

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras – FALE
Curso de Especialização em Ensino de Inglês – CEI

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**A BETTER WORLD TOMORROW:
material didática para o ensino de inglês**

BELO HORIZONTE
2023

Débora da Silva Costa

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material didática para o ensino de inglês**

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

Orientadora: Professora Heliana Ribeiro de Mello

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2023



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI)

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do(a) aluno(a): Débora da Silva Costa - Matrícula 2021671156.

Às 17:40 horas do dia 17 de janeiro de 2023 reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado A Better World Tomorrow Material Didática para o Ensino de Inglês., requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, 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:

O(A) Prof(a). Marisa Mendonça Carneiro, indicou a (x) aprovação () reprovação do(a) candidato(a).

O(A) Prof(a). Edelvais Brigida Caldeira, indicou a (x) aprovação () reprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado(a) aprovada(o) () reprovada(o) ().

Nota ...80.....

O resultado final foi comunicado publicamente a(o) candidato(a) pela banca. Nada mais havendo a tratar, encerrou-se a sessão, da qual foi lavrada a presente ATA que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 17 de janeiro de 2023.

Marisa Mendonça Carneiro

Edelvais Caldeira

O trabalho atende aos requisitos do curso.

ACKNOWLEDGMENTS

First, I would like to thank God for all the blessings and opportunities I have had in my life. I strongly believe that there is a wonderful God watching over me. My special thanks to my fiancé Filipe for all his support and for helping me out with his wise and caring words when I no longer believed in myself. I would also like to thank all professors at UFMG who did an incredible job, without their wise knowledge and fantastic teaching I would not have been able to finish this paper. Finally, I would like to thank so much the members of Group 5, because since the beginning of this course we have shared our experience and knowledge, carried out collaborative work, and spent unforgettable funny moments together. This opportunity of studying was crucial for my growth as a professional and as a person.

RESUMO

Materiais eficazes desempenham um papel crucial no sucesso do aprendizado da língua inglesa. Um material didático bem estruturado e projetado pode ajudar os estudantes a adquirir a língua de maneira significativa e atrativa. O material deve incluir uma variedade de atividades comunicativa, exercícios e tarefas que desafiam os estudantes a usar suas habilidades linguísticas em situações do dia a dia. O uso de recursos multimídia, como vídeos, gravações de áudio e imagens, também pode enriquecer a experiência de aprendizado e torna-la mais interativa. Por fim, um material didático eficaz pode ajudar os estudantes a desenvolver sua confiança e fluência em inglês, tornando-o uma ferramenta essencial no processo de aprendizado de línguas.

Esse trabalho apresenta ferramentas e recursos que podem ajudar estudantes da língua inglesa a melhorar suas habilidades de escuta, fala e escrita. Além disso, esse material didático se alinha com o nível de inglês e interesse dos alunos, bem como com o objetivo do idioma para garantir uma aquisição efetiva

Palavras-chaves: Material Didático de Inglês. Aprendizagem de Inglês. Educação Comunicativa.

ABSTRACT

Effective materials play a crucial role in the success of English language learning. A well-designed and structured didactic material can help students to acquire the language in a meaningful and engaging way. The material should include a variety of communicative activities, exercises and tasks that challenge students to use their language skills in real-life situations. The use of multimedia resources, such as videos, audio recordings and images, can also enrich the learning experience and make it more interactive. Ultimately, an effective didactic material can help students to develop their confidence and fluency in English, making it an essential tool in the language learning process.

This paper presents tools and resources that can help language learners enhance their comprehension, speaking, and writing skills. Furthermore, this didactic material is aligned with the learner's level interests, and language goals to ensure effective language acquisition.

Keywords: English Didactic Material. English Language Learning. Communicative Education.

TABLE OF CONTENTS

INTRODUCTION	7
BOOK COVER	8
UNITS ORGANIZATION	9
UNIT 1- A BETTER WORLD TOMORROW	10
WARM-UP.....	10
CHECK IT OUT.....	11
READING TIME.....	12
GRAMMAR.....	13
YOUR TURN.....	14
PRONUNCIATION.....	14
SPEAKING	15
LISTENING TIME.....	15
WRITING.....	16
FEEDBACK.....	18
UNIT 2 - IMPACT	19
WARM-UP.....	19
CHECK IT OUT.....	20
READING TIME.....	21
GRAMMAR.....	23
YOUR TURN.....	24
PRONUNCIATION.....	25
SPEAKING	25
LISTENING TIME.....	26
WRITING.....	27
FEEDBACK.....	29
TEACHER’S GUIDE UNIT 1	30
TEACHER’S GUIDE UNIT 2	41
RATIONALE	54
CONCLUSION	61
REFERENCES	62

INTRODUCTION

Creating material and planning lessons are some of the most difficult parts of being a teacher, because despite it takes a long time to produce them, teachers must need to consider the objectives of the activities that will be taught, also if this material will be appropriate to their students' English level as well as take into account students' interesting in the topic. Hamer (2007) emphasizes that good coursebooks include a comprehensive grammar syllabus, as well as vocabulary exposure and practice, still writing, listening, and reading exercises. In addition, coursebooks must also incorporate internet links to keep up with technological advancements in teaching and learning second language acquisition.

This didactic material was designed regarding all the important skills of a good English coursebook in addition to an attractive theme such as environmental issues that are meaningful in many niches of society, such as politics, schools, colleges, and business. Hence the name of this material is "A Better World Tomorrow". Furthermore, it accompanies a teacher's guide which will procedure and give teachers extra ideas on how to work with it. The material also helps students feel very positive about the themes and topics to be studied; they can look forward and back, allowing them to prepare for what is to come and to review previous work. Moreover, students will have an opportunity to use their creativity, be critical, reflect and share their points of view on what concerns this theme in relation to their own experience.

A Better World Tomorrow targets mainly teenage learners at the pre-intermediate English level (A2). It was developed to be taught at regular school – High School, but also can be applied in other different contexts for learning and target learners such as a language school as well as adult learners.

A BETTER WORLD TOMORROW



EASYECOCLEAN screens home cleaning supplies for environmental safety. Pinterest.

UNITS ORGANIZATION

	Learning outcomes	Grammar	Vocabulary
Unit 1 Page 10 - 18 A Better World Tomorrow Warm up Check it out Reading time Grammar Your turn Pronunciation Speaking Listening time Writing Feedback	Students will be able to... <ul style="list-style-type: none"> ✓ infer the topic of the unit and activate their previous knowledge. ✓ talk about different types of recycling. ✓ engage in a reading theme. ✓ use quantifiers.in an inductive way. ✓ improve their knowledge by doing activities and in a communicative way. ✓ develop their pronunciation: linked sounds. ✓ talk about ways to recycle using grammar focus. ✓ improve listening skills in the theme and talk about how to manage waste. ✓ create environment issues advertainments. ✓ check and think about their learning process. 	Quantifiers before nouns.	Ways to recycle.
Unit 2 Page 19 - 29 Impact Warm up Check it out Reading time Grammar Your turn Pronunciation Speaking Listening time Writing Feedback	Students will be able to... <ul style="list-style-type: none"> ✓ infer the topic of the unit and activate their previous knowledge. ✓ talk about some extreme weather and natural disasters. ✓ engage in a reading theme. ✓ use adverbs of manner in an inductive way. ✓ improve their knowledge by doing activities and in a communicative way. ✓ develop their pronunciation: stressed syllables. ✓ ask and talk about the topic of the unit using adverbs of manner. ✓ improve listening skills in the theme and talk about global warming. ✓ write a short description of an admirable person. ✓ check and think about their learning process. 	Adverbs of manner	Extreme weather and natural disasters.

Abbreviation:

Ss: students

S: student

UNIT 1: A BETTER WORLD TOMORROW



WARM-UP

A Look at the pictures. In pairs make two sentences about each one.



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©dreamstime/Alexey Bannykh



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©Shutterstock/natrot.

B Keep discussing:



- Do you ever worry about the future of the planet? Why?
- In your opinion, what will human life be like in 10 years? What about in 100 years?
- What do people can do to contribute to a better world tomorrow?



