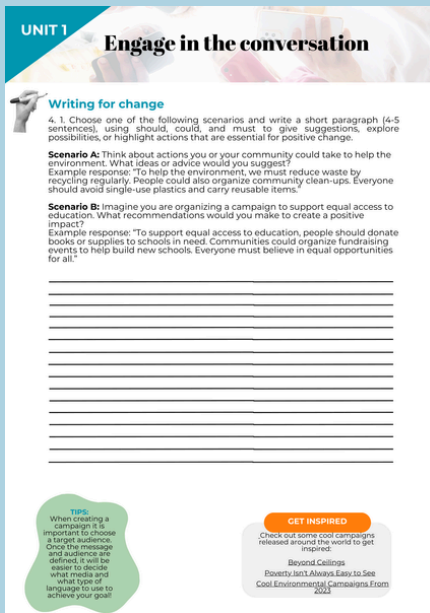
3. Differentiated Challenge Cards

Use the differentiated prompt cards to support students at different levels:

Basic Challenge Cards: Give these cards to students who may need extra support. These cards include sentence starters and pre-structured sentences to guide their writing. For example, a sentence starter for Scenario A could be, "To protect the environment, we should..." Encourage them to fill in their ideas while using the given structure.

Advanced Challenge Cards: Provide these to more advanced students to encourage critical thinking. These cards include open-ended questions to help them expand on their ideas. For example, "What long-term changes could your campaign bring to the community?"

Engage in the conversation



Student's book page

4. Writing Process

Individual Writing: Ask students to choose one scenario and write a short paragraph (4-5 sentences). Remind them to refer back to the examples given on the page if they need inspiration.

Peer Feedback: After writing, students can share their paragraphs in pairs or small groups, giving each other feedback on how well they used modal verbs and developed their ideas.

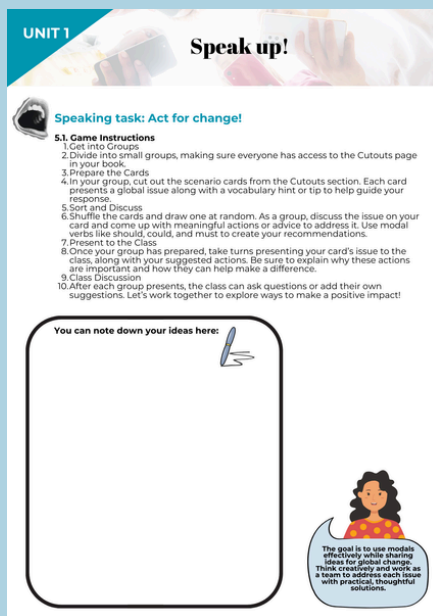
5. Wrap-Up Discussion

Bring the class together to share a few examples from each scenario. Discuss how these small actions and campaigns could lead to bigger changes in their communities.

Additional Tips

Point out the “TIPS” section on the page to help students think about how to target their message effectively and choose the right language for their campaign. The “Get Inspired” section can also help them see real-world examples of impactful campaigns. This writing activity is a great way to combine language practice with critical thinking about social issues. Enjoy guiding your students through this meaningful exercise!

Speak up!



Student's book page

5.1: Speaking Task – Act for Change!

Objective:

To encourage students to use modal verbs (should, could, must) in meaningful discussions while brainstorming actions to address global issues.

Introduction:

Briefly explain the purpose of the activity:

“Today, we’ll work in groups to address global issues using creative ideas and modal verbs like should, could, and must.”

Write examples of modal verbs on the board.

Group Work:

- Form Groups
- Divide the class into small groups (3–5 students per group).
- Ensure each group has access to the “Cutouts” page with scenario cards (if needed, provide these beforehand).

Prepare Cards

Instruct groups to cut out the scenario cards or select a card randomly.

Each card represents a global issue (e.g., climate change, food insecurity, deforestation).

Discuss and Brainstorm

Groups discuss their issue, using the vocabulary hint or tip on the card.

Encourage them to list actions or advice to address the issue.

Remind them to use modal verbs (should, could, must) in their recommendations.

Example: We must educate people about the effects of deforestation.

Write Down Ideas

Ask groups to note their ideas in the box provided on the page.

Presentations:

Each group presents their issue and recommendations to the class.

Encourage students to explain why their actions are important and how they could create change.

After each presentation, allow the rest of the class to ask questions or add suggestions.

Wrap-Up Discussion:

Reflect on the activity as a class:

“What were the most creative ideas presented?”

“How can we use these ideas in real life?”

Highlight the importance of teamwork and thoughtful solutions to global challenges.

CUTOUTS

Optional Extra Activity: Word-Family Exercise

Word-family table

Word	Verb	Noun	Adjective	Adverb





CUTOUTS

Diferentiated challenge cards

Environmental Actions Cards

	Card 1	Card 2
Main Prompt	<p>Main Prompt: Think about ways to protect the environment. What should, could, and must people do to make a difference?</p> <p>Example Response: "We must recycle to reduce waste. People could use less plastic and choose reusable bags instead. Everyone should avoid littering to protect nature."</p>	<p>Main Prompt: Suggest ideas for reducing plastic use in your community.</p> <p>Example Response: "We should stop using plastic bags and use cloth bags instead. People must reduce plastic bottles, choosing reusable ones. We could organize a community event to raise awareness."</p>

Below are cards you can print and offer students of varying levels. Each card has a main prompt and adaptations to support different language needs.

	Card 1	Card 2
Basic Challenge	<p>C1: Think about ways to protect the environment. What should, could, and must people do to make a difference?</p> <p>Sentence Starters: "We must ... to keep our planet clean." "People could ... to reduce waste." "Everyone should ... to avoid pollution." </p>	<p>C2: Suggest ideas for reducing plastic use in your community.</p> <p>Sentence Starters: "We should stop using ..." "People must switch to ..." "We could organize ..." </p>
Extra Challenge	<p>C1: Think about ways to protect the environment. What should, could, and must people do to make a difference?</p> <p>Challenge: Why is it important for communities to focus on environmental actions? </p>	<p>C2: Suggest ideas for reducing plastic use in your community.</p> <p>Challenge: How might these changes benefit future generations? </p>







CUTOUTS

Diferentiated challenge cards

Equal Access to Education Cards

	Card 1	Card 2
Main Prompt	<p>Main Prompt: How can communities support equal access to education?</p> <p>Example Response: "We should provide books to schools that need them. People could donate supplies or help build more classrooms. Governments must invest in education for everyone."</p>	<p>Main Prompt: Imagine a campaign to improve school facilities. What suggestions would you make?</p> <p>Example Response: "We must improve libraries to give students a place to study. People could volunteer to paint or repair the building. Students should join efforts to make the school better."</p>

Below are cards you can print and offer students of varying levels. Each card has a main prompt and adaptations to support different language needs.

	Card 1	Card 2
<p>Basic Challenge</p> 	<p>C1: How can communities support equal access to education?</p> <p>Sentence Starters: "Sentence Starters: "We should provide ..." "People could help by ..." "Governments must support ..."</p> 	<p>C2: Suggest ideas for reducing plastic use in your community.</p> <p>Sentence Starters: "We must improve ..." "People could volunteer to ..." "Students should join ..."</p> 
<p>Extra Challenge</p> 	<p>C1: How can communities support equal access to education?</p> <p>Challenge: What difference does education access make for communities?</p> 	<p>C2: Suggest ideas for reducing plastic use in your community.</p> <p>Challenge: How might better school facilities impact students' futures?</p> 

Introducing The Unit



Student's book page

As fellow educators, we know that teaching isn't just about language acquisition—it's about equipping our students with the tools to navigate and contribute meaningfully to the world. In Unit 2 of *Global Citizens*, the theme of **food security** and **sustainable community-based food** production ties directly to several Sustainable Development Goals (SDGs). Let's explore the connections and why this topic is particularly important for teens and young learners in an ESL context.



SDGs Directly Related to This Unit

1. **SDG 2: Zero Hunger**

- Community gardens, like the one in Manguinhos, offer practical solutions to hunger by providing fresh, affordable food in urban areas. By exploring this topic, students learn how local initiatives can make a global impact on food security.

2. **SDG 11: Sustainable Cities and Communities**

- This SDG emphasizes the importance of making cities inclusive, safe, and sustainable. Community gardens improve urban living spaces, foster cooperation, and transform neglected areas into thriving green hubs.

3. **SDG 12: Responsible Consumption and Production**

- Sustainable food production practices reduce waste, conserve resources, and encourage eco-friendly agriculture. Discussing urban gardens introduces students to concepts of sustainability they can apply to their own lives.

4. **SDG 13: Climate Action**

- Urban gardening lowers the environmental impact of food production, reducing transportation emissions and fostering climate resilience. Students can see how small, local actions can address global environmental issues.

5. **SDG 15: Life on Land**

- Projects like the Manguinhos garden contribute to biodiversity and land restoration. Highlighting this SDG encourages students to appreciate the importance of sustainable land use and conservation.

6. **SDG 17: Partnerships for the Goals**

- The success of community gardens depends on collaboration among residents, organizations, and governments. This aligns with the SDG's call for partnerships to achieve sustainable development.

Introducing The Unit

Why Teach This Topic to Teens in ESL Classes?

- **Global Awareness and Local Relevance**

Teens today are part of an interconnected world. Understanding the SDGs helps them see how local actions, like urban gardening, can contribute to solving global problems. For Brazilian students, projects like Manguinhos make the connection even more tangible, showing how their own communities can be part of the solution.

