

UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras – FALE

Programa de Pós-Graduação em Estudos Linguísticos – POSLIN

Curso de Especialização em Inglês – CEI

WATCH OUT! – ENHANCING ENVIRONMENTAL AWARENESS IN ESL
STUDENTS (Atividade Didática para o Ensino de Inglês)

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Trabalho apresentado ao curso de Especialização em Ensino de Língua Inglesa da Faculdade de Letras – UFMG como requisito parcial para a obtenção do título de Especialista em Ensino da Língua Inglesa.

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Belo Horizonte

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INTRODUCTION

Applying myself for *Curso de Especialização em Inglês – CEI*, at 2015, was a way to take off the focus on healthy and professional issues that I was passing through. I was an autonomous environmental educator and Geography teacher but, at that time, a thyroidal cancer made me moving to other city, get off my job and get a divorce. At this moment English came up, and, even though this idiom have been fascinated me since I was a child, I have never thought about English beyond a hobby. My dear friend and English teacher suggested me applying for CEI, and, without any great purpose, I did. Surprisingly and despite my lack of confidence, I was accepted. At the beginning, I felt dislocated because I was the unique who does not have English teaching experience. Then, this experience turned into something memorable: challenging and constructive.

Personal issues solved, I started to give personal English classes, always having as compass the knowledge given in the course, colleagues testimony and, most important, student satisfaction.

Then, I realized one thing that made me stronger at that moment and guided my further actions: English language, considered for most “the universal language”, is the perfect tool to spread the urgency of environmental actions and the need of all global population to watch out for our home – Planet Earth. The well-known saying that “act local and think global” owns a bigger status when we realize that language becomes an amazing tool on searching for better environmental conditions.

Watch out! – enhancing environmental awareness in ESL students is a material developed with the aim to propose a pleasant English learning experience, dealing with environmental issues that permeates students daily life. It is intended, through this material, show to students and teachers that the environmental issues dealt on it occur in worldwide scale, as the English language use is.

In this way, it is necessary to situate the student as part of this scenario and, therefore, a fundamental actor in the process of environmental conservation - with its sphere of action enhanced as long as it considers the English language as an interaction tool.

RATIONALE

"We can't call our English teaching successful if our students, however fluent, are ignorant of world problems, have no social conscience by using their communication skills for international crime, exploitation, oppression or environmental destruction"

Cates (1997) apud Nkwetisama (2011)

In 1996, the regulatory framework for educational activity in Brazil was approved - the Basic Guidelines Law - LDB 9.394¹. It points out that *"Education covers the formative processes that take place in family life, in human coexistence, in work, in educational and research institutions, in social movements and organizations of civil society and in cultural manifestations" and that education "aims at Full development of the student, his preparation for the exercise of citizenship and his qualification for work"*² (BRASIL, 1996). In this way, school education - that teaching activity developed through its own institutions, is intrinsically related to the notion of citizenship.

Mattos (2015 p.241) states that the concept of "citizenship" has undergone several changes over the years. Carr (2008 apud Mattos, 2015) believes that the first conceptions of the term came from Plato and Aristotle. According to Carr (2008 apud Mattos, 2015) *"the traditional concept of citizenship is based on the notions of rights and duties that a citizen possesses in relation to his community and his participation in social life."* This concept has been modified in line with social developments, and today the conception of society that Mattos (2015 p. 248) defines as "modern and globalized" brings with it a concept of citizenship that

"It involves decision-making, or social practices, by active subjects located socio-historically and, at the same time, immersed in a highly globalized society, that is, a conception of participatory citizenship. Education for citizenship, within these new conceptions of independent, competent and critical participation of the student, is one of the main objectives of critical literacy. (MATTOS, 2015, p.253)

Critical literacy aims, in addition to promoting citizenship, the contextualization of the subject to be studied and the interdisciplinarity of activities. Janks (2013 p.227) affirms that critical literacy is a way to enabling young people to *read* both the word and the world in

¹ Lei de Diretrizes Básicas – Available at http://www.planalto.gov.br/ccivil_03/leis/L9394.htm

² Freely translated by me, as in another quotation made based on Brazilian legislation and Brazilian authors.

relation to power, identity, difference and access to knowledge, skills, tools and resources. Paulo Freire emphasizes that “*the human word is more than mere vocabulary – it is word-and-action. The cognitive dimensions of the literacy process must include the relationships of men [and women] with their world*”. (FREIRE 1972 *apud* JANKS 2013 p. 227)

A critical approach recognizes that language produces us as particular kinds of human subjects and that words are not innocent, but instead work to position us. Likewise, it recognizes that our world – geographically, environmentally, politically and socially – is not neutral or natural. It has been formed by history and shaped by humanity. (JANKS, 2013 p.227)

Another important concept that permeates this teaching material is, as called by Kumaravadivelu (2001), the *Postmethod Pedagogy*. The author conceives the term *Pedagogy* as a combination of micro and macro factors that influence L2 education: classroom strategies, instructional materials, curricular objectives and evaluation (micro) and historical, political, and sociocultural experiences (macro). Thus, Kumaravadivelu develops the Postmethod pedagogy upon three pedagogical parameters: particularity, practicality and possibility.

As a pedagogy of particularity, postmethod pedagogy rejects the advocacy of a predetermined set of generic principles and procedures aimed at realizing a predetermined set of generic aims and objectives. Instead, it seeks to facilitate the advancement of a context-sensitive, location-specific pedagogy that is based on a true understanding of local linguistic, sociocultural, and political particularities. As a pedagogy of practicality, postmethod pedagogy rejects the artificial dichotomy between theorists who have been assigned the role of producers of knowledge and teachers who have been assigned the role of consumers of knowledge. Instead, it seeks to rupture such a reified role relationship by enabling and encouraging teachers to theorize from their practice and practice what they theorize. As a pedagogy of possibility, postmethod pedagogy rejects the narrow view of language education that confines itself to the linguistic functional elements that obtain inside the classroom. Instead, it seeks to branch out to tap the sociopolitical consciousness that participants bring with them to the classroom so that it can also function as a catalyst for a continual quest for identity formation and social transformation. The boundaries of the particular, the practical, and the possible are inevitably blurred. They interweave and interact with each other in a synergistic relationship in which the whole is greater than the sum of its parts. (KUMARAVADIVELU, 2001 p. 544)

As cited by Janks (2013, p. 229), *critical literacy is meant to be transformative*. Nkwetisama (2011) affirms that EFL/ESL teaching should not only be limited to the improvement of learners' language proficiency but also to enable them develop critical thinking strategies that can be useful in environmental sustainability (p.110). Weaver (2006 *apud* Nkwetisama 2011) believes that environmental education converges to “*a way of teaching that strives not only to transmit linguistic knowledge and cultural information, but also to critically examine both the conditions under which the language is used, and the social, cultural and ideological purpose of its use*” – core concepts of the Critical Pedagogy.