CHECK IT OUT

1 Brainstorm with your classmate different types of recycling. How much do you know about it?

2 Match the following phrases to the corresponding pictures. Then, organize them into the chart.

- | | |
|--|---|
| a) Donate clothes | e) Reuse materials for crafts |
| b) Recycle books, newspaper and magazine | f) Recycle cardboard boxes |
| c) Avoid plastic | g) Throw trash in the appropriate containers |
| d) Compost food and yard waste to change into rich soil | h) Use the back side of paper |
| | i) Throw away your e-waste properly |



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©abobestock/Alrandir



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©abobestock/John

REDUCE	REUSE	RECYCLE

3 How often do you do the things in Part 2? Tell your partner.

"I usually donate clothes once a year, and throw trash away properly every day besides, I always use the back side of paper."



READING TIME

- 1 Answer the following questions in pairs.
 - Do you consider yourself an eco-friendly person? Why or why not?
 - In your opinion, is recycling important? Why?
- 2 Read the article below. Do you think recycling is easier than you thought?

Recycling



If we had to choose the key word of the green movement in the last few decades, it would have to be “recycle”.

Even for households who do very little else to reduce their waste or choose products that are better for the planet, almost every one of us knows how to recycle and does our part at least a little.

What does recycling encompass?

Recycling is the act of converting waste into something new, whether that’s reusing something and repurposing it or sending it to a recycling facility to be turned back into its original state to save from using brand new materials.

It can be as simple as using your household recycling bin or going one step further to recycle electronic waste or turn food scraps into fertilizer.

Recycling has rich origins that date back further than most people realize and today they have become the key focus on conservation efforts.

There are so many things we can do to help planet earth and getting an understanding of how recycling fits in with them will be the best thing you ever did for the cause.

With some tips and tricks, you can learn and even ways to make money, you’ll see that it can be a lot more exciting and beneficial for yourself and the environment than you ever imagined.

WEISZ, Nathaniel. Ultimate Guide To Recycling. Available in: <https://enviroinc.com/guide-to-recycling/>. Accessed on: July 9th, 2022.

- 3 Go back to the article and check if the following statements are true (T) or false (F). Correct the false ones.

- a) () Recycling is a bit complicated because there are plenty of things to do even in our house to reduce our waste.
- b) () A bunch of people knows how to recycle properly.
- c) () People just need to do a small number of things to help our planet.
- d) () There is just a small number of recycling we can do.
- e) () There are several ways to reduce waste and even make an awful lot of money.

4 Finally, in small groups, think of some tips and tricks people can do to reduce waste. Then share your ideas with the whole class.



GRAMMAR

quantifiers before nouns

We use quantifiers such as **some** and **any** to give information about the number of something. However, there are **heaps of** other vocabularies that we can include in our active vocabulary.

Check out the following sentences from the **Reading time comprehension** section to answer the questions.

- Recycling is a bit complicated because there are plenty of things to do even in our house to reduce our waste.
- A bunch of people knows how to properly recycle.
- People just need to do a small number of things to help our planet.
- There is just a small number of recycling we can do.
- There are several ways to reduce waste and even make an awful lot of money.




Challenge!

To remember some countable and uncountable nouns, list 10 nouns for each category.

- 1 What are the words that indicate **quantity**? Underline them.
- 2 What are the nouns that come after the quantifiers? Circle them in each sentence.
- 3 What are the countable and uncountable nouns?
- 4 What are the quantifiers that we can use for both countable and uncountable nouns?
- 5 Go back to the text and underline the words that indicate quantity and circle the nouns.



YOUR TURN

- 1** Complete the sentences with the new appropriate quantifiers. Then compare with a partner. (Answers may vary).
- _____ tons of waste is dumped into the sea.
 - When people reduce, it means they are using _____ something. This means less waste.
 - This city produces _____ million tons of household waste each year.
 - Oil spills are common, as is _____ the dumping of toxic industrial wastes.
 - The Japanese recycle _____ their waste paper.
- 2** Circle the correct quantifiers. If both forms are correct, circle both. Then practice with a partner.
- **A:** Do you know ways to encourage recycling?
B: Actually, I know **several / much** ways about it. Would you like some tips?
 - **A:** Do you usually have empty bottles for recycling?
B: Yes, I do. I recycle **a bunch of / plenty of** empty bottles every month.
 - **A:** Do you know any recycling centers?
B: Yes, I do. The supermarket has installed recycling bins for **a small number of / an awful lot of** waste like old newspapers, bottles and cans.
- 3** Ask and answer the questions in **Part 2**. Answer with your own information. 



PRONUNCIATION

linked sounds

- 1** Look at the quantifiers' vocabularies in the box below and notice how final consonant sounds are often linked to the vowel sounds that follow them. Practice these pronunciations.

a bunch of *a small number of* *an awful lot of*

If you'd rather access the website [SpanishDict](http://SpanishDict.com) to check those pronunciations. Just scan the QR code on the right.



- 2** Now, read the following sentences and mark the linked sounds. Then practice with a partner.
- Recycling is a bit complicated because there are plenty of things to do even in our house to reduce our waste.
 - People just need to do a small number of things to help our planet.
 - There is just a small number of recycling we can do.



SPEAKING

1 Add two more eco-friendly activities to the chart. Use quantifiers vocabularies.

Find someone who...	Name
1- Avoids plastic in several ways.	
2- Composts plenty of food and yard waste to change into rich soil.	
3- Reuses an awful lot of materials for crafts.	
4- Donates heaps of clothes.	
5-	
6-	

2 Find a classmate for each sentence. Write their names.

A: Do you avoid plastic in several ways?

B: Yes, I do. I usually avoid plastic in groceries, supermarkets, stores, malls, and so on.



LISTENING TIME

1 Discuss in small groups

Analyze the image below, which was taken from a video. What do you expect to hear from this video?



2 Watch the video from 2:04 to 5:59 minutes and take notes on how to manage waste. Then, compare it with your classmate.

5 R'S OF WASTE MANAGEMENT

REFUSE what you don't need

REDUCE what you do need

REUSE by using what you have

RECYCLE what you can

ROT the rest



3 Watch the video again from 2:04 to 5:59 minutes and decide if the sentences below are true (T) or false (F).

- a) () The five R's can help people management their waste.
- b) () She explains the types of ways of recycling waste.
- c) () Refusing junk like flyers and freebies is a good way to star.
- d) () Every year people around the world throw away 100 billion plastic grocery bags.
- e) () There's no problem with using plastic bags for fruits and vegetables.
- f) () One of the tips is to take your own jars to grocery stores to avoid plastic containers.
- g) () Preserve food and leftovers with plastic cling wrap is better and the only solution.
- h) () The sustainable and reusable food wrap is compostable.
- i) () There are several plastic toothbrushes that will never biodegrade.
- j) () Disposable period products also create an awful lot of waste.
- k) () Switching traditional books to e-books may be a hard decision for some people.

4 Do you have any other ideas about what we can do to manage our waste? In pairs, brainstorm these ideas. Then share it with the whole class.



WRITING

PSA time!

1 Look at some environmental issue advertisements below and discuss with your classmate the following topics:

- What are their subjects?
- What are their purposes?
- Who do you think are their audience?
- What catches your attention and why?

Save paper – save the planet



Bird conservation: if you don't pick it up, they will



Global action in the interest of animals: plastic bags kill.



What goes around comes around. Keep the sea clean.



2 Considering the affair analyzed in **Part 1**, create an ad. as PSA (Public Service Announcement) about what concerns environment/recycling issues. Paste or draw an image of your ad and describe it in the following box. Then, prepare a presentation and share your ad. with the whole class.

To build your ad. don't forget to think about:

- Subject – what is this ad about?
- Purpose – what is it trying to get the audience to do?
- Audience – who is the target of this ad?
- Image/sentences - how does it catch your audience's attention and make them stop and think about this matter?
- Use quantifiers to give more information about the amount of something.



If you'd rather create your ad online, use website such as:



- [Canvas](#)
- [Genially](#)
- [Flipsnack](#)



Remake your ad. as speaking characters through the [Voki](#) website. You can share your work via padled.