- **Empowerment Through Language**

Discussing topics like food security in English gives students the vocabulary and confidence to engage in meaningful discussions, both locally and internationally. They learn to express opinions, defend arguments, and advocate for causes they care about, skills essential for personal and academic growth.

- **Building Critical Thinking**

This unit encourages students to analyze challenges, weigh different perspectives, and propose solutions. It fosters not just language skills but also critical thinking and social responsibility.

- **Preparation for the Future**

Topics like sustainability and food security are not just academic—they're issues these students will face as adults. Introducing these concepts early prepares them to become informed, engaged global citizens.

By weaving these topics into this unit, we're not just teaching English; we're preparing students to engage with the world as active participants in creating a sustainable future. Let's inspire them to think globally, act locally, and find their voices as global citizens.

Purpose of the unit: The purpose of this unit is to explore the concept of urban farming and its significant contributions to food security, community well-being, and environmental sustainability. Students will engage in discussions about the positive impacts of urban agriculture, learning how it can improve health and the environment. Through this exploration, they will practice using zero and first conditionals to express possible outcomes and hypothetical scenarios. The unit also introduces the written genre of letters, where students will analyze and create letters to discuss issues related to urban farming and its challenges, helping them improve both their writing and critical thinking skills.

Introducing The Unit

BNCC and CEFR

BNCC	Application in the Unit
EF09LI03: Analisar posicionamentos defendidos e refutados em textos orais sobre temas de interesse social e coletivo.	Students analyze the arguments and counterarguments presented in Nicole V.'s video interview, and apply them on a debate.
EF09LI01: Fazer uso da língua inglesa para expor pontos de vista, argumentos e contra-argumentos.	Students participate in debates and role-plays, using modals and conditional sentences to express opinions and propose solutions.
EF09LI02: Compilar as ideias-chave de textos por meio de tomada de notas.	Students take notes during video-viewing tasks to summarize the garden's benefits and challenges.
EF09LI04: Expor resultados de pesquisa ou estudo com o apoio de recursos adequados, considerando o contexto.	Students use visual aids (e.g., charts, vocabulary tables) to present their views during the group discussions and debates.
EF09LI09: Compartilhar, com ética e respeito, os textos escritos pelo grupo, valorizando os diferentes pontos de vista.	Students share written reflections on how the garden impacts the community, practicing respectful listening and sharing ideas.

Introducing The Unit

CEFR	Application in the Unit
Can understand the main points of clear standard input on familiar matters.	Students comprehend the main ideas of the videos, focusing on food security and sustainability.
Can produce simple connected text on topics that are familiar or of personal interest.	Students write a reflection paragraph on the Manguinhos garden's impact, using link words and conditional sentences.
Can deal with most situations likely to arise while traveling in an area where the language is spoken.	Through role-play, students simulate proposing solutions to challenges faced by the garden.
Can describe experiences and explain opinions about familiar topics.	Students discuss the urban farms role in improving food security and share their opinions during debates and group work.
Can express reasons and explanations for opinions, plans, or actions.	During group discussions, students explain why the garden is or isn't effective, using conditional structures to support their ideas

Introducing The Unit

2. Section Breakdown



Step into the Challenge

The warm-up section introduces students to the concept of urban farming through thought-provoking images and an article about the Manguinhos community garden in Brazil. Students will explore vocabulary related to urban farming and discuss the positive impacts such projects can have on communities, such as improving food security and fostering social cohesion.



Read to Lead

Students will read an article about the proposed "Right to Grow" law in the UK, which highlights research on the health, environmental, and food security benefits of urban farming. To enhance comprehension and listening skills, students will also listen to the article read in a standard Scottish English accent. This section introduces zero and first conditionals, along with additional topic-specific vocabulary.



Hear the World

In this section, students will listen to an interview with Nicole Virgil, an urban farmer who grows vegetables at home. The activity begins with a fragment of the interview where Nicole uses the zero conditional, followed by a viewing of the full video. Students will engage in discussions about Nicole's experiences and challenges as an urban farmer.



Engage in the Conversation

This writing-focused section centers on the analysis of letters as a text genre. Students will examine a letter Nicole could have received from the municipality of Elmhurst, identifying its structure and purpose. Following this, they will write their own response letter, taking on Nicole's perspective to address the municipality's concerns about her urban garden. For this section, You can also personalize the challenge level for your students using Challenge Cards, available at the Cutouts section. These cards are a way to adapt the level of difficulty to meet each student's skill level at the moment, helping to keep them motivated and achieve the lesson's goals.

Introducing The Unit



Speak Up!

In this collaborative speaking activity, students will simulate a debate between urban farmers and municipality representatives. Municipality representatives will voice concerns and community feedback, while farmers will defend their urban farming initiatives, using zero and first conditionals to support their arguments. The section concludes with a karaoke activity featuring a song related to urban farming, encouraging students to relax and connect through music.



Self-Assessment

The unit concludes with a Self-Evaluation questionnaire. This reflective exercise helps students assess their progress, celebrate their accomplishments, and identify areas for further improvement.

3. Why Teaching the SDGs Matters

Teaching the SDGs gives students a broad perspective on essential global challenges, from environmental protection to social equality. By learning about these goals, students become more informed and empathetic, with the skills and understanding they need to discuss real issues that affect people worldwide.

4. Adapting Activities to Your Classroom

Each section includes warm-up tasks, pre-tasks, main tasks, and post-tasks, giving you the flexibility to curate and choose the activities that best match your teaching pace and your students' unique needs. You'll also find optional extensions and alternative approaches for some activities, allowing you to deepen student engagement or offer differentiated learning pathways. Enjoy guiding your students through this unit!

Step into the challenge

1. Start with a Question to Spark Curiosity

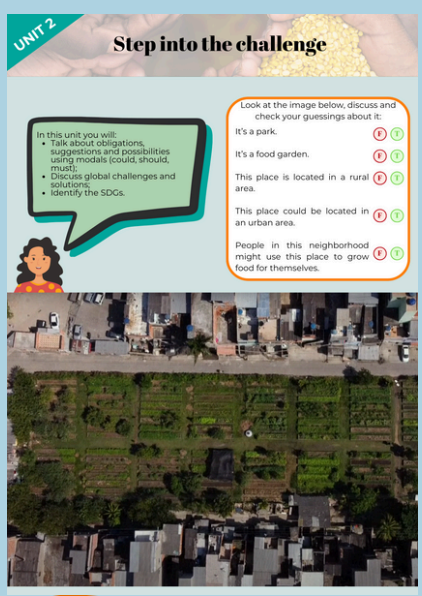
Show the Image: Display the aerial view of the Manguinhos community garden. Ask:

- "What do you notice in this image?"; "Does this look like a park, a farm, or something else?"; "Where do you think this is—an urban or rural area? Why?"

Encourage open-ended answers. If students hesitate, guide them with simpler options like:

- "Is this in a city or the countryside? Why do you think so?"

Tip: Use this moment to encourage participation from everyone, even quieter students. You can ask direct questions to different groups (you can use the quiz results on the "Getting Started" section to do so).



Student's book page

Use follow-ups like:

- "What vegetables might grow here?"; "Who could participate in a project like this?"

Encourage students to check the true or false boxes according to their guessing, then invite them to compare and discuss their answers.,

Introduce and Reinforce Vocabulary

Write these key terms on the board. Explain them simply, and give relatable examples. Then, practice them orally:

- Urban area: "A place with many buildings and people, like Rio de Janeiro."
- Community garden: "A shared space for growing food or flowers."
- Food security: "Having enough healthy food to eat."

Practice using the new vocabulary in context.

- "If this is a community garden, who do you think takes care of it?"
- "What vegetables might they grow here? Why?"
- "How can a community garden help with food security?"

3. Guide the Discussion Using Modals (Review Grammar)

Inform the class that the image represents a community garden in Manguinhos, a favela in Rio de Janeiro, and it's the biggest community garden in Latin America. Bring modals into the discussion naturally. Ask:

- "What might this garden be used for?"; "How can this garden help the people who live nearby?"; "What should people do to keep it healthy?"

Model responses, if necessary:

- "It might be used for growing food."; "It could help families who don't have enough to eat."; "People should water the plants regularly."

Step into the challenge

1.1. Read, listen and discuss.

1. Predict Text Content (Critical Thinking)

Now that they've discussed the image, transition into predictions. Ask:

- "If this garden is in a city, what challenges might it face?"
- "If the garden succeeds, how might it help the community?"
- "What do you think the people in the text will say about this garden?"

Activity: Pair students and have them write 2-3 sentences using modals to predict the text's content:

- "The article might talk about how the garden helps families."
- "They could say the garden is sustainable."
- "The people might explain how they started the garden."



Student's book page

2. Wrap It Up with Sharing

Ask a few pairs to share their predictions. Highlight good use of modals and encourage discussion. For example:

"Ana and Lucas said the garden might face challenges. What kind of challenges do you think they mean?"

Pro Tips for Success

Keep it Visual: Display the image throughout the activity to keep the focus on the topic.

Encourage Everyone: Start with simpler questions for less confident students. For example:

"What vegetables can you see in this picture?"

Link Grammar to Context: Point out modals naturally. For instance:

"When Ana said 'It might help the community,' she's using a modal to show possibility."