Environmental education also heighten the positive results of using the Communicative Approach, a theory that considers language as communication. According to Richards and Rodgers (2002), the Communicative Approach aims to make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. Thus, if language is best learned when used to communicate meaning, rather, than by focusing on explicit learning of grammar and vocabulary (JACOB and CATES 1999), why not empower learners with the ability to deal responsibly with global crises and to embrace Environmental Education?

Emerges, then, another important question: What is, fundamentally, Environmental Education?

Put simply, environmental education can be considered as concerted efforts conscientiously organized for teach or draw the attention of human beings about how natural environments function and how these human beings can manage and protect them. Environmental protection is therefore the aspect of environmental education that refers to practices that are aimed at protecting the environment by individuals, governments, nongovernmental or professional entities like EFL/ESL teachers. (NKWETISAMA, 2011. P. 111)

This specific education aims prepare not only the individual but also the society for the task and duty of protecting the environment by raising their level of environmental knowledge, understanding, responsibility and ethics (p.111). It is, also, a way to bridge the gap between

knowledge and ethics, to internalize environmental knowledge so that it could be visible in new behavioural patterns and practices (p.111).

As cited by Jacob and Cates (1999), the United Nations devised six objectives for environmental education³:

- 1) Awareness of environmental problems;
- 2) Basic understanding of the environment and its problems, and humans' role in the environment;
- 3) An attitude of concern for environmental problems;
- 4) Skills in overcoming environmental problems;
- 5) Ability to evaluate proposed solutions to environmental problems;
- 6) Participation in solving environmental problems.

According to Patterson (2010 *apud* Hauschild *et al.* 2012) the U.S. Nacional Environmental Education Foundation - NEEF⁴ describes three levels of environmental education:

- 1) environmental awareness – that is, general familiarity with key environmental issues;
- 2) personal conduct knowledge, which translates awareness into action to preserve the environment; and
- 3) environmental literacy, which enables students to learn underlying principles and gain skills for carrying out their own hands-on projects.

The thematic convergence between language teaching and environmental education is an undeniable feature, since both purposes aims to stimulate the students to observe and analyze aspects of their lives and find ways to change it for better.

Environmental protection, global warming, human rights, gender discrimination, global poverty, waste management and sustainable development are, among others, are contemporary global issues (NKWETISAMA p. 110) that should be dealt within English language teaching, due to the visibility conferred to its global range.

³ UNESCO –UNEP 1976 Available at <http://unesdoc.unesco.org/images/0015/001533/153391eb.pdf>

⁴ Further information at www.neefusa.org

Considering Silver's (1991 *apud* Nkwetisama 2011) argument that students learn best in the context of relevant, meaningful, motivating and authentic material, Hauschild (*et al.*2012) affirms that when using environmental contents as vehicle for English instruction, language teachers provide students the opportunity to not only develop language skills, but also to become more informed citizens, both locally and globally.

The authors and theories cited above has contributed to mold an authentic and meaningful English teaching material: *Watch Out! – enhancing environmental awareness in ESL students*. The project contains authentic excerpts, videos and images chosen carefully to convey the language learning embedded with environmental message in a way that students can practice their comprehension of the topic, bring their previous knowledge, get in touch to opposite opinions and formulate new questions about both subjects.

The Target Audience – classified by the Common European Framework of Reference⁵ for Languages: learning, teaching, assessment as “B1” – Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. It is expected that the students are adults and young adults who already have some awareness about environmental issues, and come from private language institutes.

This project is divided in two Units, embedded with two relevant environmental issues: Unit 01 deals with forests and the harms that threaten it, highlighting deforestation. Unit 02 brings important concepts and information about the climate change and the global warming that affects it dangerously.

According to Boonkit (2010), effective communication is reached when the four macro skills are developed – listening, speaking, reading and writing. The order when the skills were presented in *Watch Out!* was carefully chosen to aloud the students to receive knowledge in the listening section and use it in the speaking section. Then, students recognize the

⁵ Available at <http://www.cambridgeenglish.org/exams/cefr/>

knowledge received in the reading section and produce new knowledge in the writing section. Both Units have the following sections:

Cool Down

This first section has in its title an interesting concept: most of language books calls this section “warm up” because it is when the student has the first contact with the book. Well, this is the first contact with environmental issues too, so, when we say that we are “warming up”, we are increasing Earth’s temperature and contributing to global warming! Thus, the headline has changed into “cool down” hence the students perceive that is time to calm down, to get ready for receive important knowledge and get closer to English language.

Listening

Field (2002 *apud* Marques 2016) affirms that the “*authentic passages, where the language has not been graded to reflect the learner’s level of English, afford a listening experience much closer to a real life one*”, therefore the listening section uses authentic videos extracted from YouTube to provide information about the chosen theme. This Section has, in both Units, an impacting role on the way the environmental message is conveyed: in the Listening section, the impact of the environmental issue is clearly presented. The exercises are proposed to provide vocabulary linked to the environmental theme of the Unit.

Speaking

Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students’ fluency when speaking (Tam, 1997 *apud* Boonkit 2010), then this section brings interaction to the environmental theme of the Unit: it is expected that the students can enhance their oral language when dealing with authentic material. Both Units have Pair Work at speaking section to stimulate the exchange of perception and beliefs among each student – and promote negotiation of meaning.

Language Study

This section deals with an important component of language learning: pronunciation.

The difference in pronunciation is a fact in any language. Sometimes the pronunciation variation may reflect the speaker's personal data, such as geographical origin,

education level, age group, gender, etc. In fact, we can say that each speaker builds his own accent throughout his life. (CRISTÓFARO-SILVA, 2007 freely translated)

An effective communication permeates the pronunciation of the word linked to its linguistic use. Every Unit brings a pronunciation topic with rule, examples and exercises. After the pronunciation topic, the second page of the Language Study has an introduction activity for the following section – grammar topic.

Grammar Topic

This sequence of activity was designed to reinforce the inductive way of grammar teaching – *“based on the assumption that knowledge of grammatical rules should be acquired through exposure to samples of speech that present a particular construction. Students are to elicit the rule from the given input and subconsciously learn it by recognizing the reoccurring patterns.”*⁶

The task-based activities proposed aim to promote the type of negotiated interaction that leads to noticing and awareness and provides quality input, making grammar forms obvious to the learner through consciousness –raising activities (NASSAJI and FOTOS, 2011).

Reading

Reading section presents to students the possible solution to the environmental issue that every Unit discuss. The student will find, at this section, a way to act to minimize the problem. There are “before reading” exercises – an introduction for the vocabulary used on the main text, and “after reading” exercises – to improve vocabulary and discuss genre types.