FEEDBACK TIME

Thinking about what you have been studying, complete the chart and choose the best option according to your learning process.



	Excellent progress	Satisfactory progress	Needs improvement	Unsatisfactory progress
Discuss and give opinions about recycling matters.				
Talk about how to reduce, reuse and recycle materials.				
Reflect on waste and how it can impact the Earth.				
Use different types of quantifiers.				
Differentiate countable and uncountable nouns.				
Pronounce words with linked sounds.				
Pronunciation skills in general.				
Listening skills.				
Note-taking skills.				
Create an ad. as (PSA).				
Use digital tools to develop writing, speaking, and listening skills.				
Class participation.				

UNIT 2: IMPACT



WARM-UP

A

Observe the pictures. In pairs, discuss how these images relate to the unit title, then share your thoughts with the whole class.



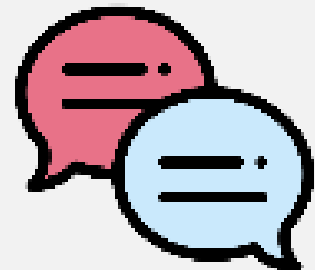
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B

- Have you ever witnessed any natural disaster? If so, which one(s)?
- Is there any recurring natural disaster in your area? Share it with your classmates.





CHECK IT OUT

CHALLENGE! How many different types of weather can you remember in two minutes? Then, share your answer with the whole class.

1 Brainstorm with a classmate about the typical weather in your country or city in each season. You can complete the chart with the vocabulary found in the previous activity.

Spring	Summer	Fall	Winter



➤ Compare your answers with another classmate.

2 How about extreme weather and natural disasters? Look at the following pictures and unscramble the letters to figure out their meaning.



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AQUERTHEKA



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THGOUDR



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DOLOF



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ERILDFWI



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MROST



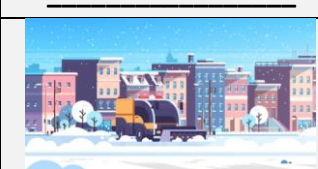
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NHURARECI



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ZARZIBDL

3 Do you remember any news about extreme weather and/or natural disasters in your country or around the world? List and share them with the whole class.



READING TIME

- 1 In pairs discuss the following questions. Then, share your thoughts with your classmates.
 - What are the most common extreme events in your country? And around the world?
 - Do you know why those extreme events occur?
 - In your opinion, what can people personally do to contribute somehow to reduce the risks and the frequency of extreme weather and even natural disasters?

- 2 Read the article below. Do you believe safety education would save lives? Why?

WHY WE SHOULDN'T IGNORE SAFETY EDUCATION

There are people around the world who work tirelessly to teach their communities about how to survive danger and disaster.

When a natural disaster hits, proper safety education can drastically improve one's chances of survival.

BY CARLO COLOMA

PRODUCED BY NATIONAL GEOGRAPHIC CREATIVWORKS

PUBLISHED AUGUST 17, 2022 • 9 MIN READ

We are all vulnerable to disasters. Earthquakes, typhoons, and tsunamis don't pick and choose their victims. Neither do accidents and other extraordinary situations.

However, vulnerability shouldn't equate to helplessness. There are steps that we can all take to ensure that our loved ones and communities have a better chance at staying safe.

Improving safety is about learning life skills and educating each other about what to do when confronted with danger.

The chances of staying safe during times of crisis can increase exponentially with the right amount of education and preparation. You don't have to be a doctor to learn first aid, a race car driver to learn about road safety, or a government official to help prepare communities to keep safe from natural disasters. By taking the time to learn about these things, and sharing your knowledge, you can make a difference too.

There are regular people around the world, from all walks of life and age groups, spreading this message to take safety seriously.

This problem isn't localized in any one region, either. Safety education is a topic that is important to every nation, and here are some examples of people that are trying to help their communities take safety more seriously through action and education.



Boonpeng In-Kaew's home country of Thailand experiences many natural disasters like storms and

floods. He focuses energy on educating people about reducing the risks when they hit.

PHOTOGRAPH COURTESY PRUDENCE FOUNDATION

Boonpeng In-Kaew

Spurred on by the storms, floods, and other disasters that occur in his native Thailand, Boonpeng In-Kaew spends his life on a quest to protect those around him. For Boonpeng, being a senior citizen was an additional factor that inspired him to learn more about safety.

Now in his late 70s, Boonpeng chooses to use his time helping educate people about disaster risk reduction. Boonpeng is driven by a strong belief that everyone deserves a fair chance at surviving disasters – especially the most vulnerable like young children and senior citizens who are not easily able to move themselves during an emergency.

When most people would be thinking about how to focus on simply enjoying their golden years, Boonpeng has instead become a pillar of his community and an inspiration to his countrymen.



After Typhoon Haiyan ravaged the Philippines in 2013, sisters Jesyl and Danica decided to create a program that prepares school-aged

children with training that can help them survive natural disasters.

PHOTOGRAPH COURTESY PRUDENCE FOUNDATION

Jesyl and Danica

Typhoon Haiyan in 2013 was a disaster that forever changed the lives of Jesyl and Danica, two sisters from the island of Zumaragga in the Philippine province of Samar.

Though they were only children at the time, they bore witness to the suffering that happens when an ill-prepared area is hit with nature's fury. This is what inspired them to lead the School-Watching Emergency Response Team (SWERT). The sisters, who started SWERT while still in school, now train other young students and arm them with the skills and planning capabilities needed to survive future disasters.

While most girls their age would be worried about regular teenage problems, Jesyl and Danica have instead become shining examples of what can happen when people take it upon themselves to help their communities.

COLOMA, Carlo. Why we shouldn't ignore safety education. National Geographic. Available in:

<https://www.nationalgeographic.com/environment/article/paid-content-why-we-shouldnt-ignore-safety-education>. Accessed on: Aug 10th, 2022.

3 Go back to the article and choose the best adverb of manner that represents each statement.

a) There are people who teach their communities about danger and disaster...

() tirelessly () wrongly

b) Safety education can improve one's chances of survival...

() often () drastically

c) With the right amount of education and preparation the chances of surviving during times of crisis can increase...

() maybe () exponentially

d) Several people around the world spread their knowledge to take safety....

() seriously () likely

4 Read the sentences below and decide if it is about **BIK** (Boonpeng In-Kaew) or **J&D** (Jesyl and Danica).

Who(s)

...

- a) witness a typhoon? _____
- b) country experiences lots of natural disasters? _____
- c) was inspired by the age to learn more about safety? _____
- d) teach young students to survive disasters? _____
- e) believes everybody deserves a chance at surviving especially vulnerable people? _____
- f) became an inspiration to his countrymen? _____
- g) gave up their teenage worries to help their communities? _____

5 In small groups discuss the following questions:

- What could people do to keep themselves safe during a disaster?
- Do you know anyone who works tirelessly to teach people to survive during a crisis? Who are they? How do they help?
- In your opinion, could safety education change someone's life drastically? What could change?



GRAMMAR

adverbs of manner

Check out the following sentences from the article to answer the questions.

- [...] proper safety education can drastically improve one's chances of survival.
- The chances of staying safe during times of crisis can increase exponentially [...].
- [...] everyone deserves a fair chance at surviving disasters – especially the most vulnerable like young children and senior citizens who are not easily able to move themselves during an emergency.

1 Go back to the sentences in the chart above and underline the words that indicate **manner**, it means **how something is done**.

2 Those words, known as adverbs of manner, are modifying a/an:

() verb (...) noun (...) adjective

3 Pay attention to the following words, taken from the chart. They are composed by a base word + an extra element. Can you identify the **base word**?

- a) drastically: _____
- b) exponentially: _____
- c) especially: _____
- d) easily: _____

- 4 Analyze the chart below, what letters do we add to the adjective to form an adverb?

ADJECTIVES	ADVERBS
<i>tireless</i>	<i>tirelessly</i>
<i>drastic</i>	<i>drastically</i>
<i>exponential</i>	<i>exponentially</i>
<i>serious</i>	<i>seriously</i>
<i>especial</i>	<i>especially</i>
<i>easy</i>	<i>easily</i>



There are irregular adverbs and a few others that don't change.