Connect Predictions to the text: Use their guesses as a bridge into the reading activity. You can say, for example: "Great predictions! Let's read the article and see if you were right." This approach keeps students engaged, builds on what they already know, and sets them up for meaningful interaction with the text. You're not just teaching a language; you're empowering them to think critically and communicate effectively.

Step into the challenge

UNIT 2
Step into the challenge

1.2. Brainstorm Game: Community Gardens and SDGs
Work in teams to imagine which SDGs are connected to a community garden like the one in Manguinhos and explain why.

Form groups of 3-4 classmates.
Look at the list of 17 Sustainable Development Goals (SDGs).
Brainstorm and choose at least 4 SDGs you think are connected to a community garden. Think about the benefits a community garden can bring, such as food, jobs, or improving the environment.
Write a short explanation for each SDG of why it's related to the garden.
Present your group's SDGs and justifications to the class.
Listen to other groups' ideas and compare them with yours.

SDG Chosen	Why it's related to a community garden
Example: SDG 2: Zero Hunger	Community gardens grow fresh food for people in need. Manguinhos' community garden donates fresh produce to people who can't afford to buy it.

Student's book page

1.2. Brainstorm Game: SDGs and Community Gardens

Objective:

Encourage students to connect the concept of a community garden with relevant Sustainable Development Goals (SDGs) through discussion and imagination.

1. Preparation:

- Divide the class into small groups of 3-4 students.
- Provide each group with a list of all 17 SDGs (can be printed or displayed on a screen).

2. Game Setup:

- Explain to students that they will brainstorm which SDGs are related to the creation of a community garden in Manguinhos and why.
- Give them a quick example: "If a community garden provides fresh vegetables, it could be related to SDG 2: Zero Hunger."

3. Discussion Rounds:

- Each group discusses and identifies at least 4 SDGs they believe are linked to the community garden.
- They must justify their choices using ideas from previous lessons (e.g., the role of gardens in providing food, jobs, or promoting sustainability).

4. Presentation:

- Groups share their SDGs and justifications with the class.
- Write the SDGs on the board as they are mentioned, grouping similar answers together.

5. Teacher Feedback:

- Highlight key SDGs directly connected to the garden, such as:
 - SDG 2: Zero Hunger – Fresh food for the community.
 - SDG 11: Sustainable Cities and Communities – Revitalizing urban areas.
 - SDG 12: Responsible Consumption and Production – Reducing waste, growing sustainably.
 - SDG 1: No Poverty – Providing employment opportunities.
 - SDG 3: Good Health and Well-being – Improving nutrition and community health.

6. Follow-Up:

- Ask students:
 - "Which SDG do you think is the most important for the garden's success?"
 - "Can you imagine other projects that would work well with these SDGs?"


Read to lead

UNIT 2

Read to lead

Vocabulary

2.1. Pre-reading activity: Match each vocabulary to their definition.



Resilience Urban area Food security Landowners

Wellbeing Biodiversity Allotment / Lot Flooding

Definitions:

a. The ability to recover quickly from challenges or difficulties.
 b. A small piece of land rented for growing vegetables or flowers.
 c. A balance of physical and mental health that makes people feel good.
 d. The assurance that people have consistent access to enough healthy food.
 e. The variety of plants and animals in a particular environment.
 f. The owners of a piece of land or property.
 g. A densely populated region, typically a town or city.
 h. The overflow of water onto land that is usually dry.

2.2. Complete the sentences with the correct words from the list.

a. Growing fresh food locally can greatly improve community _____ by providing access to healthy options.
 b. The creation of an _____ often allows citizens to cultivate small plots for their own use.
 c. Increased _____ ensures that communities have stable access to nutritious food, even during crises.
 d. Farmers and gardeners need cooperation from _____ to open unused spaces for growing food.
 e. Protecting the _____ of cities involves managing water flow and planting vegetation.
 f. Cities with diverse green spaces often experience higher levels of _____ among animals and plants.
 g. _____ planning can help prepare a city to recover quickly from environmental disasters.
 h. Converting an empty _____ into a productive farm benefits both people and nature.

PLAY Click on the icon to practice the vocabulary from this page with a game.

Student's book page

Vocabulary

2.1. Pre-reading activity:

- Begin by introducing the activity as a way to familiarize students with essential vocabulary related to sustainable development and urban agriculture.
- Display the list of vocabulary words and definitions. Read through each term and definition aloud, pausing to explain unfamiliar concepts or pronunciation as needed.
- Encourage students to work in pairs or small groups to match the words with their definitions.
- After matching, discuss the answers as a class to ensure understanding. Use examples to clarify tricky words.

Answers:

- a. The ability to recover quickly from challenges or difficulties. **Resilience**
 b. A small piece of land rented for growing vegetables or flowers. **Allotment**
 c. A balance of physical and mental health that makes people feel good. **Wellbeing**
 d. The assurance that people have consistent access to enough healthy food. **Food security**
 e. The variety of plants and animals in a particular environment. **Biodiversity**
 f. The owners of a piece of land or property. **Landowners**
 g. A densely populated region, typically a town or city. **Urban area**
 h. The overflow of water onto land that is usually dry. **Flooding**

2.2. Sentence Completion

- Explain that they must complete each sentence using the word that fits best.
- Encourage them to think about the meaning of the sentence and how the vocabulary fits into the context.
- Students can work individually or in pairs, comparing answers afterward.
- Wrap up with a short discussion on how these words relate to the upcoming text and the broader theme of sustainable communities.

Answers

- a) Living in a large **Urban area** means having access to schools, hospitals, and job opportunities.
 b) The community showed great **resilience** after the heavy rains destroyed their crops.
 c) **Food security** ensures that everyone has access to healthy food, even during emergencies.
 d) The city allocated a small **allotment** for families to grow their own vegetables.
 e) The river overflowed, causing **flooding** in several neighborhoods.
 f) Planting different trees and flowers helps increase **biodiversity** in the local park.
 g) Regular exercise and a balanced diet contribute to physical and mental **wellbeing**.

Read to lead



2.3. Listening and Pronunciation Practice

1. Play the audio of a young Scottish speaker pronouncing the words: Well-being, Food security, Urban area, Flooding, Resilience.
2. Ask students to listen carefully and repeat each word, focusing on their pronunciation.
3. Highlight that this book uses recordings from speakers around the world, showcasing various English accents and pronunciation patterns.

Cultural Insight and Discussion Starter

- Briefly explain that the diversity of accents reflects how English is spoken globally, emphasizing that communication is the goal, not accent perfection.
- Invite students to share thoughts about hearing English spoken in different ways. You can ask:
 - How did this speaker's pronunciation differ from what you are used to?
 - Why do you think it's important to understand different ways of speaking English?

2.4. Pair/Group Discussion

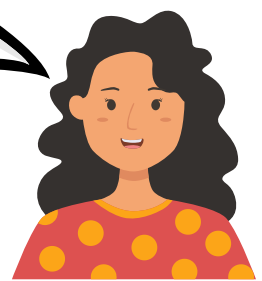
- Organize students into pairs or small groups. Provide the discussion questions:
 - Why do you think "community farms" could help solve food insecurity?
 - What are some benefits of farming in cities for people and the environment?
 - What might be the impacts of a community garden on people's well-being?
 - How could you contribute to a community garden?

Walk around the room to assist with vocabulary and ensure active participation.

Class Sharing and Reflection

- Ask groups to share key ideas from their discussions with the class.
- Connect their ideas to the value of global English varieties, tying back to the themes of communication and inclusivity.

This activity integrates language skills with cultural awareness. Highlighting diverse English inputs encourages students to embrace global communication, fostering a deeper understanding of English as an international language.



Read to lead



2.4. Read, listen and answer

Objective:

Help students connect prior vocabulary knowledge to reading and listening comprehension, develop decoding strategies, and practice fluency through listening and visual engagement.

Preparation:

1. Introduce the theme of urban farming using the title, "What would happen if all unused public spaces in the UK became community farms?"
2. Briefly explain the connection between the text and key vocabulary (e.g., well-being, food security, resilience).

Activity Steps:

- 1.a. Listening and Underlining
2. Play the audio while students follow along in the text.

3. Instruct students to underline the words they recognize from prior vocabulary practice and mark any new or unclear words they hear.

Optional activities: Guided Reading Aloud

1. Pair students for a peer-reading activity. They take turns reading aloud and supporting each other with pronunciation and intonation.
2. Encourage students to reflect on grapheme-phoneme connections and the role of context in decoding unfamiliar words.

Diagnostic Reflection

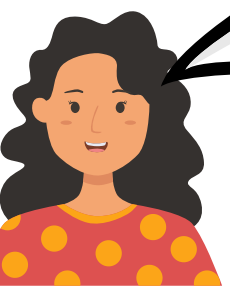
1. Listen to select students read aloud to assess pronunciation and comprehension. Use intonation patterns to gauge text understanding and offer corrective feedback when needed.

Extension Options :

1. Re-read the passage using "paired re-readings." Encourage students to increase fluency and accuracy in each attempt.
2. Ask students to choose one underlined word, research its usage, and explain it to their peers with an example sentence.