Writing

Writing section is the final activity of every Unit, considered as a point when students are aware of the environmental issue presented and able to make a move to minimize it. Even though the answer required is written, it is expected that the embedded message of action can inspire and stimulate the students to trespass the paper barrier and share the knowledge with their loved ones. This section also brings examples and knowledge about text types.

⁶ Inductive grammar teaching: Miscellaneous. Available at <http://www.jezykangielski.org/inductive.html>

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**Watch Out!
1st Edition**

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Cool Down

World Wide Fund for Nature—WWF is one of the world's largest conservation organizations.

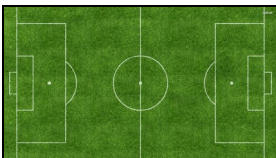
1 Let's watch an intervention developed for WWF and aired during the broadcast of a soccer match in Brazil. Click on the link below:

<https://www.youtube.com/watch?v=aMbbKTI1XVU>

2 Now, find in a dictionary the meaning of the words below:

- A) Changed
- B) Size
- C) Suffer
- D) Increase
- E) Match
- F) Rate

3 Link the word with the correct picture:



Brazilian forest



Deforestation



Broadcast



Football field

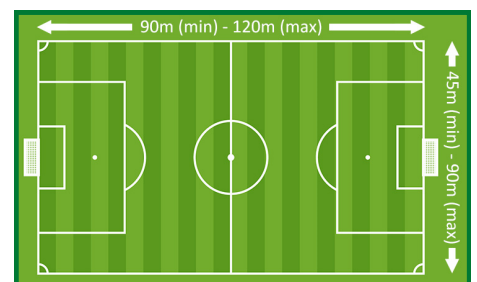
Unit 01	
Cool Down	1
Listening	2
Speaking	3
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Grammar Topic	6
Reading	7
Writing	8

4 Think about the questions below and write your answers:

- A Have you ever been in a forest?
- B Are there many forests in your neighborhood? And in your country?
- C Soccer is the most popular sport in Brazil. Have you ever been in a soccer field?
- D Why the field has changed color on the video?

5 Look at the dimensions of a regular soccer field below, in meters:

We can assume that the Brazilian forests are in danger? Why?



Every Brazilian consumes, approximately, a half of a tree in paper per year. Think about our forests before printing.

Source: Galileu Magazine, 221 Edition, Dec. 2009.

This document does not have commercial purposes. For academic purposes only.

Listening



Deforestation is a global issue affecting all of us. It is important to inform people about this issue so that they can understand seriousness of the problem.

1 Let's watch a video produced as an effort to improve environmental awareness about deforestation in Indonesia caused by paper industry:

https://www.youtube.com/watch?v=Kn_3TPsKsq4

2 According to the video, the sentences below are **True (T)** or **False (F)**?

- () The paper industry does not have impact on Indonesian forests.
- () Global warming and climate change are some of many consequences of the deforestation.
- () Indonesia has the world's highest rate of deforestation.
- () Brazil has the second place at the world's highest rate of deforestation.
- () It takes around 26 trees to make 01 ton of paper.

3 Put the sentences below in order of occurrence:

- () Indonesia has two percent of forest destroyed a year;
- () When the forest no longer exists, we will have an increase of global warming and a climate change;
- () Indonesian forests may not exist in 2022.
- () Indonesia produces more than 09 million tons of paper per year.

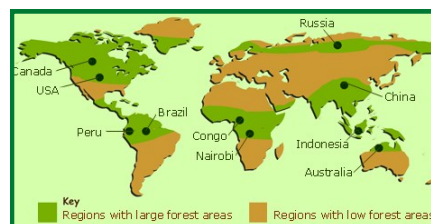
4 Complete the sentences with the word in the box:

Rate Endangered Produced Needed Destroyed

- A The Indonesian forest is home to many _____ animal and plant species.
- B With two percent of the Indonesian forest _____ a year, Indonesia has a highest _____ of deforestation.
- C The amount of wood _____ is more than what can be legally _____.

5 Which countries destroy more trees in the world?

- () Brazil, Denmark, Republic of the Congo
- () Indonesia, U.S.A., Denmark
- () Republic of the Congo, Brazil, Indonesia
- () U.S.A., Brazil, Indonesia



Every Brazilian consumes, approximately, a half of a tree in paper per year. Think about our forests before printing.

Source: Galileu Magazine, 221 Edition, Dec. 2009.

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Effects of Deforestation

Deforestation can have a negative impact on the environment. The most dramatic impact is a loss of habitat for millions of species. Eighty percent of Earth's land animals and plants live in forests, and many cannot survive the deforestation that destroys their homes.

Deforestation also drives climate change. Forest soils are moist, but without protection from sun-blocking tree cover, they quickly dry out. Trees also help perpetuate the water cycle by returning water vapor to the atmosphere. Without trees to fill these roles, many former forest lands can quickly become barren deserts.

Removing trees deprives the forest of portions of its canopy, which blocks the sun's rays during the day, and holds in heat at night. This disruption leads to more extreme temperature swings that can be harmful to plants and animals.

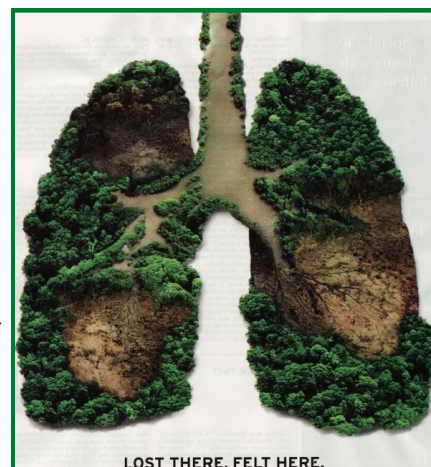
Trees also play a critical role in absorbing the greenhouse gases that fuel global warming. Fewer forests means larger amounts of greenhouse gases entering the atmosphere—and increased speed and severity of global warming.

The most feasible solution to deforestation is to carefully manage forest resources by eliminating clear-cutting to make sure forest environments remain intact. The cutting that does occur should be balanced by planting young trees to replace older trees felled. The number of new tree plantations is growing each year, but their total still equals a tiny fraction of the Earth's forested land.

Source: <http://www.nationalgeographic.com/environment/global-warming/deforestation/>

Work in pairs

- 1 Identify 03 effects of deforestation presented on the text above;
- 2 Discuss possible actions that may decrease the rate of deforestation;
- 3 Write in the chart below the results of your discussion:



Habitats destruction and deforestation. Available at Pinterest.

Deforestation Effect	How to reduce it

Every Brazilian consumes, approximately, a half of a tree in paper per year. Think about our forests before printing.

Source: Galileu Magazine, 221 Edition, Dec. 2009.