IRREGULAR	DON'T CHANGE
GOOD → WELL	FAST → FAST
	HARD → HARD
	EARLY → EARLY
	LATE → LATE
	RIGHT → RIGHT
	WRONG → WRONG

- 5 Go back to the text and find other adverbs that indicate manner. Underline the adverbs and circle the verbs they modify.



YOUR TURN

- 1 Choose the best options to complete the sentences. Then compare with a partner.
- There are many career options if you want to work **professional / professionally**.
 - Proper planning can ensure voyages go **smoothly and safely / smoothie and safety**.
 - The hurricane went **dangerously / carefully** fast, taking plenty of cars.
 - He's observed nature **closely / quickly** enough during his travels to understand its risks.
 - They work **diligently / serious** to teach people about the importance of first aid.
- 2 Complete the gap using the correct adverbs of manner according to the word in parentheses. Then, practice the conversation with a classmate.
- **A:** Do you know if the weather patterns in your country have changed over time?
B: Yes, in my country the weather patterns have changed _____. (drastic).
 - **A:** Could natural factors be the cause of global warming?
B: Nope. In my opinion, human emissions are _____ (definite) warming the Earth.
 - **A:** What do you and your family do to contribute to a better nature?
B: We do _____ (reasonable) well our part as humans. We usually recycle and reuse things.
- 3 Ask and answer the questions in **Part 2**. Answer with your own information.



PRONUNCIATION

stressed syllables

- 1 Look at the adverbs of manner in the chart below and notice the stress on the first, second or third syllable.



- 2 Read out loud the following adverbs and circle the stressed syllables. Compare your answer with your classmate and finally, use a dictionary to check your answers.

drastically

tirelessly

easily

professionally

- 3 Practice the pronunciation out loud.



SPEAKING

- 1 Add two more adjectives in the empty boxes below. Then write their adverbs of manner. Check the example.



- 2 In pairs or small groups, ask and answer questions about the article on pages 18 and 19. Use previous vocabulary and the adverbs of manner from **Part 1**.

A: What was your opinion concerning the people from the text we studied?

B: My opinion was the best possible. They are brave people who kindly help their communities – children, younger, adults and also senior citizens – how to confront dangers. What about you?

A: I totally agree with you. It can drastically change someone's life.



LISTENING TIME

1 Check (✓) which of the following options you believe causes climate change. Then compare your answer with a partner.

- | | | |
|---|---|--|
| <input type="checkbox"/> human activities | <input type="checkbox"/> pollution | <input type="checkbox"/> overpopulation |
| <input type="checkbox"/> plants | <input type="checkbox"/> carbon emissions | <input type="checkbox"/> greenhouse effect |
| <input type="checkbox"/> animals | <input type="checkbox"/> wildfire | <input type="checkbox"/> burning of fossil fuels |
| <input type="checkbox"/> carbon-free energy | <input type="checkbox"/> ice sheets | <input type="checkbox"/> recycling |
- other _____

2 Watch a National Geographic video explaining the causes and effects of Climate Change. After that analyze if some of these causes matched your previous thoughts. What were they?



National Geographic. Causes and Effect of Climate Change. Available at: https://www.youtube.com/watch?v=G4H1N_yXBIA. Accessed: August 31st, 2022.

3 Watch again the video and choose the best options to complete each sentence.

- a)** Human activities from pollution to overpopulation are increasing _____.
- earth's temperature. the number of waste.
- b)** It happens because _____
- of the greenhouse effect. the sun's light doesn't keep in the earth.
- c)** Since the Industrial Revolution _____
- people have burned fossil fuels. the amount of gases has increased and alarmingly warmed the planet.

4 According to the video climate change has consequences for some issues which you can check below. Number these words from 1 to 4 conform to the audio.

- oceans healthy food weather

5 What are the consequences for the issues previously studied? Write at least one example for each one of them.

Oceans: _____

Weather: _____

Food: _____

Healthy: _____

6 Who can combat fast climate change? What can be done?



WRITING

1 Read the other examples of people around the world, from the same article, who spread their message to take safety seriously. Then, discuss some questions below.



As an avid explorer and adventurer, Albert Lin understands firsthand why proper planning can ensure his voyages go smoothly and safely.

PHOTOGRAPH COURTESY PRUDENCE FOUNDATION

Albert Lin

Albert Lin is an adventurer who explores breathtaking areas like oceans, mountains, caves, and deserts. His travels have made him keenly aware of the sheer power of nature, and how helpless humans can be if they don't understand how to protect themselves from natural disasters.

He wants to use his platform to be an advocate for safety and help inspire people across the globe to do their part in making the world a safer place.

As an explorer, Albert understands that meticulous preparation along with education about potential dangers is what keeps him safe. He believes that everyone else deserves to protect themselves the way he does – because he knows it isn't only daredevils who need to actively learn about safety.



Scientist and photographer Prasenjeet Yadav spends a lot of time exploring places like mountains and jungles alone, which is why he advocates for strong first aid training in case of emergency.

PHOTOGRAPH COURTESY PRUDENCE FOUNDATION

Prasenjeet Yadav

Prasenjeet Yadav is a molecular ecologist and science photographer. He uses his abilities in visual storytelling to bridge the gap between the scientific and non-scientific communities. Having grown up on a farm, he seeks to inspire others to better understand nature and discover a passion for conservation and ecology.

Prasenjeet understands that disaster can strike without warning, which is why good preparation and education has immense value. He's observed nature closely enough during his travels to understand the risks that the natural world can pose and has an immense respect for it.

This has made him realize that knowledge about first aid training can help people survive accidents and other mishaps. That's why he works diligently to teach people around him about the importance of first aid.

First aid is not just about knowing how to use a medical kit, according to Prasenjeet. It's also about having the mindset to be prepared for when things go wrong: not to panic, but to solve the issue at hand. He feels that everyone should adopt a similar mindset, because you never know when you might be called on to help yourself or someone in need.

COLOMA, Carlo. Why we shouldn't ignore safety education. National Geographic. Available in:

<https://www.nationalgeographic.com/environment/article/paid-content-why-we-shouldnt-ignore-safety-education>. Accessed on: Oct 3rd, 2022.



FEEDBACK TIME!

Thinking about what you have been studying, complete the chart and choose the best option according to your learning process.



	Excellent progress	Satisfactory progress	Needs improvement	Unsatisfactory progress.
Talk about climate change and natural disasters.				
Use different types of adverbs of manner.				
Differentiate some irregular adverbs of manner.				
Identify stressed syllables.				
Pronunciation skills in general.				
Talk about the main causes of global warming and the greenhouse effect.				
Listening skills.				
Note-taking skills.				
Write a short description of people using adverbs of manner.				
Class participation.				

1. WARM-UP

Learning objective: Preview the theme of the unit and talk about some environmental issues.

Part A

- To introduce the topic of the unit, have Ss work in pairs and look at the pictures to make two sentences about each one.
- Elicit the answers from Ss. Write them on the board.

Option: do the activity as a class.

Possible answers

Waste can have a significant negative impact on the planet's ecosystems and can pollute the air, water, and soil. Plastic waste, for example, can take hundreds of years to degrade and can harm wildlife and marine life when it ends up in the ocean. Effective waste management and recycling can help to reduce the amount of waste that ends up in landfills and in the environment, and can also conserve natural resources.

Part B – keep discussing

- Read the questions. Have Ss work in pairs or groups to discuss the questions.
 - Call on Ss to share their thoughts. Write them on the board if necessary.
 - **Option:** do the activity as a class.
-

2. CHECK IT OUT

Learning objective: Use recycling vocabularies

Activity 1

- Direct Ss' attention to activity 1. Explain that there are lots of different and simple ways to help the environment. Give them examples such as: throwing out the trash in the bin.
- Have Ss work individually or in pairs to brainstorm vocabularies related to types of recycling.
- Go around the room and give help as needed.
- Have Ss check answers with classmates.
- Call on Ss or pairs to share their examples of recycling. Write them on the board.