Teacher Tips:

- Use rehearsed reading aloud to help students practice phonemic accuracy and build reading fluency.
- Integrate prosodic practice by modeling and emphasizing rhythm and stress in the audio.
- Create a low-stress environment to help shy students participate and build confidence through controlled tasks.
- These guided reading activities might help students enhance their ability to decode English orthography, strengthen listening and vocabulary recognition skills, and practice reading fluency while engaging in meaningful discourse on sustainability. (Gibson, 2008)



Read to lead

UNIT 2

Read to lead

2.5. Reading comprehension

A. Circle the correct answer based on the text.

- What is the main goal of the "right to grow" law?**
 a) To replace conventional farming
 b) To allow communities to use unused public spaces for growing food
 c) To increase urban biodiversity by planting flowers
 d) To sell public lands to private companies

According to the text, what is one benefit of urban agriculture?

- a) It can fully replace conventional farming.
 b) It eliminates the need for importing food.
 c) It can improve health and well-being.
 d) It reduces the number of parks in urban areas.

What percentage of fruit and vegetables in the UK could be grown if all public spaces were used?

- a) 50%
 b) 20%
 c) 40%
 d) 80%

Which of the following is NOT mentioned as an ecosystem benefit of urban agriculture?

- a) Regulating local climates
 b) Cleaning the air
 c) Attracting tourists
 d) Storing carbon

B. Write "True" or "False" next to each statement.

- Urban agriculture can entirely replace conventional farming. _____
 Publicly owned land accounts for nearly half of the UK's green spaces. _____
 Urban food-growing spaces only benefit people, not the environment. _____
 Small unused plots of land in cities can contribute significantly to food security. _____

C. In pairs or small groups, discuss the following questions:

- What are the advantages of using public spaces for urban agriculture in your opinion?
 Do you think the "right to grow" law could be applied in your community? Why or why not?
 How could growing your own food change the way people think about food security and sustainability?

Student's book page

2.5. Reading comprehension:

Objective: Briefly explain to students that they will first complete a set of questions to check their understanding of the text. Afterward, they will engage in a group discussion.

Part A: Multiple Choice Questions

Walk around to monitor students' progress, ensuring that they refer back to the text when making their choices.

After the students complete this part, go over each question as a class. Ask students to justify their answers by pointing to the relevant parts of the text.

Part B: True/False Statements

Emphasize the importance of finding specific references in the text to confirm or deny each statement. After students complete this section, go over the statements together. Encourage students to explain why a statement is true or false by quoting from the text.

Part C: Group Discussion

Walk around and listen to the discussions. Provide support where necessary and encourage students to connect their ideas to the text and their own experiences. After the discussion, bring the class together for a whole-group reflection. Ask each group to share one point they discussed.

Wrap-up:

Summarize key points discussed in the class and reinforce the main takeaways from the text. Provide additional vocabulary or clarify any misunderstandings

Read to lead

UNIT 2 **Read to lead**

2.6. Guessing grammar

A. Read the sentences, discuss and answer:

a. What do all these sentences have in common?

b. Which word connects the two ideas in each sentence?

c. What happens in the second part of the sentence if the condition is true?

B. After discussing with your teacher and peers, complete the table below:

If-Clause (Condition)	Result Clause (Effect)
If all the green space...	It could provide 40% of the fruit...

a. Which tense is used after 'if'? _____

b. What verbs are used in the second part? _____

Student's book page

2.6. Guessing Grammar

Introduction to Conditionals

- Begin by reading the sentences in the orange box aloud or have students read them in pairs.
- Ask students to identify what all the sentences have in common (e.g., "They all start with 'if' and show a condition with a possible result.>").
- Discuss the connecting word ("if") and emphasize how it links the condition (cause) to the result (effect).
- Guide students to notice that the second part of the sentence shows what happens or could happen if the condition is met.

Table Completion

- Direct students to work in pairs or small groups to complete the table by identifying the condition (if-clause) and the result clause in each sentence.
- Afterward, review as a class. Emphasize the use of modals (e.g., "could," "might") and how they indicate possibility or suggestion.

Reflection Questions

- Facilitate a discussion using the questions below the table:
Which tense is used after "if"? (Simple present or past)
What verbs are used in the result clause? (Modals like "could" or future forms like "will.")

Read to lead

2.7.Practice

Gap-Fill Sentences (Activity A)

- Explain the task: Students must choose the correct verb form to complete each sentence. Highlight how verb agreement depends on the type of conditional (zero or first conditional).
- Allow students time to complete individually or in pairs, then review together, providing explanations where needed.

Matching Sentences (Activity B)

- Clarify the matching task, emphasizing how each "if" clause logically connects to the appropriate result.
- Once students complete the exercise, discuss as a group why each match makes sense. Use this as an opportunity to highlight common real-world applications of the conditionals.

Zero Conditional Explanation

Use the explanation box at the bottom of the page to reinforce understanding. Stress that the zero conditional talks about general truths or regular actions. Provide additional examples if necessary, asking students to create their own to check comprehension.

First Conditional Explanation

Discuss the definition in the yellow box. Contrast the zero conditional (general truths) with the first conditional (real possibilities or future events). Use the example sentences to demonstrate how to form first conditional sentences.

2.8.Writing Activity

- Explain that students will write a short paragraph using at least three "if" clauses. Provide the example as a model, pointing out how the condition and result relate to urban farming.
- Encourage students to be creative and think about how urban agriculture could affect their own communities.

UNIT 2

Read to lead

2.7. Practice

A. Complete the sentences using the correct form of the verbs in parentheses.

If people _____ (spend) more time growing food, they _____ (feel) healthier.
 If public spaces _____ (become) farms, cities _____ (benefit) from more biodiversity.
 If urban farming _____ (spread), it _____ (help) communities grow stronger.
 If local councils _____ (support) a "right to grow" law, more land _____ (be) available for farming.
 If people _____ (engage) in gardening, they _____ (make) healthier food choices.

B. Match the two halves of these conditional sentences:

1.If all unused public spaces became farms... a) they might see a drop in food insecurity.
 2.If people spent more time in nature... b) cities could experience less flooding.
 3.If we used public land for farming... c) the air quality might improve.
 4.If urban agriculture replaced small green spaces... d) communities could grow closer together.

The zero conditional is used to talk about facts or general truths—things that are always true or happen regularly.

ZERO CONDITIONAL		
Structure	Example	Explanation
If + present simple, present simple	If people grow food, they benefit from healthier food choices.	The zero conditional expresses a general truth or fact.
Modals (must, should, etc.) can be used in the result clause to indicate obligation, suggestion, or possibility.	If local councils support the "right to grow" law, communities must have access to public spaces.	"Must" indicates obligation or necessity in the second part.

Student's book page

UNIT 2

Read to lead

The first conditional is used for real or possible situations in the present or future. It talks about things that might happen if a condition is met.

FIRST CONDITIONAL		
Structure	Example	Explanation
If + present simple, will + base verb	If urban farming spreads, it will help ease food insecurity.	This is a real possibility based on a condition in the present or future.
Modals (could, should, might, etc.) can be used in place of will to express possibility, suggestion, or necessity.	If people engage in urban farming, they could make healthier food choices.	"Could" expresses possibility in the result.

Key Takeaways:
 The zero conditional is for facts or always true situations.
 The first conditional is for real, possible situations in the present or future.
 Modals like must, should, could, and might can be used in the result clauses to express necessity, possibility, suggestions, or certainty.

2.8. Write a short paragraph using at least three "if" clauses to describe how urban farming could change your city or town. For example: *If my town supported community farms, we could grow fresh fruits and vegetables locally.*

Click on the icon to practice grammar points from this page with a game.

Wrap-Up

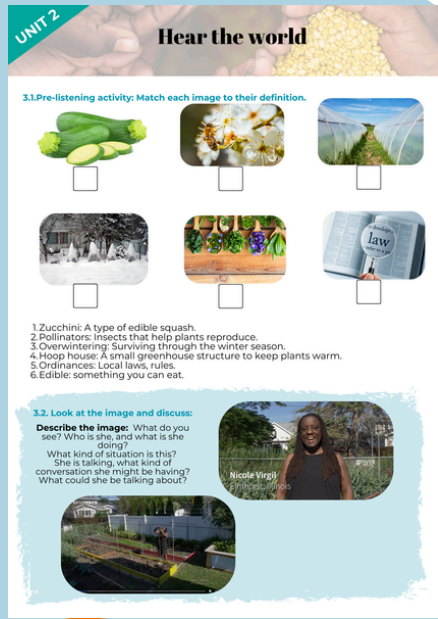
If time allows, have students share their paragraphs with the class or in small groups. Provide constructive feedback focusing on grammar and clarity.

Optionally, connect the activity to real-life urban agriculture initiatives to make the lesson more meaningful.

Teacher Tips:

Use visuals or diagrams to illustrate the structure of conditional sentences. Regularly check comprehension by asking students to explain the rules in their own words.

Hear the world



Student's book page

3.1. Pre-Listening Activity:

Introduce the Vocabulary:

Write the vocabulary words on the board: Zucchini, Pollinators, Overwintering, Hoop house, Ordinances, Edible.

Read each word aloud, and ask students if they know any of them. Encourage guesses based on prior knowledge.

Matching Activity:

Instruct students to look at the images and match each one with the correct definition from the list below.

Allow them to work individually or in pairs.

Afterward, review the answers as a class, ensuring students understand each term.

Discussion:

Ask students, "Which of these things are important for a garden to grow?" and "Why might they be important in urban farming?"

3.2. Image Discussion: Nicole Virgil

Describe the Image:

Show the image of Nicole Virgil to the class and ask:

"What do you see in this image?"

"Who do you think she is, and what might she be doing?"

Encourage students to describe details like her location, the garden, and her expression.