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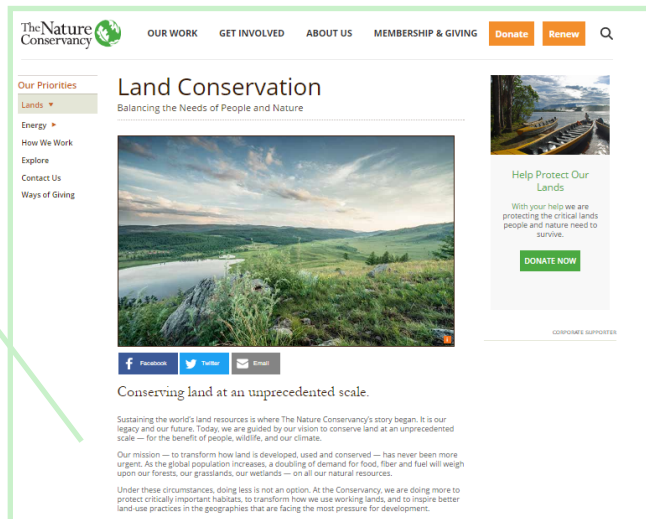
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Language Study

Pronunciation: -ed endings

Sustaining the world's land resources is where The Nature Conservancy's story began. It is our legacy and our future. Today, we are **guided** by our vision to conserve land at an **unprecedented** scale — for the benefit of people, wildlife, and our climate.

Our mission — to transform how land is **developed**, **used** and **conserved** — has never been more urgent. As the global population increases, a doubling of demand for food, fiber and fuel will weigh upon our forests, our grasslands, our wetlands — on all our natural resources.



Source: <http://www.nature.org/ourinitiatives/urgentissues/landconservation/index.htm?intc=nature.tnav.ourwork>.

It is very important to be aware that the pronunciation of the “- ed” in the verbs is not the same.

The pronunciation of words ending in - ed depends on the final consonant sound.

There are three ways to pronounce — ed at the end of a word in English:

/id/ /t/ /d/



/id/	/t/	/d/
T wanted	P helped	L called
D needed	K looked	N cleaned
	F sniffed	R offered
* Voiced Sound	GH laughed	G damaged
= uses the vocal	SH washed	V loved
cords and they	CH watched	S used
produce a vibration	SS kissed	Z amazed
or humming sound	C danced	B rubbed
in the throat.	X fixed	M claimed
<i>(Touch your throat to feel it)</i>	VOICELESS	VOICED *
	Words that end in a vowel sound use the /d/ pronunciation for ED.	
	e.g. -- followed -- enjoyed -- played -- tried -- continued	

Source: <http://www.grammar.cl/english/pronunciation-ed.htm>

1 Classify the words in **bold** according to the rule you have just learned.

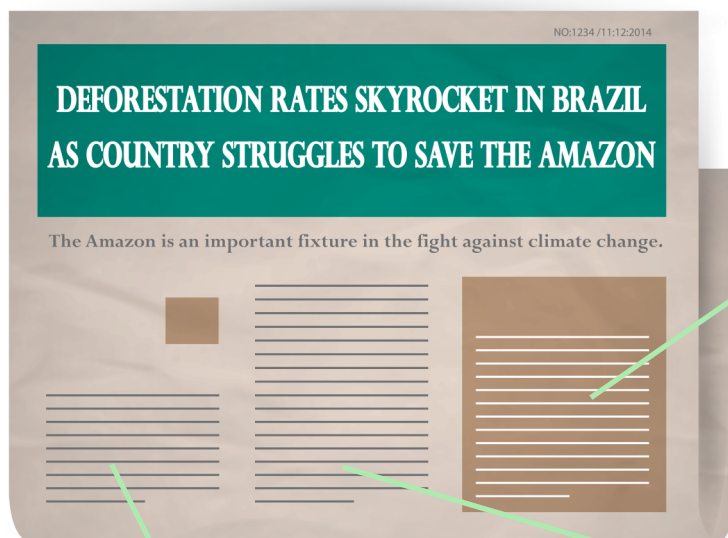
/id/	/t/	/d/

/id/	/t/	/d/

Every Brazilian consumes, approximately, a half of a tree in paper per year. Think about our forests before printing.

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3) "The Brazilian government **has made** a concerted effort to protect the rainforest, which is home to about 10 percent of the planet's known biodiversity." (...)

1) "Deforestation rates in the Amazon rainforest in Brazil **have soared**, with an area roughly three times the size of Rhode Island illegally chopped down, an annual satellite survey by the country's government shows." (...)

2) "The region **has been** under near constant threat from lucrative illegal logging and the expansion of cattle and agriculture plantations. An area roughly the size of California **has been** wiped out in the past 40 years." (...)

Extracted from VISSER, Nick. *Deforestation rates skyrocket in Brazil as country struggles to save the Amazon*. The Huffington Post, 2016. http://www.huffingtonpost.com/entry/brazil-deforestation_us_583fb115e4b09e21702cbc09 Accessed on January 21, 2017.

- 1 Check again the words in **bold** inside the 1, 2 and 3 excerpts.
- 2 Compare the sentences below and answer the questions:

A

Deforestation rates in the Amazon rainforest in Brazil have soared.
The Brazilian government has made a concerted effort to protect the rainforest.

B

Deforestation rates in the Amazon rainforest in Brazil soared 29 percent from August 2015 to July 2016.
The Brazilian government made a concerted effort to protect the rainforest since 1992.

- 3 What is the difference between the verbs in groups A and B?
- 4 Is it possible to know **when** the actions happened?

Every Brazilian consumes, approximately, a half of a tree in paper per year. Think about our forests before printing.

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Grammar Topic

PRESENT PERFECT

Form	<p>I have You have He has She has It has We have You have</p>	<p>Have ('ve) / Has ('s) + past participle</p> <p>worked.</p>	<p>Affirmative: He has worked hard. Interrogative: Has he worked hard? Negative: He has not worked hard. Short forms: 's (has) hasn't (has not) 've (have) haven't (have not)</p>
Use	<ul style="list-style-type: none"> The present perfect describes the indefinite past: <i>I've seen this film before.</i> The past is indefinite because the time it happened is not important, or because we do not know when it happened. Note the difference between: <i>I went to Paris last year, (definite time - past simple)</i> <i>I've been to Paris, (at some time in my life - indefinite time - present perfect).</i> The present perfect is often used to describe personal experience: <i>I've heard this music before.</i> The question form is often Have you ever ...?(= in your life?) <i>Have you ever been to Paris?</i> The present perfect is not used with past time words (last night, yesterday, in 1984, etc). It is not possible to say <i>I've seen him yesterday.</i> Note the difference between: <i>She's gone to Sweden. (= and she's there now)</i> <i>She's been to Sweden. (= but she isn't there now)</i> 		

Extracted from "CliffsQuickReview—Writing: Grammar, Usage and Style"

- 1 Complete the sentences using the verbs in the Present Perfect tense:
- A Brazilian Amazon _____ (to be) suffering deforestation.
- B Selective logging and forest fragmentation _____ (to make) the Amazon rainforest more flammable.
- C Indigenous groups _____ (to fight) for the preservation of the forest through protests, legal battles with the government and even new technologies.
- D Human kind _____ (to try) to protect the environment from deforestation.
- E Environmental groups _____ (to work) hard to protect vegetable and animal endangered species from extinction.
- F The negative effects of deforestation _____ (to occur) worldwide, not just in the rainforest areas.