Activity 2

- Direct Ss' attention to the phrases and the pictures. Explain that the pictures show different types of recycling and help the environment, and also say that people can reduce, reuse and recycle materials.
- Go over the instructions. Do the first item as a whole class. Point to the first picture and ask: *What type of activity is it? (Avoid plastic). What do you think we can do, reuse, reduce or recycle? (Reduce and reuse).*
- Have Ss work individually to match the words and the pictures. Go around the room and give help as needed.
- **Option:** Have Ss compare their answers with a partner.
- Drill pronunciation of the vocabularies.

Key:		
<i>Avoid plastic</i>	<i>Donate clothes</i>	<i>Compost food and yard waste to change into rich soil.</i>
<i>Throw trash in the appropriate containers.</i>	<i>Recycle books, newspapers and magazines.</i>	<i>Throw away your e-waste properly.</i>
<i>Reuse material for crafts.</i>	<i>Use the back side of the paper.</i>	<i>Recycle cardboard boxes.</i>
REDUCE	REUSE	RECYCLE
<i>Plastic Clothes Books, newspapers and magazines Paper Trash in general</i>	<i>Plastic Material for crafts Paper Cardboard boxes clothes</i>	<i>Some types of trash Books, newspapers and magazines Paper Food and yard waste e-waste cardboard boxes.</i>

Activity 3

- Go over the instructions. Model the activity telling the Ss how often you do some things concerning how to use, reduce and recycle.
 - Have Ss work in pairs to take turns telling how often they do the things in Part 2. Then, call on Ss to share with the class his/her activities and also his/her partner's activity.
-

3. READING TIME

Learning objective: read a text; develop skills in skimming for general comprehension and scanning for specific information.

- Direct Ss' attention to the headline and the picture of the text. Ask: *What type of text is it? (Information text); What do you expect from this text just by reading the headline? (Elicit some answers)*. Explain that an eco-friendly person is someone who reuses, recycles and reduces waste disposal in their lives. They're conscious of the impact their actions have on others and the planet's systems.
- **Activity 1**
- Have Ss work in pairs or small groups and discuss the questions in activity 1. Then elicit some answers.
- Before asking Ss to read the text. Pre-teach unfamiliar vocabulary.

Vocabulary

Households: a group of people, often a family, who live together.

Encompass: to include most or all of.

Repurpose: to find a new use for an idea.

Recycling facility: any premises used for the sorting, segregation, processing or treatment of refuse, waste or any other material or thing for the primary purpose of recycling or reuse.

Brand new: completely new, especially not yet used.

Food scraps: parts of food items that are typically discarded rather than eaten.

Activity 2

- Go over the instructions. Have Ss read the text and answer the question in activity 2 and also check their predictions.
- **Option:** If your Ss enjoy reading aloud, have them take turns reading the text as a class.

Activity 3

- Go over the instructions. Do the first item together. Ask: *According to the text is recycling a bit complicated because there are plenty of things to do even in our house to reduce our waste? (No, it is False, because it is not complicated)*
- Have Ss reread the text and check if the sentences are true or false. Explain they must correct the false ones.

Key:

a) F - *It is not complicated. It is as simple as using a household recycling bin.*

b) T

c) T

d) F – *There are so many things that people can do to help our planet.*

e) T

-
- Go over the answers with the class.

Activity 4

- Go over the instructions. Elicit some tips that people can use to reduce, reuse or recycle waste. Have Ss work in groups and brainstorm more tips and tricks.
- Call on Ss to share their answers.

4. GRAMMAR – quantifiers before nouns.

Learning objective: understand the use of quantifiers in an inductive way.

- Review count and noncount nouns by directing Ss' attention to the challenge box.
- Write on the board: people and money. Explain that both words are nouns, but they are two different types.
- Explain that nouns such as money are usually noncount nouns, which means they cannot be counted. Nouns such as people are count nouns, because they can be counted.
- Have Ss make a list with 10 nouns each of count and noncount nouns.
- Elicit Ss answer. Write the words they say on the board and correct them.
- **Option:** do the activity as a class.
- Direct Ss' attention to the sentences in the box. Read the first sentence and ask: *Is thing a count or noncount noun? (count)*. Say that plenty of is a quantifier to use before count and also noncount nouns.
- Have Ss read and answer questions 1 to 4 individually.
- Go around the room and offer help as needed.
- Go over the answers with the class.
- Explain that we use quantifiers to ask and answer questions about the quantity (amount) of something. Point out that the examples in the grammar box go from a large amount to a small amount and it can also go to none.

Key:

- 1) *plenty of, a bunch of, a small number of, several and an awful lot of.*
- 2) *thing, people, things, recycling, ways and money.*
- 3) *Countable: plenty of, a bunch of, a small number of, several and an awful lot of.*
Uncountable: plenty of, a small number of and an awful lot of.
- 4) *plenty of, a small number of and an awful lot of.*
-

Activity 5

- Go over the instructions. Do the first item as a whole class. Read the first sentences in the text and ask: Is there any quantifier? (Yes, it is few). *What is the noun? (decades). Is it countable or uncountable nouns? (countable).* Have Ss underline few and circle decades. Encourage Ss to check if the others nouns are count or noncount.
- Have Ss work individually to find quantifiers and nouns in the text.
- Go around the room and offer help as needed.
- Go over the answers with the class.

Key:

- Line 1: few and decades.*
- Line 5: a little (recycling).*
- Line 14: many and things.*
- Line 17: a lot and exciting / beneficial.*
-

5- YOUR TURN

Learning objective: practice quantifiers before nouns.

Activity 1

- Go over the instructions. Do the first item as a whole class. Encourage Ss to find the noun first and decide if it is count or noncount.
- Have Ss work individually to complete each sentence.
- Go around the room and give help as needed.
- Go over the answers with the class.

Key:

Answers may vary. Suggested answers

- a) A bunch of*
b) a small number of
c) several
d) an awful lot of
e) a bunch of
-

Activity 2

- Go over the instructions. Do the first item as a whole class by reading the dialogue with an S. Ask: *is the word ways a count or a noncount noun? (count). Which quantifiers do we have to use? (several).* Circle several.
- Have Ss work individually to complete each sentence.
- Go around the room and offer help as needed.
- Go over the answers with the class.

Key:

- *Several*
- *A bunch of / plenty of*
- *An awful lot of*

-
- Have Ss take turns reading the dialog aloud in pairs.
 - Drill pronunciation of the sentences as needed.

Activity 3


- Go over the instructions. Have Ss work in pairs to take turns asking and answering the question in Part 2 according to their own information.
 - Go around the room and offer help as needed.
 - Call on Ss to share an interesting fact about their partner's information.
-

6. PRONUNCIATION

Learning objective: Focus on linking final consonant sounds to vowel sounds.

Activity 1

- Direct Ss' attention to the phrases in the box. Read the phrases aloud and ask them pay attention to the way the words in each pair are connected.

 **Option:** use the website [SpanishDict](#) to check pronunciation and the linked sounds.

- Have Ss drill pronunciation of the sentences. If more guided approach is required, write the words and phonetic transcription on the board and do it along with Ss.
- Remind Ss that vowels are letters a, e, i, o, u. Consonants are all the others letters.
- Read the phrases aloud again without the linked sounds and then with linked sounds so that Ss can hear the difference.

Activity 2

- Go over the instructions.

- Have Ss work in pairs to read aloud and mark the linked sounds. Then have Ss practice saying the sentences.



Extra activity

Have Ss go back to activities 1 and 2 in Your Turn section and mark linked sounds. Elicit examples from the class.

7. SPEAKING

Learning objective: improve speaking skills by finding classmates who do a type of recycling.

Activity 1

- Go over the instruction. Direct Ss' attention to the chart. Have Ss add two more eco-friendly activities. Encourage Ss to use quantifiers vocabularies.
- Have Ss work individually to complete the chart.
- Go around the room and give help as needed.