Critical Thinking Discussion:

Use the questions provided:

"What kind of situation is this?"

"What kind of conversation might she be having?"

"What could she be talking about?"

Allow students to share their ideas in small groups or as a class. Write key points on the board.

Connecting to Urban Farming:

Ask students how this image might relate to urban farming challenges or solutions discussed in previous activities.

Hear the world

UNIT 2 **Hear the world**

3.3. Listen to Nicole's interview and answer:

Nicole, United States

A. This audio is a part of Nicole's video interview to Curious City, an online video news channel. What is she talking about in the audio?

B. Nicole says there's no "should" when it comes to what you grow in your garden. What does this suggest about her view on gardening?

a) People should only grow popular vegetables
 b) You should only grow what is easy to grow
 c) People should grow what they enjoy eating

C. "If your family likes zucchini, grow zucchini."
 What does this conditional sentence suggest?

a) You should only grow vegetables that are easy to find in the store.
 b) You should grow what your family enjoys eating.
 c) You should grow vegetables based on what's trendy.

D. What might happen if a gardener grows vegetables their family likes to eat? Why does Nicole suggest that gardeners should grow what their families like?

3.3. Now watch the full video and answer:

Nicole Virgil
Elmhurst, Illinois

Click on the icon to watch the video.

Student's book page

3.3: Listening and Analyzing Nicole's Interview

Pre-Listening Warm-Up:

- Introduce Nicole Virgil as an advocate for urban farming in Elmhurst, Illinois.
- Ask students: "What challenges might someone face when trying to grow their own food in a city?" Write down their answers.

Listening Activity:

- Play the audio.
- Students listen to Nicole's interview and answer the multiple-choice questions (A, B, C, and D) on the page.
- Pair Discussion.
- After listening, pair students and ask them to compare answers. Encourage them to explain why they chose their answers.

Class Discussion.

Go over the answers as a class, clarifying key points like Nicole's view on growing what your family enjoys and her philosophy about gardening.

Follow-Up Questions (5 minutes):

Discuss as a class:

"Why does Nicole believe gardening should be flexible and personal?"

"What are the benefits of growing what your family likes to eat?"

Hear the world

UNIT 2

Engage in the conversation

3.4. Answer according to the video:

1. What might happen if a neighbor doesn't like the way the hoop house looks?
 A) They might tell Nicole to take it down
 B) They might help Nicole build a bigger garden
 C) They might be excited about the garden

2. What does Nicole use to keep her vegetables warm during the cold months?
 a) A tarp and an ironing board
 b) A hoophouse
 c) Solar panels
 d) A heat lamp

3. What problem did Nicole face with the city of Elmhurst?
 a) Her garden was too small
 b) She didn't have enough space for plants
 c) The city said her hoop house violated city ordinances
 d) The city wanted to take her land away

4. What does the Vegetable Garden Protection Act do?
 a) It allows homeowners to grow only flowers on their property
 b) It protects homeowners' right to grow food on their property without discrimination
 c) It allows the government to take over people's gardens
 d) It requires people to grow food for the city

3.5. Think, discuss, and answer:

Do you agree with the idea of creating laws that protect homeowners' right to grow food on their property? Why or why not?

What are the benefits of growing your own food in an urban area like Elmhurst, based on what Nicole said?

Student's book page

3.4: Answer according to the video:

Introduce the video by explaining that it focuses on Nicole's legal challenges with the city of Elmhurst and the broader impact of urban farming laws.

Ask students to recall what hoop houses are and ask why they might cause controversy.

Play the video.

Students watch the video and answer the multiple-choice questions.

Pair Check.

Have students check their answers with a partner.

Review as a Class.

Discuss the answers, highlighting the challenges Nicole faced and the purpose of the Vegetable Garden Protection Act.

3.5. Think, Discuss, and Answer:

Divide the class into small groups to discuss:

"Do you agree with laws that protect homeowners' rights to grow food? Why or why not?"

"What are the benefits of growing your own food in an urban area like Elmhurst?"

Encourage groups to note their main points on the page or a shared board.

Class Discussion:

Have each group share their thoughts with the class. Lead a discussion on how urban farming laws can impact communities.

Wrap-Up:

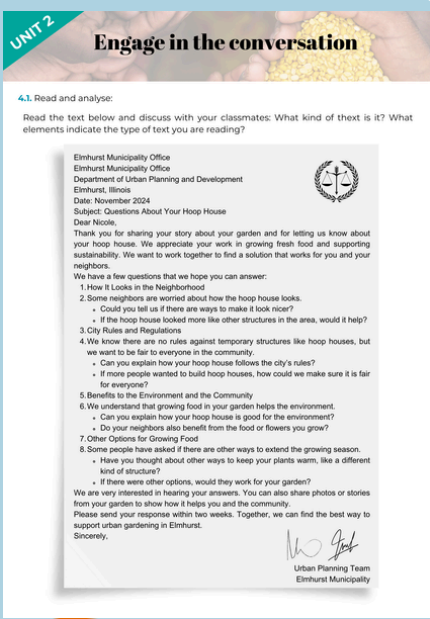
Summarize the key takeaways:

Nicole's views on gardening as a personal and family-oriented activity.

The importance of laws that support urban farming and address community concerns.

Ask students: "If you could suggest one rule about urban farming, what would it be and why?"

Engage in the conversation



UNIT 2

Engage in the conversation

4.1. Read and analyze:
Read the text below and discuss with your classmates: What kind of text is it? What elements indicate the type of text you are reading?

Elmhurst Municipality Office
Elmhurst Municipality Office
Department of Urban Planning and Development
Elmhurst, Illinois
Date: November 2024
Subject: Questions About Your Hoop House

Dear Nicole,

Thank you for sharing your story about your garden and for letting us know about your hoop house. We appreciate your work in growing fresh food and supporting sustainability. We want to work together to find a solution that works for you and your neighbors.

We have a few questions that we hope you can answer:

1. How It Looks in the Neighborhood
 - Some neighbors are worried about how the hoop house looks.
 - Could you tell us if there are ways to make it look nicer?
 - If the hoop house looked more like other structures in the area, would it help?
3. City Rules and Regulations
4. We know there are no rules against temporary structures like hoop houses, but we want to be fair to everyone in the community.
 - Can you explain how your hoop house follows the city's rules?
 - If more people wanted to build hoop houses, how could we make sure it is fair for everyone?
5. Benefits to the Environment and the Community
6. We understand that growing food in your garden helps the environment.
 - Can you explain how your hoop house is good for the environment?
 - Do your neighbors also benefit from the food or flowers you grow?
7. Other Options for Growing Food
8. Some people have asked if there are other ways to extend the growing season.
 - Have you thought about other ways to keep your plants warm, like a different kind of structure?
 - If there were other options, would they work for your garden?

We are very interested in hearing your answers. You can also share photos or stories from your garden to show how it helps you and the community.

Please send your response within two weeks. Together, we can find the best way to support urban gardening in Elmhurst.

Sincerely,

Urban Planning Team
Elmhurst Municipality

Student's book page

4.1. Read and analyze:

As a pre-writing task, you and your students will read and analyze the letter from Elmhurst Municipality together. The goal is to set achievable and clear goals for their writing-task. On this warm-up, you will help your students get acquainted with all the criteria they will find on their Peer evaluation rubrics.

Elmhurst Municipality Office
Elmhurst Municipality Office
Department of Urban Planning and Development
Elmhurst, Illinois
Date: November 2024
Subject: Questions About Your Hoop House



Dear Nicole,

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- We have a few questions that we hope you can answer:
1. How It Looks in the Neighborhood
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Please send your response within two weeks. Together, we can find the best way to support urban gardening in Elmhurst.

Sincerely,

Urban Planning Team

Urban Planning Team
Elmhurst Municipality

Engage in the conversation



Genre analysis

To guide students in analyzing the letter and recognizing elements, of this written genre you can follow these steps:

1. Introduction to the Letter Genre

- Start with a Brief Explanation: Explain to students that letters, especially formal ones, have a particular structure and tone. The purpose of this activity is to identify those features. Remind them that formal letters are often written for business, legal, or official purposes and require a clear structure and respectful language. Have students answer the questionnaire on their books as you go through these steps.

2. Set Up Color-Coding and Marking

- Color-Coding System: Provide students with colored pens or highlighters. Assign each element of the letter (such as greetings, body, conclusion) a specific color to help them identify the structural elements easily. For example:

- **Blue for Greetings/Salutations (formal greeting like "Dear Mr. Smith")**
- **Yellow for Introduction (where the reason for writing is stated)**
- **Green for Body (main content with arguments or information)**
- **Orange for Conclusion (final requests or closing statements)**
- **Pink for Sign-Off (formal closing like "Sincerely")**

- Preparation: Give students printed copies of the letter (or project the text on the board if using an electronic device). Ensure that students have markers or pens in different colors ready.

3. Walk Through the Discussion Points

Guide students through each question and prompt them to find specific examples from the letter.

• Example 1: What type of text are you reading?

Teacher's Role: Ask students what type of text they think this is based on the first impression. Discuss clues like the tone and the structure.

- **Activity:** Have students underline or highlight phrases that give clues to the type of text. For example: "Dear Sir/Madam" indicates it's a formal letter.

Example 2: What elements in the text indicate that it's a formal letter?