Every Brazilian consumes, approximately, a half of a tree in paper per year. Think about our forests before printing.

Source: Galileu Magazine, 221 Edition, Dec. 2009.

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Before reading

1 Match the words below with their meanings:

- | | |
|--------------|--|
| (1) seed | () a tall plant with a thick stem which has branches coming from it and leaves |
| (2) tree | () the top layer of earth that plants grow in |
| (3) soil | () a small round or oval object produced by a plant that a new plant can grow from |
| (4) native | () the plant that grows naturally in a place, and have not been brought from somewhere else |

Plant a seed, save a planet

It's the smallest thing but possibly the grandest gesture you can do today... Plant a tree seed.

It can be a pip from an apple (...). All you have to do is make sure they are the seeds of trees that found naturally - or "native" - to the place in which you live.

But where do you plant it?

On the side of the street, in your garden, in the park (...), anywhere where there's space and light. All you have to do is:



1 Bend down;



2 Push your finger into the soil about 2 cm depth - or use a pen - and pop that seed in;



3 Then stand on the hole to close it over and tuck it in.

That's it.(...) It's not the only seed you just planted. You just planted one in your own mind. The idea, the thought, perhaps the hope that you can do something to save this planet. (...) Doing small things can achieve big things. (...)

What if my tree seed doesn't grow?

Don't worry. This can happen for a variety of reasons (lack of water, poor soil, competition from other plants etc). Simply plant another seed, but maybe in a different place. If there's one thing about planet saving, it's that you don't give up at the first attempt.

Source: http://wwf.panda.org/how_you_can_help/campaign/plant_seed/

After reading

Let's read again this part of the text: "All you have to do is: **bend down**; **push** your finger **into** the soil about 2 cm depth - or **use** a pen - and **pop** that seed **in**; then **stand on** the hole to close it over and **tuck** it **in**."

2 What kind of information the words in bold convey?

3 This textual genre can be found in some types of texts, such as:

- () a soup recipe () a statement () a TV manual () a storytelling

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Cool Down

- Some issues about the Earth's climate are hard to understand outside the scientific field. Therefore we ask you to watch the animation on the link below, where a kid explains Climate Change in an easy (and super cute) way!

<https://www.youtube.com/watch?v=-MajuLnu Js>



Excerpt from "Climate Change (according to a kid)".
Rappler. Accessed on January, 24.2017.

1 Now, find in a dictionary the meaning of the words below:

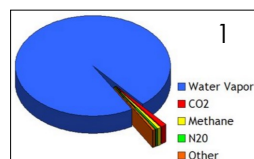
- A Heat
- B Warm
- C Cool
- D Greenhouse gases
- E Coal
- F Cut down

Unit 01	
Cool Down	1
Listening	2
Speaking	3
Language Study	4
Grammar Topic	6
Reading	7
Writing	8

2 Think about the questions below and write your answers:

- A Have you ever heard about climate change?
- B Do you believe that human activity has contributed to the global warming phenomenon?
- C What are some examples of these human activities?

3 Number the word according with the correct picture:



Ice Sheet

Coal

Greenhouse gases

Landfill

Every Brazilian consumes, approximately, a half of a tree in paper per year. Think about our forests before printing.

Source: Galileu Magazine, 221 Edition, Dec. 2009.

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Listening

At the Paris climate conference (COP 21) in December 2015, 195 countries adopted the first-ever universal, legally binding global climate deal. The agreement sets out a global action plan to put the world on track to avoid dangerous climate change by limiting global warming to well below 2° C. (European Commission—Climate Action).

Leonardo DiCaprio, an actor and environmentalist specially engaged in mitigate climate change, was invited to speech in the COP 21 closing.

1 Watch an excerpt of his speech and answer the following questions:



Leonardo DiCaprio, High-Level Signature Ceremony for the Paris Agreement. Accessed on January 25, 2017.

<https://youtu.be/8VImeE5Vbk4>

2 Choose the correct meaning of the words in bold:

- () "I have seen cities like Beijing choked by industrial **pollution**."
- () "(...) rainforests in Indonesia that have been **incinerated**."
- () "I have witnessed unprecedented **droughts** in California(...)"
- () "(...) sea level rise **flooding** the streets of Miami."
- () "I was **astonished** to see that ancient glaciers are rapidly disappearing(...)"
- () "All that I have seen and learned on this journey has **terrified** me."

1) Long periods when there is no rain.

2) Very surprised.

3) Burnt.

4) Damage caused to water and air by harmful substances.

5) Very frightened.

6) A lot of water covering an area that is usually dry.

3 "As a UN Messenger of Peace, I've traveled all over the world for the last two years documenting how this crisis is changing the natural balance of our planet." Where Leonardo found each situation below?

(...) "I have seen cities like _____choked by industrial pollution. Ancient Boreal forests in _____ that have been clear cut and rainforests in Indonesia that have been incinerated. In _____ I met farmers whose crops have literally been washed away by historic flooding. In America I have witnessed unprecedented droughts in _____ and sea level rise flooding the streets of _____. In _____ and in the Arctic I was astonished to see that ancient glaciers are rapidly disappearing well ahead of scientific predictions. All that I have seen and learned on this journey has terrified me." (...)

California

Greenland

Canada

Beijing

India

Miami

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Source: Galileu Magazine, 221 Edition, Dec. 2009.

Causes of Climate Change

Humans are increasingly influencing the climate and the earth's temperature by burning fossil fuels, cutting down rainforests and farming livestock. This adds enormous amounts of greenhouse gases to those naturally occurring in the atmosphere, increasing the greenhouse effect and global warming.

Greenhouse Gases

Some gases in the Earth's atmosphere act a bit like the glass in a greenhouse, trapping the sun's heat and stopping it from leaking back into space. Many of these gases occur naturally, but human activity is increasing the concentrations of some of them in the atmosphere, in particular: carbon dioxide (CO₂); methane; nitrous oxide and fluorinated gases. CO₂ is the greenhouse gas most commonly produced by human activities and it is responsible for 64% of man-made global warming. Its concentration in the atmosphere is currently 40% higher than it was when industrialization began. Other greenhouse gases are emitted in smaller quantities, but they trap heat far more effectively than CO₂, and in some cases are thousands of times stronger. Methane is responsible for 17% of man-made global warming, nitrous oxide for 6%.