Activity 2

- Go over the instructions. Model the activity by reading the example with an S.
 - Have Ss stand and walk around the room to take turns asking and answering questions to complete the chart.
 - Go around the room and give help as needed. Note any errors you hear Ss make on the board. Then encourage Ss to correct them. Make sure they use the correct way of quantifiers and also pronunciation.
 - Call on Ss to tell the class about someone in their chart.
-

8. LISTENING TIME

Learning objective: Develop skills in predicting and listening for specific information.



Video website for this lesson: <https://www.youtube.com/watch?v=OagTXWfaXEo&t=237s>

Explain that they also can listen to the audio through a QRcode.

Activity 1

- Go over the instructions.
- Have Ss work in small groups to discuss what they expect from the video.

Option: Have each group share their predictions with the whole class. Write their answers on the board. Play the audio and have Ss check their guesses.

Activity 2

- Set the scene. Explain that a girl is teaching ways to live with less waste.
- Go over the instructions.
- Play the audio. Have Ss listen and take notes on how to manage waste.
- **Option:** Play the audio again if necessary.
- Have Ss compare their notes.
- Go over the answers with the class.

Possible answers

Refuse flyers, junk mail, freebies, and party favors. Use reusable bags. Use your own jars to avoid plastic containers. Refuse plastic straws and use an acrylic or steel straw instead. Avoid plastic cling wrap and use sustainable and reusable food wrap. Avoid buying disposable plastic water bottles, opt for a reusable water bottle. Avoid using disposable utensils. Avoid plastic toothbrushes, use a sustainable bamboo toothbrush. Women should use menstrual cups instead of any type of disposable period products. Reduce the amount of paper.

Activity 3

- Go over the instruction.
- Play the audio/video again. Have Ss listen and decide if each sentence is true or false.
- **Option:** Play it again if needed.
- Go over the answer with the class.

Key:

- a) *T*
 - b) *F – She explains the first R's: refuse.*
 - c) *T*
 - d) *F – Just American people throw away 100 billion plastic grocery bags.*
 - e) *F – People can use reusable bags or even no bags to shopping fruits and vegetables.*
 - f) *T*
 - g) *F – There is sustainable and reusable food wrap. It is good and keeps the food fresh.*
 - h) *T*
 - i) *T*
 - j) *T*
 - k) *T*
-

Activity 4

- Go over the instructions.
- Have Ss work in pairs and brainstorm extra tips about how people can manage waste.

- Have Ss share their tips with the whole class.

Video script

First, it's important to know the five R's of waste management: refuse, reduce, reuse, recycle and rot, in that order.

Today, we'll start with refuse. Refusing is the first rule to living a zero-waste lifestyle. Think before accepting any clutter into your home. Turn down flyers and junk mail, freebies, party favors, and any other junk that most likely go into the trash.

Each year, Americans throw away a hundred billion plastic grocery bags which take about a thousand years to break down. Instead of accepting plastic bags and creating more demand for them, use reusable cloth bags or even no bag, when possible.

I used to think it was mandatory to use these plastic bags for your fruits and vegetables, but I recently discovered you can just use your own bag or even no bag which is even better because why bring home extra plastic?

You could also bring your own jars to grocery stores to avoid bringing home any unnecessary plastic containers. I love when grocery stores sell things in bulk, so that it's really easy to do some zero-waste shopping.

You can either weigh your jars at the front beforehand, or bring an extra of the same jar so you can weigh it at checkout.

Next, instead of using a one-time disposable plastic straw, you can either refuse the straw completely, or use an acrylic or steel straw instead. I personally like to drink my smoothies with a straw, so I have this acrylic straw for that specific purpose.

Instead of using this plastic cling wrap in your kitchen to preserve your food and leftovers, switch to using this sustainable and reusable food wrap. These are all natural, organic, and compostable. I believe they're made out of beeswax, and they actually do a really good job at keeping your food fresh, even better than plastic in my opinion.

Instead of buying disposable plastic water bottles, opt for a reusable water bottle that you can fill up again and again. Glass and steel are probably best for your water bottle, but I'm using this BPA-free plastic bottle because my boyfriend used to sell them and we have a ton of them left over. So, if you have them already, reuse what you can.

Do your best to avoid using disposable utensils. Instead, you can bring silverware from home or use portable utensils made out of stainless steel or bamboo.

Over 4.7 billion plastic toothbrushes that will never biodegrade are dumped in landfills and oceans each year. So, you can make a huge impact just by switching out your plastic toothbrush for a sustainable bamboo toothbrush. Think of all plastic toothbrushes that you can use in one lifetime and imagine avoiding that waste completely just by switching to something that's biodegradable and compostable.

Disposable period products also create so much waste. The average woman throws away up to three hundred of pads, tampons, and applicators in her lifetime. Instead, try to use a menstrual cup. Menstrual cups are made out of medical grade silicone and one cup can last you up to ten years, which is pretty amazing.

Lastly, reduce the amount of paper you bring into your home by switching to paperless whenever possible. Do this with your mail, your bills, your notes, and your books. I personally love reading eBooks on my iPad, but I know some people love traditional books, so just do whatever works for you.

I hope you liked these tips on how to live with less waste. I just want to remind you though just take it one step at a time. Don't be so hard on yourself. It's a journey. All that matters is that you're becoming aware, more conscious of the environment and you're doing your best, okay?

9. WRITING

Learning objective: Write an ad as PSA (Public Service Announcement) about environmental issues.

Note to teachers: The proposal of textual production can be carried out in an interdisciplinary way with Art and Portuguese (to study some characteristics of this textual genre).

Activity 1

- Direct Ss' attention to the pictures. Ask: *What type of text are they? (An advertisement). What kind of ad are they? (Social/environment issues advertisement).*
- Go over the instructions and the questions.
- Have Ss work in pairs and discuss the questions in the activity.
- Have Ss share their answers with the whole class.

Key:

- *Their subjects are about environmental issues. The importance of reducing our waste in the appropriate way and recycling.*
 - *Their purpose is to get people to think and worry about various social and environmental issues such as water pollution, amount of waste, deforestation and plastic bags. Those ads can emotionally make people stop and think about their actions, making them aware of environmental issues.*
 - *Those ads are directed to everyone.*
 - *Personal answer.*
-

Activity 2

- Go over the instructions.
- Explain that a PSA is a message in the public interest disseminated by the media without charge to raise public awareness and change behavior.
- Also explain that they must create their own PSA using the textual genre advertisement. To build their ad they have to think about some important topics discussed previously. Go over the topics as a class.
- Make sure you give Ss feedback.

Option: This activity can be done as homework or in the computer room. Encourage Ss to create their ad online through some websites such as Canvas, Genially or Flipsnack. Then, the teacher can build a wonderful wall with all Ss' work through the padlet website and share it with the whole school, their family and the school's community.



Extra activity: Have Ss remake their PSA through the Voki website. This website not only allows Ss to develop their creativity by creating an avatar and scenery but also improves their speaking and listening skills by recording their own voice and listening to classmates' work.

10. FEEDBACK

Objective: Allow Ss to check and think about their learning process.

- Explain to Ss what they are supposed to do. Encourage Ss to be honest with themselves while answering the feedback.
- Have Ss think about their learning process individually. Make sure they know you are available to help if needed.

Option: You can create the feedback online by using google forms. You can collect answers from your Ss and also have them write their difficulties anonymously. Google forms will generate some graphics and it will help you understand your students' learning process better.

1. WARM-UP

Learning objective: Preview the theme of the unit and talk about some climate change issues.

Part A

- To introduce the topic of the unit, have Ss work in pairs or in small groups to link the pictures and the title and brainstorm some Earth issues. Ask them what they expect to learn from unit two.
- Elicit the answers from Ss.
- **Option:** do the activity as a class.

Part B

- Read the questions. Have Ss work in pairs or groups to discuss the questions.
- Call on Ss to share their thoughts. Write them on the board if necessary.
- **Option:** do the activity as a class

2. CHECK IT OUT

Learning objective: Use climate change and natural disasters vocabularies

Challenge activity:

- Explain that they will be challenged to remember as many as possible vocabularies related to a different type of weather in two minutes.
- Go over the instructions and have Ss work individually.
- Brainstorm Ss' answers and write them on the board. Check if there were any vocabulary related to climate change and natural disasters such as stormy.