- Teacher's Role: Emphasize formal language, structure, and tone. Guide students to find formal greetings (e.g., "Dear Sir/Madam") and sign-offs (e.g., "Sincerely").
- **Activity:** Students will highlight the greeting and sign-off in blue and pink, respectively. They should also underline any phrases that sound polite or formal in tone. For example: "We would appreciate your response" indicates politeness and formality.

Engage in the conversation

Example 3: How does the text address the reader?

- Teacher's Role: Help students understand the use of titles and the appropriate formality in addressing the reader (e.g., using "Sir/Madam" or "Mr. Smith").
- Activity: Have students highlight the salutation at the beginning (e.g., "Dear Sir/Madam") and any other titles used.

4. Identification of Structural Elements

After discussing the above, guide students in marking the structure of the letter:

- Introduction (Yellow): Look for the purpose of the letter and the reason for writing.
- Body (Green): Locate the main arguments, supporting details, or questions that the municipality may have about the hoop houses.
- Conclusion (Orange): Find any requests or calls to action, such as the request for approval or further explanation.
- Sign-Off (Pink): Identify formal closing words like "Sincerely" or "Best regards."

5. Review as a Class

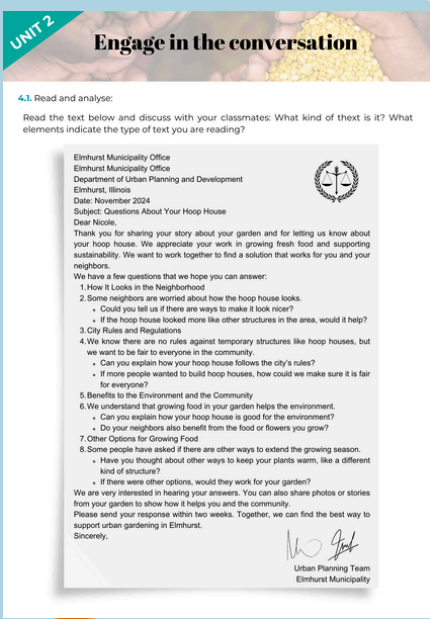
After marking up the text individually, bring the class together to review the findings.

- Discuss: Invite students to share their highlights. Ask them to explain their reasoning for selecting certain parts. For instance, "Why did you highlight this part in green?"
- Correct: If there's any confusion, the teacher should correct it by guiding students back to the text, highlighting the proper elements, and discussing why they fit into their designated categories.

You can turn these steps into a collaborative game to make the learning process more engaging. You can also start by introducing and modeling the analysis of a formal letter with your students, following the previous steps and, once students understand the process, you can bring in additional examples of letters for students to analyze and practice. This activity, when done as a game, can help students engage or reinforce what they have learned while encouraging teamwork and critical thinking..

You will find the instructions and cards for the game on the CUTOUTS section.

Engage in the conversation



Student's book page

4.1. Read and analyze:

As a pre-writing task, you and your students will read and analyze the letter from Elmhurst Municipality together. The goal is to set achievable and clear goals for their writing-task. On this warm-up, you will help your students get acquainted with all the criteria they will find on their Peer evaluation rubrics. Here's a step-by-step approach:

1. Clarity and Purpose

Discussion starter: What is the main goal of this letter? Is it clear what the municipality is asking Nicole to do?

Strong Points:

The letter clearly states its purpose: to ask Nicole for more information about her hoop house and its benefits. Questions are specific, making it easier for Nicole to respond.

Areas to Improve:

Some sentences could be simpler for smoother reading. For example, "We want to work together to find a solution that works for you and your neighbors" could be simplified to "We want to find a solution that works for everyone."

2. Content and Structure

Discussion Starter: Is the letter well-organized? Does it include all the necessary information?

Strong Points:

The structure is logical, with each section addressing a specific concern: appearance, rules, benefits, and alternatives. Each question helps Nicole focus on different aspects of her hoop house.

Areas to Improve:

Some transitions between sections could be smoother. For example, "Some people have asked if there are other ways to extend the growing season" might benefit from an introductory phrase like "Lastly, we want to discuss alternatives."

3. Grammar and Language Use

Discussion Starter: Are the sentences grammatically correct? Is the language easy to understand?

Strong Points:

Clear use of vocabulary from the unit, such as "temporary structures," "urban gardening," and "growing season." Correct use of zero and first conditionals, such as "If the hoop house looked more like other structures, would it help?"

Engage in the conversation

Areas to Improve:

Some phrasing could be made even more student-friendly. For example, "Together, we can find the best way to support urban gardening" might be simplified to "We can work together to help urban gardening."

4. Engagement and Relevance

Discussion Starter: Does the letter encourage Nicole to respond? Are the questions relevant to the situation?

Strong Points:

The letter invites dialogue by asking open-ended questions like "Do your neighbors also benefit from the food or flowers you grow?"

The tone is polite and collaborative, which helps build a positive interaction.

Areas to Improve:

Adding a closing sentence encouraging Nicole to ask questions or share more about her experience might enhance engagement.

Activity: Identifying Strong and Weak Points

Instructions: Now, ask students to label strong points (✓) and weak points (⚠) based on each category. For example:

Clarity and Purpose: ✓ Clear main goal.

Content and Structure: ⚠ Some transitions could be smoother.

Grammar and Language Use: ✓ Correct conditionals.

Engagement and Relevance: ✓ Encouraging tone.

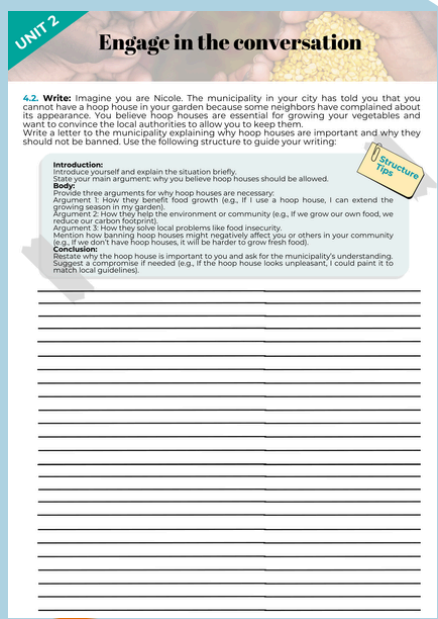
Reflection Task: Students summarize:

What the letter does well (e.g., clear questions, good grammar).

What could be improved (e.g., smoother transitions).

This analysis models how students should evaluate their own and their peers' work, preparing them to apply the rubric effectively in their writing tasks.

Engage in the conversation



Student's book page

4.2. Write:

Read the activity instructions with your students and discuss the task to make sure all students understand what is being asked. Brainstorm ideas about how Nicole could respond to the letter you have analyzed with your students. You can write some ideas on the board as you go through the questions.

After brainstorming, instruct students to start working on their letters. You can offer personalized support to students who need extra help, or an extra challenge by assigning **Differentiated Challenge Cards** to them, according to their needs.

You can also make students write the letter in groups, or pairs, to foster interaction and discussions.

4.3. Peer-evaluation:

As a post-task, students will analyze each other's letters, and evaluate them using the Peer-evaluation rubric, available on the CUTOUTS section of this book.

Why is it important to introduce Peer Evaluation activities in your classes?

Peer evaluation is important in educational settings for several reasons:

- **Fosters Critical Thinking**

Peer evaluation encourages students to engage deeply with the criteria for success, improving their ability to assess not only others' work but also their own. It helps them recognize strengths and areas for improvement in writing, problem-solving, or other skills.

- **Enhances Learning Through Collaboration**

By reviewing a peer's work, students are exposed to diverse approaches and ideas, broadening their perspective and understanding of the subject matter.

- **Develops Constructive Feedback Skills**

Students learn to articulate constructive criticism in a respectful and supportive manner. This is a valuable skill for academic, professional, and personal communication.

- **Encourages Self-Reflection**

Evaluating others often leads to self-reflection, as students compare their work with their peers'. This helps them identify areas where they can improve and reinforces their strengths.

- **Builds Responsibility and Autonomy**

Peer evaluation shifts some responsibility for learning from the teacher to the students, promoting a sense of ownership over their educational process. It also empowers students to take active roles in their learning journey.

Engage in the conversation

- **Improves Engagement and Motivation**

Knowing their work will be read and assessed by peers can encourage students to put more effort into their assignments. Additionally, receiving feedback from peers can be motivating and confidence-building when done constructively.

- **Supports Teacher Workload**

Peer evaluation can complement teacher feedback, especially in large classes, ensuring that every student gets timely input on their work.

- **Enhances Communication and Social Skills**

Peer evaluation fosters communication between students, teaching them how to give and receive feedback effectively, a skill vital for teamwork and collaboration.

Instructions for Unit 2's Peer Evaluation activity

Goal:

To help students develop critical thinking and constructive feedback skills while assessing each other's work. This practice also encourages self-reflection and awareness of key writing elements.

Step 1: Explain the Purpose of Peer Evaluation

Begin by explaining the importance of constructive feedback in improving writing skills. Emphasize that the goal is to identify strengths and areas for improvement, not to criticize. Clarify how the rubric will guide their evaluations and focus on specific aspects of writing.

Step 2: Demonstrate the Evaluation Process

Use the model letter from the municipality as an example.

Project the text and the peer correction rubric on the board.

Walk through one category at a time. For example:

- Read the Introduction aloud and evaluate if it answers the question:

"Does the introduction explain who they are and why they are writing?"

- Mark it as Strong or Needs Work and explain why.