Causes for rising emissions

- **Burning coal, oil and gas** produces carbon dioxide and nitrous oxide.
- **Cutting down forests (deforestation).** Trees help to regulate the climate by absorbing CO₂ from the atmosphere. So when they are cut down, that beneficial effect is lost and the carbon stored in the trees is released into the atmosphere, adding to the greenhouse effect.
- **Increasing livestock farming.** Cows and sheep produce large amounts of methane when they digest their food.
- **Fertilizers containing nitrogen produce** nitrous oxide emissions.
- **Fluorinated gases** produce a very strong warming effect, up to 23 000 times greater than CO₂. (...)

Source: http://ec.europa.eu/clima/change/causes_en Accessed on January, 25. 2017.

1 Work in pairs:

Student A, you think is **possible** reduce greenhouse gases. Student B, you think is **impossible** reduce greenhouse gases. Why? Discuss with each other and write down 03 interesting points resulted by your discussion.

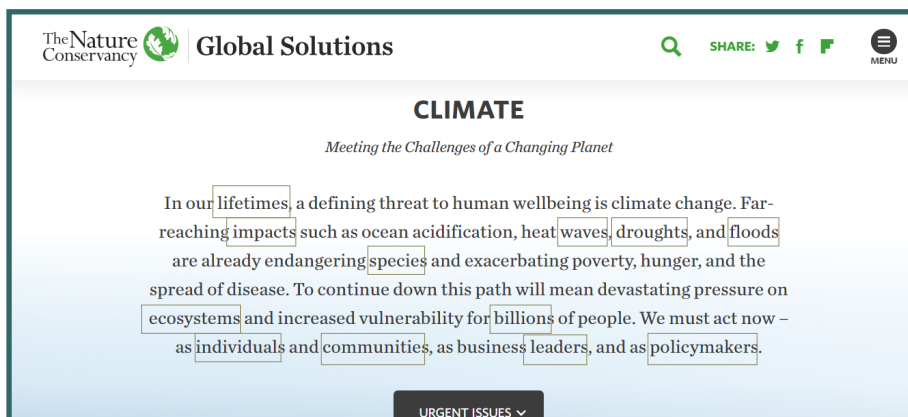
- 1) _____

- 2) _____

- 3) _____

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Pronunciation: -s endings



Source: <https://global.nature.org/our-global-solutions/climate?intc3=nature.climate.lp.splash3>

These words ended with –s are pronounced in different ways, have you ever noticed it when you are speaking?

The pronunciation of words ending in –s depends on the final consonant (sound). There are three ways to pronounce the –s:

/ɪz/ /s/ /z/

/ɪz/ SIBILANT	/s/ VOICELESS	/z/ VOICED
CE races	P sleeps	B crabs
S buses	K books	D words
X boxes	T hats	G bags
Z prizes	F cliffs	L deals
SS kisses	PH graphs	M dreams
CH watches	TH myths	N fans
SH dishes		NG sings
GE changes		R wears
Sibilant Sound a hissing or buzzing sound	Voiced Sound uses the vocal cords and it produces a vibration or humming sound in the throat	V gloves
		Y plays

Source: <http://grammar.cl/english/pronunciation-final-s.htm>



1 Classify the words highlighted according to the rule you have just learned:

/ɪz/	/s/	/z/	/ɪz/	/s/	/z/

Every Brazilian consumes, approximately, a half of a tree in paper per year. Think about our forests before printing.

Source: Galileu Magazine, 221 Edition, Dec. 2009.

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When we talk about climate changes, every information shared become a powerful tool for minimize the problem.

1 Read carefully the excerpts below:

(...) The current global average temperature is 0.85°C **higher than** it was in the late 19th century. Each of the past three decades has been **warmer than** any preceding decade since records began in 1850. (...) An increase of 2°C compared to the temperature in pre-industrial times is seen by scientists as the threshold beyond which there is a **much higher** risk that dangerous and possibly catastrophic changes in the global environment will occur. (...)

Extracted from "Causes of climate change". European Comission. http://ec.europa.eu/clima/change/causes_en Accessed on January 26, 2017.

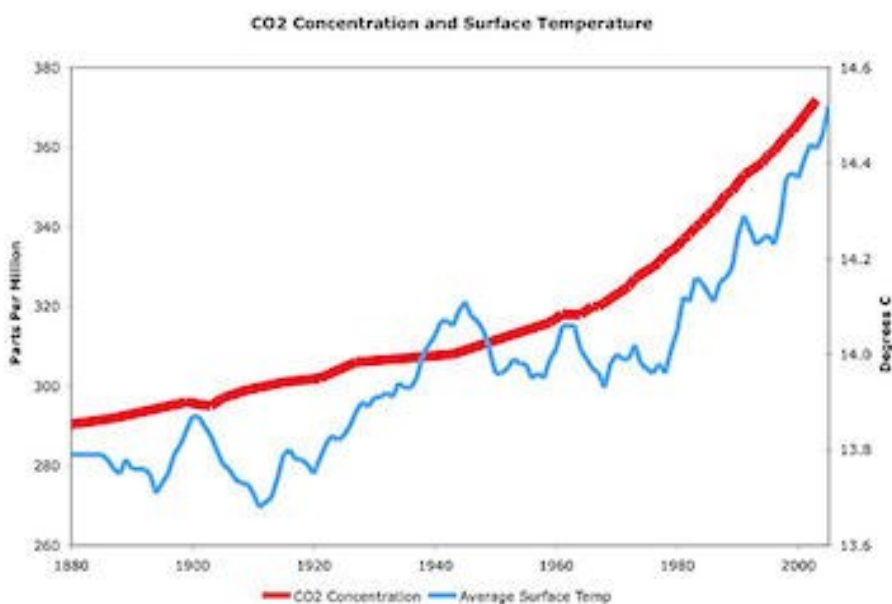
(...) **More extreme** droughts, tropical cyclones, forest fires, and intense rainfall are projected for our warming climate. Many types of extreme weather are already getting **worse**. Each day we delay action means **more damage** to lives, economies and ecosystems. (...)

Extracted from "Negative effects of climate change". Greenpeace. <http://www.greenpeace.org/international/en/campaigns/climate-change/impacts/> Accessed on January 26, 2017.

2 Check again the words in **bold** inside the excerpts.

A What kind of meaning these words convey?

() Explanation () Comparison () Opposition () Definition



Source: <http://www.planetthoughts.org/?pg=pt/Whole&qid=3238> Accessed on January, 26.2017.

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Source: Galileu Magazine, 221 Edition, Dec. 2009.