Key:

answers will vary.

Suggested answers: sunny, cloudy, rainy, windy, cold, hot, freezing, stormy, warm, cool, foggy, snowy, hail, dry, chilly, etc.

Activity 1

- Direct Ss' attention to the chart in activity 1. Make sure Ss already are familiar with season vocabulary and how to ask about the weather.
- Go over the instructions.
- Do the first item together. Ask: *What's the weather like in the spring? (It's wet. It usually rains a lot. The temperatures usually increase too).* Write some notes on the board.

- Have Ss work in pairs or small groups to brainstorm about the weather in each season.
- Go around the room and give help as needed.
- Have Ss compare answers with other classmates.
- Call on Ss to share their answers. Write them on the board.

Key:

answers will vary.

Suggested answers:

Summer: The weather is hot and extremely humid.

Fall: The weather is cold and dry.

Winter: The weather is chilly and windy.

Activity 2

- Direct Ss' attention to the pictures. Explain that the pictures show different types of extreme weather and natural disaster and their vocabularies are scrambled.
- Go over the instructions. Do the first item as a whole class. Point to the first picture and ask: *What type of natural disaster is it? (earthquake).*
- Have Ss work individually or in pairs to unscramble the words.
- **Option:** Have Ss compare their answers with a partner.
- Go over the answers with the class.
- Drill pronunciation of the vocabularies.

Key:

EARTHQUAKE

FLOOD

STORM

HURRICANE

DROUGHT

WILDFIRE

LANDSLIDE

BLIZZARD

Activity 3

- Go over the instructions and give an example of news about recently extreme weather that happened recently, for instance: *Recently there was a hurricane in Florida that swept parts of the Carolinas and Virginia with heavy rain. Several people lost their houses and died.*
- Have Ss work in pairs to list some news about this theme.
- Call on pairs to share their examples.
- **Option:** do the activity as a class.

3. READING TIME

Learning objective: read a text; develop skills in skimming for general comprehension and scanning for specific information.

Activity 1

- Go over the instructions and the questions to be discussed.
- Have Ss work in pairs or small groups and discuss the questions in activity 1. Then elicit some answers.
- **Option:** do the activity as a class.

Activity 2

- Direct Ss' attention to the headline and the c. Ask: *What type of text is it? (Information text); What do you expect from this text just by reading the headline and subheading? (Elicit some answers).*
- Direct Ss' attention to the pictures. Ask: *Who can you see? (a senior citizen and two women). Who do you think are they? (People who teach their communities about how to survive danger and disaster).*

Before asking Ss to read the text. Pre-teach unfamiliar vocabulary.

Vocabulary

Typhoons: *a violent wind that has a circular movement.*

Pick: *to take something and leave others (choice).*

Equate: *to consider one thing to be the same as or equal to another thing.*

Increase: *to get or make larger.*

First aid: *the basic medical treatment that is given to someone as soon as possible after they have been hurt in an accident or suddenly become ill.*

From all walks of life: *used to refer to people who have many different jobs or positions in society.*

Spread: *to affect more and more places, people, or things.*

Spur on: *to urge a person to make greater efforts.*

Quest: *a long search for something that is difficult to find, or an attempt to achieve something difficult.*

-
- Have Ss read the text and answer the question in activity 2.
 - **Option:** If your Ss enjoy reading aloud, have they work in pairs or small groups and take turns reading the text out loud.

Activity 3

- Go over the instructions. Do the first item together. Ask: *According to the text there are people who teach their communities about danger and disaster tirelessly or wrongly? (tirelessly).*
- Have Ss reread the text and check the correct adverb of manner of each sentence.
- Go over the answers with the class.

Key:

- a) *tirelessly.*
 - b) *drastically.*
 - c) *exponentially.*
 - d) *seriously.*
-

Activity 4

- Go over the instructions. Do the first item together. Ask: *Who witness a typhoon? (Jesyl and Danica).*
- Have Ss do the activity individually.
- Go over the answers with the class.

Key:

- a) *J&D*
 - b) *BIK*
 - c) *BIK*
 - d) *J&D*
 - e) *BIK*
 - f) *BIK*
 - g) *J&D*
-

Activity 5

- Go over the instructions and the questions to be discussed.
 - Have Ss work in pairs or small groups and discuss the questions in activity 5. Then elicit some answers.
 - **Option:** do the activity as a class.
-

4. GRAMMAR – adverbs of manner

Learning objective: understand the use of the adverbs of manner in an inductive way.

- Direct Ss' attention to the sentences in the box. Have Ss read the first sentence. Ask: *Which is the word that shows how something is done? (drastically). What is this word that "drastically" modify? (The verb)*
- Focus on the use of adverbs. Explain that adjectives describe nouns and verbs, but adverbs modify verbs. The adverbs they are learning in this unit describe manner, or how something is done.
- Have Ss read and answer questions 1 and 2 individually.
- Have Ss compare answers with some classmates.
- Go over the answers with the class.

Key:

1)

- *drastically*
- *exponentially*
- *especially*
- *easily*

2) *a verb*

Activity 3

- Go over the instructions. Do the first word as a class. Explain that drastically is an adverb of manner. It is composed of a base word and an extra element. Ask: *What is the extra element? (ally). What is the base word? (drastic).*
- Have Ss do activity 4 individually.
- Have Ss compare answers with some classmates.
- Go over the answers with the class.

Key:

- a) *drastic*
 - b) *special*
 - c) *exponential*
 - d) *easy*
-

Activity 4

- Have Ss read the list of adjectives and adverbs aloud.
- Drill pronunciation of adjectives and adverbs.
- Go over the question. Elicit answers from Ss.

Key:

We add -ally, -ly, -ily

- Direct Ss' attention to the second box. Explain Ss there are some adverbs that don't change their form and other that is irregular. Give Ss some examples writing them on the board:
 - His point about safety education was well taken.
 - They work hard to educate their community about safety.

**Extra activity**

- Have Ss work in pairs and write sentences about the theme they have studied using the irregular adverb and those that don't change.
- Have Ss share their examples and write them on the board correcting errors as needed.

Activity 6

- Go over the instructions. Do the first item as a whole class. Read the subheading in the text and ask: *Is there any adverb of manner? (Yes, it is tirelessly). What is tirelessly describing? (The verb work).* Have Ss underline tirelessly and circle work.
- Have Ss work individually to find adverbs of manner and the verbs that they are describing.
- Go around the room and offer help as needed.
- Have Ss compare answers with another classmate.
- Go over the answers with the class.

Key:

Line 1: can drastically

Line 9: increase exponentially

Line 15: take – seriously

Line 18: take – seriously

Boonpeng In-Kaew

Line 11: surviving – especially

Line 13: are – easily

5- YOUR TURN

Learning objective: practice adverbs of manner.

Activity 1

- Go over the instructions. Do the first item as a whole class. Encourage Ss to read the first sentence and identify which one is the proper adverb of manner. Ask: *Which one of these words is an adverb of manner? (Professionally).* Circle it. Also ask: *What is the verb this adverb is describing? (Work).*

- Have Ss work individually to complete each sentence.
- Have Ss compare their answers.
- Go over the answers with the class.

Key:

- a) *professionally*
 - b) *smoothly and safely*
 - c) *dangerously*
 - d) *closely*
 - e) *diligently*
-

Activity 2

- Go over the instructions. Do the first item as a whole class by reading the dialogue with a S. Ask: *Is drastic an adjective or an adverb of manner? (An adjective). How do we form an adverb from this adjective? (Adding ally at the end of the word). What adverb is formed? (Drastically).* Write drastically in the gap.
- Have Ss work individually to complete each sentence.
- Go around the room and offer help as needed.
- Have Ss compare their answers.
- Go over the answers with the class.

Key:

- **B:** *drastically*
 - **B:** *definitely*
 - **B:** *reasonably*
-

- Have Ss take turns reading the dialog aloud in pairs.
- Drill pronunciation of the sentences as needed.