Repeat this process for one point in each category (Content, Grammar, Clarity)

Step 3: Distribute Peer Correction Rubrics

Print out an adequate number of peer evaluation rubrics. Hand out a rubric to each student, ensuring they understand the criteria for:

Content & Structure ; Grammar & Language; Clarity & Organization

Step 4: Assign Peer Evaluations

Before pairing your students for the activity, think about your teaching goal and decide the best scenario to achieve it. You can pair students who received Basic leveling cards amongst themselves, and students who received Advanced challenge cards amongst themselves. You can also mix them up, if this option aligns better with your goals. After deciding, pair students and have them exchange letters.

Engage in the conversation

Allow time for students to:

- Read the letter twice: Once for understanding and once to focus on evaluation points.
- Mark the checklist in the rubric.
- Write comments explaining their evaluation (e.g., "You used 'if' conditionals correctly in your arguments, which made your ideas clear.").

Step 5: Discuss "Strong" and "Needs Work" Areas

After evaluating, ask students to count their partner's:

Strong Points (✓ Strong in the rubric).

Needs Work Points (✓ Needs Work in the rubric).

Have them summarize their partner's performance by completing the feedback section:

Example:

"You excel in 'Grammar & Language,' especially in using conditionals. But you could improve 'Clarity & Organization' by adding clearer transitions between paragraphs."

Step 6: Teacher Mediation

Monitor evaluations by:

Walking around and addressing confusion.

Helping identify evaluation points by asking guiding questions:

"Do you see conditionals used in the letter? Are they correct?"

"Is the main idea in the introduction clear?"

Step 7: Encourage Peer Feedback Discussion

Pair students again for a feedback exchange:

Ask each student to explain one strength and one improvement area from their partner's letter.

Use this time to address any questions and reinforce key writing principles.

Step 8: Revise Based on Feedback

Allow students to revise their letters based on peer feedback.

Optionally, have them share one revision with the class to highlight how they improved their work.

Tips for Success:

Model positive language for feedback:

Instead of "This is wrong," say, "You might improve this by..."

Reinforce that learning from peers is as valuable as teacher feedback.

For struggling students, provide additional scaffolding, such as sentence starters for comments:

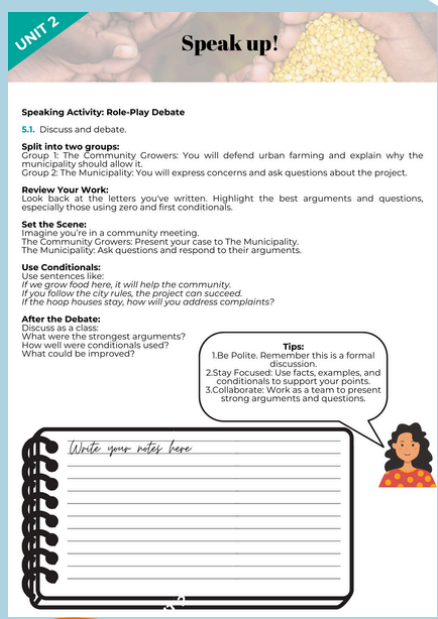
"I think your argument is clear because..."

"You could improve the introduction by..."

By mediating effectively, you ensure the peer correction process remains constructive and fosters growth in all learners.



Speak up!



Student's book page

5.1.Role-Play Debate on Urban Farming

Objective:

To encourage students to practice speaking skills, use conditionals in a realistic context, and engage in a collaborative debate about urban farming and community impact.

Materials Needed:

- Printed copies of the activity page for each student.
- Markers or highlighters for students to identify key points in their notes.
- Optional: Visual aids about urban farming and its benefits/challenges for background knowledge.

Classroom Setup:

Arrange the classroom so students can work in two groups. Ensure a space for the "debate" (e.g., set up chairs facing each other).

Pre-Debate Warm-Up:

Briefly explain the concept of urban farming, using examples or visuals if possible. Ask the class: "What do you think are the benefits of growing food in cities? What challenges might come up?" Write ideas on the board.

Split the class into two groups:

- Group 1: The Community Growers (defending urban farming).
- Group 2: The Municipality (expressing concerns and asking questions).

Review Arguments:

Ask students to look at the letters they've written on the prior activity or brainstorm arguments. Students highlight the strongest arguments and questions, focusing on those using zero and first conditionals.

For example:

Community Growers: "If we grow food here, it will help the community."

Municipality: "If you follow the city rules, the project can succeed."

Set the Scene :

Explain the role-play: Imagine this is a formal community meeting. The Community Growers present their case, and the Municipality responds with concerns or questions.

Emphasize debate etiquette:

- Be polite.
- Stay focused on the topic.
- Use conditionals, facts, and examples to support points.

Engage in the conversation

Debate:

Allow Group 1 (Community Growers) to present their arguments first.
Group 2 (Municipality) responds with concerns and questions.
Alternate speaking turns, ensuring all students contribute.
Monitor for proper use of conditionals and guide the discussion if needed.

Post-Debate Discussion:

As a class, reflect on the activity:
What were the strongest arguments?
How well were conditionals used?
What could be improved for future debates?
Encourage students to write notes in the space provided on the page.

Tips for Success

Encourage Active Participation: Ensure every student in each group has a role (e.g., spokesperson, note-taker, question-asker).
Reinforce Grammar: Write examples of zero and first conditionals on the board before the debate.
Provide Support: Walk around during group preparation and assist with phrasing or clarifying arguments.

Wrap-Up Activity

Connect to Real-Life Solutions: Ask students to brainstorm: “What actions could our school or city take to support urban farming?”

CUTOUTS

4.1. Collaborative Dice Game: "Letter Detective"



Objective:

Students work together to answer questions about the structure, purpose, and tone of a formal letter. The goal is to collaboratively build an understanding of letter elements while completing all tasks as a group.

Materials:

- One six-sided die from the students' CUTOUTS section (per group or class).
- A game board from students' CUTOUTS section or printed question cards (optional).
- A printed copy of the Elmhurst municipality letter (one per group). (If you are doing this activity as a reinforcement, or consolidation activity, you can bring other letters for your students to analyze).
- Color-coded highlighters (optional).

How to Play:

- Divide students into small groups (3–5 players per group).
- Each group takes turns rolling the die.
- The number rolled corresponds to a category of questions. The group discusses and answers the corresponding question collaboratively.
- Once the question is answered, all students in the group mark or highlight examples in the letter text as evidence for their response.
- Continue until all questions from the game are answered.
- Groups share their findings with the rest of the class to create a shared understanding of the letter's features.

Dice Categories and Corresponding Questions:

1: Letter Type and Purpose

What type of text is this? (e.g., email, report, letter)

What clues in the text help you decide its type?

What purpose does this text serve? Is it to inform, request, complain, or suggest?

2: Formal Elements

What elements in the text indicate that it's a formal letter?

Can you identify any formal greetings (e.g., "Dear Sir/Madam") or sign-offs (e.g., "Sincerely")?

Is the tone polite and respectful, or is it informal and casual?

3: Addressing the Reader

How does the text address the reader?

Does it use specific titles or polite forms of address (e.g., "Mr.," "Ms.")?

How does the writer make sure to address the reader appropriately?

4: Structure

Does the text follow a typical letter format?

Can you identify the introduction, body, and conclusion?

How does the writer introduce the topic, provide information, and finish the letter?

5: Requests and Clarity

How does the writer ask for a response or action?

Does the text include any requests, suggestions, or questions for the reader?

How does the writer make these requests clear (e.g., "We would appreciate your response")?

6: Highlight and Review

Find examples of formal language used to maintain politeness.

Highlight the introduction, body, and conclusion in different colors.

What phrases or sentences show the writer's purpose clearly?

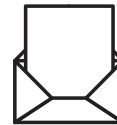
Model First Turn: Demonstrate one round of the game by rolling the die and answering the question collaboratively with the class. Highlight the corresponding elements in the letter.

Facilitate Discussions: Visit each group to ensure students are collaborating effectively. Clarify doubts if they arise.

Encourage Reflection: After the game, ask groups to reflect on what they learned and share their answers with the class. Use this as a platform to address any misunderstandings.

Collaborative Outcome: By the end of the game, students will have collectively identified and understood the key elements of a formal letter, enabling them to apply these features in their writing.

CUTOOUTS

4.1. Collaborative Dice Game: "Letter Detective"
Printable Cards**1: LETTER TYPE AND PURPOSE**

What type of text is this? (e.g., email, report, letter)

1: LETTER TYPE AND PURPOSE

What clues in the text help you decide its type?

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Can you identify the introduction, body, and conclusion?