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COMPARATIVE DEGREE

Form	<p>Most one-syllable and some two-syllable adjectives form the comparative degree by adding -er.</p> <p>Notice that the adjective's final consonant is sometimes doubled and that a -y is changed to -i: tall, taller; smart, smarter; big, bigger; dry, drier; happy, happier. There are a few exceptions to the rule: good, better; bad, worse.</p> <p>If an adjective has two or more syllables, it usually forms the comparative with more: more intelligent, more difficult.</p>
Use	<ul style="list-style-type: none">Use the comparative degree when you are comparing two people, things, or actions. <p>Oranges are sweeter than apples. It's cheaper to go by car than by train. Going by train is more expensive than going by car. You're older than me.</p>

Extracted from "CliffsQuickReview—Writing: Grammar, Usage and Style"

- 1 Complete the sentences below with the correct form of the words in parenthesis:
- A The global average temperature is now about 1° Celsius _____ (hot) than the pre-industrial times.
- B Heatwaves, droughts and fires are becoming _____ (ferocious).
- C Artic sea is melting rapidly, a process that _____ (far) speeds up climate change.
- D _____ (extreme) droughts, tropical cyclones, forest fires, and intense rainfall are projected for a _____ (warm) climate.
- E Many types of extreme weather are already getting _____ (bad).



Climate change. Source: <http://www.indiacelebrating.com/essay/global-warming-essay/> Accessed on May, 23, 2017.

Every Brazilian consumes, approximately, a half of a tree in paper per year. Think about our forests before printing.

Source: Galileu Magazine, 221 Edition, Dec. 2009.

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Reading

Before reading

- 1 What is the impact of global warming in our lives (climate, health, nature, etc.)?
- 2 Do you think that the man-made process of global warming is reversible?
- 3 Have you ever noticed any of the climate change impacts in your life? If so, which one(s)?



Hands together around the world. <http://www.childsafetyprotectionnetwork.org/events>
Accessed on January, 28, 2017.

Solutions to climate change

Imagine a world where energy was clean, safe, and secure. A world free of oil spills, coal pollution and risky nuclear power. A world where we did everything possible to prevent further climate change. The good news is this world lies within our reach, thanks to renewable energy (...)

Why we need 100% renewable energy—Burning fossil fuels — coal, oil and gas — is causing climate change, making us sick, and destroying the lands and oceans we love. We must completely stop using these dirty and polluting fuels and rapidly shift the planet to energy provided entirely by the sun, wind, and other clean, safe renewable sources. (...)

Sustainable, renewable transport to cut out oil—Today about one-quarter of the world's energy — almost all of it oil products — is used to power transport by road, rail, air and sea. A shift to renewably powered, smart transport is essential to reach our 100 percent renewable energy future. (...)

Support climate-friendly refrigeration solutions—F-gases (fluorine gases) are a serious threat to our climate. These synthetic chemicals used to cool our drinks, food, cars, supermarkets and office buildings are extremely potent greenhouse gases.

All we need is political action—Every year more scientists, engineers and activists agree 100 percent renewable energy is not only achievable, it's essential. The barriers holding us back are purely political — not technical or economic. (...)

What can you do?- Climate change is a huge global problem, but you can still take important steps to tackle it in your daily life. Choose solutions to suit your lifestyle and your home. You will save money, energy and time, and make your home more healthy and comfortable.

Extracted from "Solutions to Climate Change". Greenpeace International.

After reading

- 4 Match the man-made contribution for global warming with their main causes:
- | | |
|---|----------------------------------|
| () synthetic chemicals using to cool drinks, cars, etc. | (1) deforestation |
| () illegal logging and the expansion of cattle and agriculture plantations | (2) emission of fluorine gases |
| () transport by road, rail, air and sea | (3) burning fossil fuels |
- 5 One of the causes of global warming on the previous exercise was not described on the "Solutions to climate change" article. Which one? Can you imagine why?

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Dear teacher,

What is your opinion? When you manage to get away from the everyday emergencies of dealing with classes, family, and the other aspects of teachers' lives and look at what is going on in the world, are you optimistic or pessimistic about the future of the human race and of our fellow residents on the planet Earth? Do you believe that we as second language teachers can have any impact on what is going on in the world, or should we concentrate solely on improving our students' language proficiency? (JACOBS and CATES, 1999)

From now on, you are being invited to change how environmental issues are being discussed in classroom. You maybe feel like you do not have enough background knowledge, because you are not a science teacher.

We can assure you that it is not a problem. It is the opposite: a challenge . There are uncountable sources of information, even some English learning textbooks already published have been discussing environmental issues. You can consult websites, use YouTube videos and there are even songs about environmental issues!

According Hauschild, (et.al. 2012) if you integrate environmental education into the language classroom, you can (1) heighten students' interest in contemporary issues that might directly influence their futures; (2) teach students how to contribute to a healthier, more sustainable world; and (3) promote language learning and meaningful communication.

It is important remind you that, as Rivers (1976 *apud* Nkwetisama 2011) stated, " As language teachers we are the most fortunate of teachers... all subjects are ours (...) we, the English language teachers and teacher trainers are citizens of the world and like any conscientious citizens, we have the duty to be committed to the world's crises. It is worth nothing that most of the world's hazards have been caused by humanity and it is the responsibility of humanity to resolve them before passim them to the forthcoming generations. We should embark on the use of the English language teaching and teacher training profession not only to develop the communicative skills of our learners but also to empower them with knowledge, know-how and attitudes that would impact on the world's problems in general and on the protection of the environment in particular.

Watch out! – *enhancing environmental awareness in ESL students* is a material developed with the aim to propose a pleasant English learning experience, dealing with environmental issues that permeates students daily life. It is intended, through this material, show to students and teachers that the environmental issues dealt on it occur in worldwide scale, as the English language use is.

In this way, it is necessary to situate the student as part of this scenario and, therefore, a fundamental actor in the process of environmental conservation - with its sphere of action enhanced as long as it considers the English language as an interaction tool.

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Cool Down

This first section has in its title an interesting concept: most of language books call this section “warm up” because it is when the student has the first contact with the book. Well, this is the first contact with environmental issues too, so, when we say that we are “warming up”, we are increasing Earth’s temperature and contributing to global warming! Thus, the headline has changed into “cool down” hence the students perceive that is time to calm down, to get ready to receive important knowledge and get closer to English language.

Listening

Field (2002 *apud* Marques 2016) affirms that the “*authentic passages, where the language has not been graded to reflect the learner’s level of English, afford a listening experience much closer to a real life one*”, therefore the listening section uses authentic videos extracted from YouTube to provide information about the chosen theme. This Section has, in both Units, an impacting role on the way the environmental message is conveyed: in the Listening section, the impact of the environmental issue is clearly presented. The exercises are proposed to provide vocabulary linked to the environmental theme of the Unit.

Speaking

Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students’ fluency when speaking (Tam, 1997 *apud* Boonkit 2010), then this section brings interaction to the environmental theme of the Unit: is expected that the students can enhance their oral language when dealing with authentic material. Both Units have Pair Work at speaking section to stimulate the exchange of perception and beliefs among each student – and promote negotiation of meaning.