4: STRUCTURE

How does the writer introduce the topic, provide information, and finish the l

CUTOUTS

4.1. Collaborative Dice Game: "Letter Detective" Printable Cards



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6: HIGHLIGHT AND REVIEW

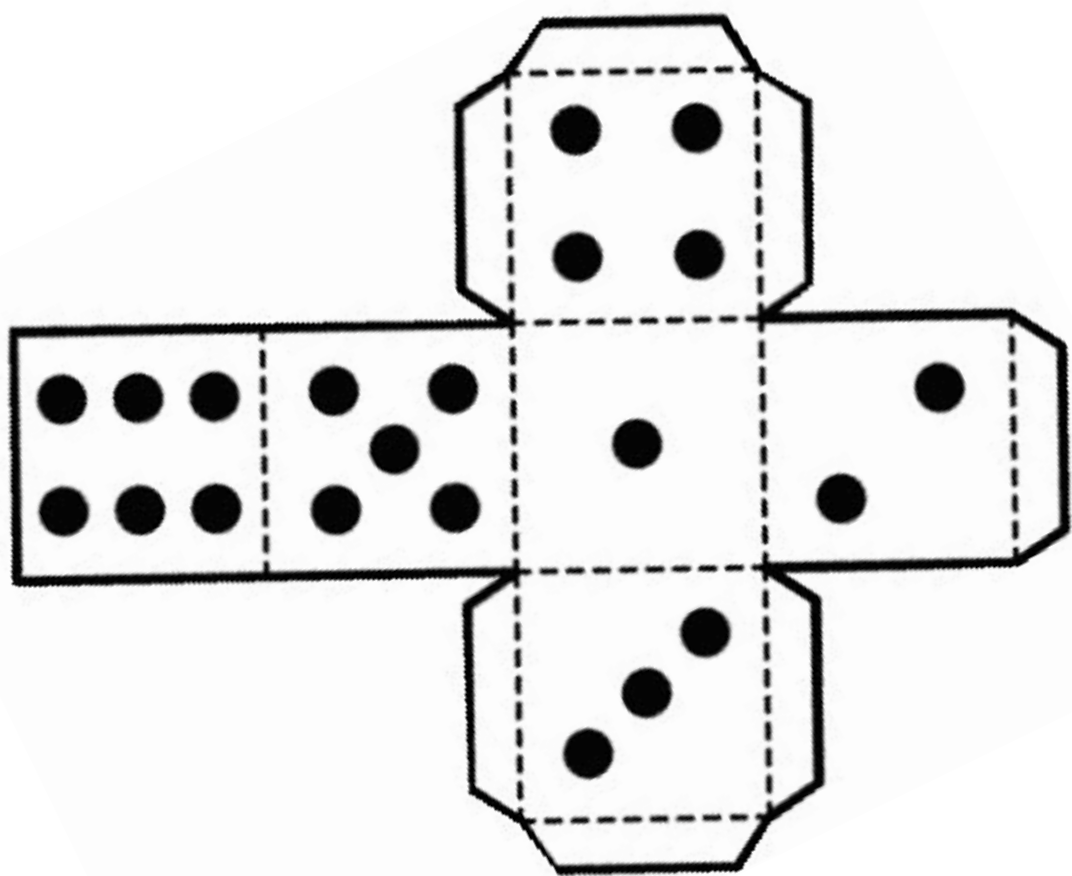
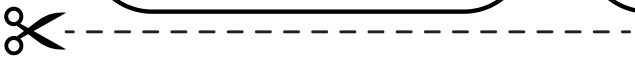
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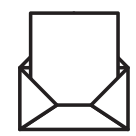
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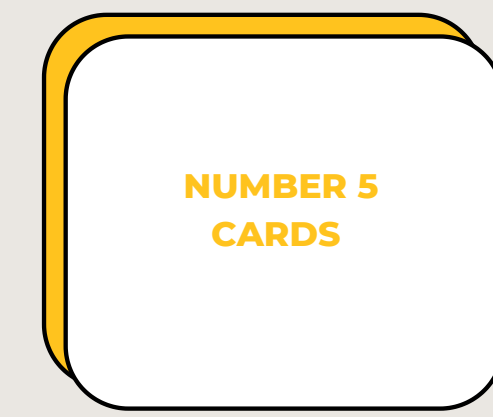
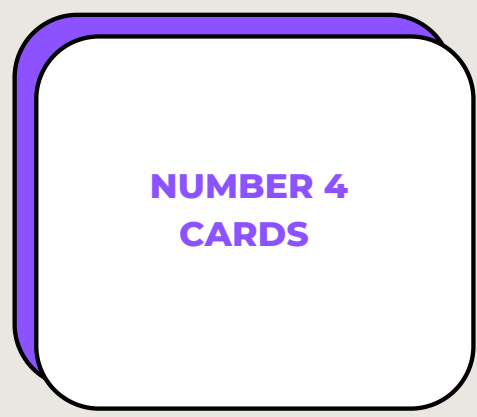
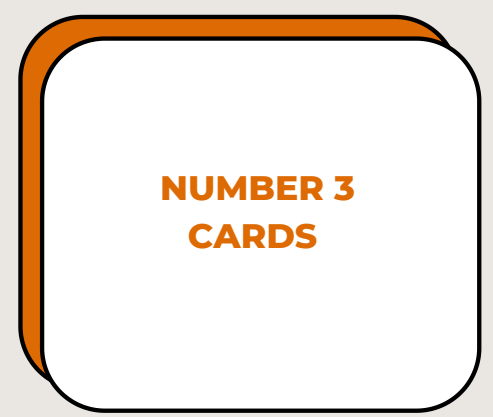
CUTOUTS

4.1. Collaborative Dice Game: "Letter Detective" Printable Cards



LETTER DETECTIVE GAME

PLACE EACH CARD ON IT'S CORRESPONDING NUMBER.







CUTOUPS

Diferentiated Challenge Cards

4.2. Writing task:

Below are cards you can print and offer students of varying levels for their writing task. Each card has a main prompt and adaptations to support different language needs.

	Card 1	Card 2
<p>Basic Challenge</p>	<p>Use these sentence starters to write your letter:</p> <ul style="list-style-type: none"> • "If I use a hoop house, I can..." • "If the city bans hoop houses, it will..." • "Hoop houses are important because..." • "If the municipality allows hoop houses, I will ..." <p>Write three sentences using these starters. Then, combine them into a paragraph.</p> 	<p>Complete the sentences below using your own ideas:</p> <ol style="list-style-type: none"> 1.If I have a hoop house, I can... 2.Hoop houses are important because they... 3.If everyone grows their own vegetables, they will... 4.If the municipality supports gardens, the community will... <p>Then, write a short paragraph using your answers.</p> 
<p>Extra Challenge</p>	<p>Counterarguments</p> <p>Write a paragraph responding to the neighbor's complaint:</p> <ul style="list-style-type: none"> • Why might the neighbor think hoop houses are a problem? • How would you respond to their concerns? <p>Use at least two conditionals in your response (e.g., "If the hoop house looks messy, I could _____").</p> 	<p>Expanding Your Arguments</p> <p>Imagine you are part of a campaign to promote urban gardens in your entire city. Write an extra paragraph convincing the municipality to support more urban farming projects, not just your hoop house. Answer these questions in your paragraph:</p> <ul style="list-style-type: none"> • How will urban gardens help the environment? • What will happen if the city allows more gardens? • How can urban gardens build stronger communities? <p>Use at least two conditionals and one modal verb (e.g., can, should, might).</p> 

CUTOUTS

PEER EVALUATION RUBRIC

Instructions:

While reading your partner’s letter, check off the items in each category. Then, count how many “Strong” and “Needs Work” points you find in the text. Use this information to identify where your partner excels and where they can improve.

Content & Structure

Criteria	Strong	Needs work	Comments
Introduction	<input type="checkbox"/>	<input type="checkbox"/>	Does the introduction explain who they are and why they are writing? Is the main argument clear?
Arguments	<input type="checkbox"/>	<input type="checkbox"/>	Are there at least two clear arguments? Are they supported with examples or explanations?
Conclusion	<input type="checkbox"/>	<input type="checkbox"/>	Does the letter end with a clear summary and strong suggestion?

Grammar & Language

Criteria	Strong	Needs work	Comments
Conditional Sentences	<input type="checkbox"/>	<input type="checkbox"/>	Are zero and first conditionals used correctly and related to the arguments?
Key Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	Are important words like "urban farming" or "food security" used correctly?
Persuasive Phrases	<input type="checkbox"/>	<input type="checkbox"/>	Are phrases like "I strongly believe" or "It is important" included?

CUTOUPS

PEER EVALUATION RUBRIC

Clarity & Organization

Criteria	Strong	Needs work	Comments
Paragraphs	<input type="checkbox"/>	<input type="checkbox"/>	Is the letter organized into clear paragraphs (introduction, arguments, conclusion)?
Clarity	<input type="checkbox"/>	<input type="checkbox"/>	Are sentences easy to understand? Are arguments clear?
Topic	<input type="checkbox"/>	<input type="checkbox"/>	Does the letter contain well-organized information or arguments? Does it stay on topic?

Genre

Criteria	Strong	Needs work	Comments
Basic sections	<input type="checkbox"/>	<input type="checkbox"/>	The letter includes all the basic sections: greeting/salutation, introduction, body, and closing.
Opening and closing	<input type="checkbox"/>	<input type="checkbox"/>	Is the salutation appropriate (e.g., "Dear [Title/Name]")? Does the letter end with a formal closing like "Sincerely," "Yours faithfully," or another polite sign-off?
Appropriate information	<input type="checkbox"/>	<input type="checkbox"/>	Does the letter contain important information such as: the identification of the sender, the date and place, the name and identification of the receiver?

CUTOUTS

PEER EVALUATION RUBRIC

Your Feedback

Count the "Strong" points: How many areas did your partner do well in?

Content & Structure: ___

Grammar & Language: ___

Clarity & Organization: ___

Describe what you noticed:

Count the "Needs Work" points: Which areas need improvement?

Content & Structure: ___

Grammar & Language: ___

Clarity & Organization: ___

Describe what you noticed:

Leave an encouraging message for your partner (you can also add a fun doodle, if you'd like):

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