Language Study

This section deals with an important component of language learning: pronunciation.

The difference in pronunciation is a fact in any language. Sometimes the pronunciation variation may reflect the speaker’s personal data, such as geographical origin, education level, age group, gender, etc. In fact, we can say that each speaker builds his own accent throughout his life. (CRISTÓFARO-SILVA, 2007 freely translated)

An effective communication permeates the pronunciation of the word linked to its linguistic use. Every Unit brings a pronunciation topic with rule, examples and exercises. After the pronunciation topic, the second page of the Language Study has an introduction activity for the following section – grammar topic.

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Grammar Topic

This sequence of activity was designed to reinforce the inductive way of grammar teaching – “based on the assumption that knowledge of grammatical rules should be acquired through exposure to samples of speech that present a particular construction. Students are to elicit the rule from the given input and sub-consciously learn it by recognizing the reoccurring patterns.”

The task-based activities proposed aim to promote the type of negotiated interaction that leads to noticing and awareness and provides quality input, making grammar forms obvious to the learner through consciousness-raising activities (NASSAJI and FOTOS, 2011).

Reading

Reading section presents to students the possible solution to the environmental issue that every Unit discuss. The student will find, at this section, a way to act to minimize the problem. There are “before reading” exercises – an introduction for the vocabulary used on the main text, and “after reading” exercises – to improve vocabulary and discuss genre types.

Writing

Writing section is the final activity of every Unit, considered as a point when students are aware of the environmental issue presented and able to make a move to minimize it. Even though the answer required is written, is expected that the embedded message of action can inspire and stimulate the students to trespass the paper barrier and share the knowledge with their loved ones. This section also brings examples and knowledge about text types.

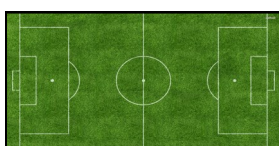
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Cool Down

- 1 Before watching the suggested video, you may bring in the previous knowledge of the students about the WWF - <http://wwf.org/>
- 2 Check the meaning of the words in a dictionary.
- 3



Football field



Broadcast



Brazilian forest



Deforestation

- 4 Answers may vary.
- 5 The expected answer is yes. It is important that the students conclude, after analyze the data presented above, that the Brazilian forests are in danger due to the large rates of deforestation. If the negative answer happens, you must listen to the student's argument and move forward, always letting this student know that you will expose more data to confirm or change his beliefs. This opposite opinion will be important along this unit - when we talk about environmental issues, we constantly face resistance and unconsciousness. Our task is to bring information and awareness about this issues.

Listening

- 1 Before watching the suggested video, you may bring in the previous knowledge of the students about Indonesia - location on the Earth globe, images, culture. Know more at <http://www.indonesia.travel/en>
- 2 (F) (T) (T) (T) (T)
- 3 (2) (4) (3) (1)
- 4 A Endangered B Destroyed / Rate C Needed / Produced
- 5 () Republic of the Congo, Brazil, Indonesia

Speaking

Work in pairs

Answers may vary. Some of the deforestation effects presented on the text are:

- loss of habitat for millions of species;
- climate change;
- forests drying out;
- desertification of forests land;
- more extreme temperature swings;
- larger amounts of greenhouse gases entering the atmosphere.

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Language Study - Pronunciation

1

/ɪd/	/t/	/d/
guided		
unprecedented		
	developed	

/ɪd/	/t/	/d/
		used
		conserved

Language Study

- 1 has made / have soared / has been / has been
- 2 The sentences in the A chart are in the present perfect tense, and the sentences in the B chart are in the simple past tense.
- 3 The verbs in group A are used with the auxiliary verb "have".
- 4 The verbs in group A describe actions that began in the past, but are still happening in the present, whereas the verbs in group B describe actions that began and ended in the past.

Grammar Topic

- 1
- A Have been
- B Have made
- C Have fought
- D Have tried
- E Have worked
- F Have occurred

Reading

- 1 (2)
(3)
(1)
(4)
- 2 The words in bold convey an instruction, how to plant a seed.
- 3 () a soup recipe () a TV manual

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Writing

1 This task was proposed to provoke the student to take action against deforestation and to use the vocabulary presented for him along the Unit. It is very important that the student shows awareness, at this point, about some technical terms used in the environmental area.

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Cool Down

Before watching the suggested video, you may bring in the previous knowledge of the students about the global warming and climate change issue.

- 1 Check the meaning of the words in a dictionary.
- 2 A Answers may vary.
B Answers may vary.
C Answers may vary.

It is important that the students conclude, after analyze the data presented above, that human actions contribute significantly for climate change. If some student believes that this phenomenon is basically by natural causes, you must listen to the student's argument and move forward, always letting this student know that you will expose more data to confirm or change his beliefs. This opposite opinion will be important along this unit - when we talk about environmental issues, we constantly face resistance and unconsciousness. Our task is bring information and awareness about this issues.

- 3

Ice Sheet 4

Coal 2

Greenhouse gases 1

Landfill 3

Listening

- 1 Before watching the suggested video, you may bring in the previous knowledge of the students about Leonardo DiCaprio - his career as an actor, the awards that he won, his work as an environmentalist.
- 2 (4)
(3)
(1)
(6)
(2)
(5)
- 3 (...) "I have seen cities like **BEIJING** choked by industrial pollution. Ancient Boreal forests in **CANADA** that have been clear cut and rainforests in Indonesia that have been incinerated. In **INDIA** I met farmers whose crops have literally been washed away by historic flooding. In America I have witnessed unprecedented droughts in **CALIFORNIA** and sea level rise flooding the streets of **MIAMI** . In **GREENLAND** and in the Arctic I was astonished to see that ancient glaciers are rapidly disappearing well ahead of scientific predictions. All that I have seen and learned on this journey has terrified me." (...)

Speaking

Work in pairs

- Answers may vary. There are many actions that contribute to reduce greenhouse gases emissions. But also there are many obstacles, created by our current "way of life". This task aims to let the students consider this question and think about the importance of our actions for the planet.

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Language Study - Pronunciation

1

/iz/	/s/	/z/
		lifetimes
	impacts	
		waves
	droughts	
		floods
species		

/iz/	/s/	/z/
		ecosystems
		billions
		individuals
	communities	
		leaders
		policymakers

Language Study

- 1 higher than / warmer than / much higher / more extreme / worse / more damage
- A () comparison

Grammar Topic

- 1
- A hotter
- B more ferocious
- C further
- D more extreme / warmer
- E worse

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Reading

- 1 Answers may vary.
- 2 Answers may vary.
- 3 Answers may vary.
- 4 (2)
(1)
(3)
- 5 Deforestation. Answers may vary.

Writing

2 This task was proposed to provoke the student to take action against global warming and to use the vocabulary presented for him along the Unit. It is very important that the student shows awareness, at this point, about some technical terms used in the environmental area.