Activity 3


- Go over the instructions. Have Ss work in pairs to take turns asking and answering the question in Part 2 according to their own information.
 - Go around the room and offer help as needed.
 - Call on Ss to share an interesting fact about their partner's information.
-

6. PRONUNCIATION

Learning objective: Focus on word stress with adverbs of manner.

Activity 1

- Direct Ss' attention to the chart with the circles. Explain the big circle is for stress.
- Remind Ss that a stressed syllable has a longer, louder, and higher sound than the other syllables in the word.
- Use an online dictionary such as Cambridge to show each pronunciation and their phonetic transcription to Ss. Have Ss listen, paying attention to word stress.
- Play the pronunciations again. Have Ss listen and repeat.

 **Option:** use the website [SpanishDict](http://SpanishDict.com) to check pronunciation and stressed syllables.

Activity 2

- Go over the instructions.
- Have Ss read out loud the first adverb of manner. Elicit the stressed syllable from the word drastically. (The first syllable is stressed).
- Have Ss work individually and find out the stressed syllable in the other adverbs of manner.
- Use an online dictionary such as Cambridge to show each pronunciation and their phonetic transcription to Ss. Have Ss listen, checking their answers.
- Have Ss compare answers with a classmate.
- Go over the answers with the class.

Key:

drastically
/'dræs.tɪ.kəl.i/

tirelessly
/'taɪr.ləs.li/

easily
/'iː.zəl.i/

professionally
/prə'feʃ.ən.əl.i/

Activity 3

- Go over the instructions.
- Have Ss drill the pronunciation of each adverb.
- Have Ss work in pairs to read aloud each adverb.

7. SPEAKING

Learning objective: ask and talk about the theme and the people studied in this unit by using adverbs of manner.

Activity 1

- Go over the instructions. Direct Ss' attention to the boxes and the example. Have Ss add two more adjectives in the empty boxes. Encourage Ss to write the adverbs of manner of these adjectives.
- Have Ss work in pairs to complete the boxes.
- Go over the answers.

Key:*answers**will vary*

<i>Adjectives</i>		<i>Adverbs of manner</i>
<i>Kind</i>	→	<i>Kindly</i>
<i>Wrong</i>	→	<i>Wrong</i>
<i>Good</i>	→	<i>Well</i>

Activity 2

- Go over the instructions and the example. Model the activity by reading the example with a S.
- Brainstorm with Ss other questions that they can ask each other. Write those questions on the board.
- Have Ss work in pairs to take turns asking and answering questions about the article from this unit using the words in the box from **Part 1**.
- Go around the room and give help as needed. Note any errors you hear Ss make on the board. Then encourage Ss to correct them. Make sure they use the correct way of adverbs of manner and also pronunciation.

8. LISTENING TIME

Learning objective: Develop skills in listening for specific information.



Video website for this lesson: https://www.youtube.com/watch?v=G4H1N_yXBIA

Explain that they also can listen to the audio through a QRcode.

Activity 1

- Go over the instructions.
- Have Ss work individually and check the options about climate change.
- Have Ss compare their answers.

Note to teacher: Don't go over the answers in this activity. The answers will be checked in the next one.

Activity 2

- Direct Ss' attention to the picture. Ask: *What can you see in this picture? (Extreme weather and natural disasters such as the thaw, the drought and hurricanes).*
- Set the scene. The youtube channel of National Geographic is explaining the causes and effects of Climate Change.
- Go over the instructions. Play the video and have Ss listen and make notes to compare the causes with the previous activity.
- **Option:** Play the video again if needed.
- Have Ss compare their answer with a classmate.
- Go over the answers with the class.

Key:

- ✓ *Human activities*
- ✓ *Pollution*
- ✓ *Carbon emissions*
- ✓ *Wildfire*
- ✓ *Overpopulation*
- ✓ *Greenhouse effect*
- ✓ *Burning of fossil fuels*

Activity 3 through 6

- Explain to Ss they will be listening to the video again and answer the activities 3 through 6.
- Before playing the video, tell Ss to read the questions to check if they know what they have to do. Explain any unfamiliar vocabulary if needed.
- Play the video. Have Ss listen and answer the questions.
- **Option:** Play the video again if needed.
- Have Ss compare their answers with a partner.
- Go over the answers with the class.

Key:

Activity 3

- a) *earth's temperature*
- b) *of the greenhouse effect*
- c) *the amount of gases has increased and alarmingly warmed the planet.*

Activity 4

(1) oceans (4) healthy (3) food (2) weather

Activity 5:

Answers may vary.

Oceans: *The ice sheets are melting, causing sea levels to rise and flooding coastal regions.*

Weather: *warmer temperatures make weather more extreme such as intense storms, floods, heavy snowfall, and also more frequent droughts.*

Food: *There are areas where growing crops have become more difficult. Some plants, animals, and even water can be diminished.*

Healthy: *people can be exposed to smog and get some health problems like asthma, heart disease and lung cancer.*

Activity 6:

Humans can combat the fast climate change by replacing fossil fuels with a renewable energy source such as solar and wind.

Video script

Human activities from pollution to overpopulation are driving up the earth's temperature and fundamentally changing the world around us.

The main cause is a phenomenon known as the greenhouse effect. Gases in the atmosphere, such as water vapor, carbon dioxide, methane nitrous oxide and chlorofluorocarbons let the sun's light in but keep some of the heat from escaping, like the glass walls of a greenhouse.

The more greenhouse gases in the atmosphere the more heat gets trapped strengthening the greenhouse effect and increasing the earth's temperature.

Human activities, like the burning of fossil fuels, have increased the amount of CO₂ in the atmosphere by more than a third since the Industrial Revolution. The rapid increase in greenhouse gases in the atmosphere has warmed the planet at an alarming rate.

While Earth's climate has fluctuated in the past, atmospheric carbon dioxide hasn't reached today's levels in hundreds of thousands of years. Climate change has consequences for our oceans, our weather, our food sources and our health.

Ice sheets such as Greenland and Antarctica are melting. The extra water that was once held in glaciers causes sea levels to rise and spills out of the oceans flooding coastal regions. Warmer temperatures also make weather more extreme. This means not only more intense major storms, floods, and heavy snowfall but also longer and more frequent droughts. These changes in weather pose challenges.

Growing crops became more difficult. The areas where plants and animals can live shift and water supplies are diminished. In addition to creating new agricultural challenges.

Climate change can directly affect people's physical health. In urban areas, the warmer atmosphere creates an environment that traps and increases the amount of smog. This is because smog contains ozone particles which increase rapidly at higher temperatures. Exposure to higher levels of smog can cause health problems such as asthma heart disease and lung cancer.

While the rapid rate of climate change is caused by humans, humans are also the ones who can combat it. If we work to replace fossil fuels with renewable energy sources, like solar and wind, which don't produce greenhouse gas emissions, we might still be able to prevent some of the worst effects of climate change.

9. WRITING

Learning objective: Write a description of someone who works to help people.

Activity 1

- Direct Ss' attention to the pictures and pieces of text. Ask: *What can you see? (two men). Who are they? (Albert Lin and Prasenjeet Yadav).*
- Explain to Ss that those men are from the same article they read before. Just like Boonpeg In-Kaew and Jesyl and Danica, they work hard to help people in dangerous situations.
- Go over the instructions and the questions.
- Have Ss work in pairs or small groups and discuss the questions in the activity.
- Have Ss share their answers with the whole class.
- **Option:** Have Ss brainstorm a list of famous people they know who help other people with any type of social issue.
- Go around the room and give help as needed.

Key:

answers will vary.

Suggested answers:

- *They are Albert Lin and Prasenjeet Yadav.*
- *Albert Lin is an adventurer and explorer.*
- *Prasenjeet Yadav is a scientist and photographer.*
- *Albert Lin understands the power of nature and how helpless humans can be if they don't know how to protect themselves from natural disasters. So, he intends to help people by inspiring them to do their part in making the world a safer place through his platform.*
- *Prasenjeet Yadav works diligently to teach people around him about the importance of first aid and prepare people to use it when things go wrong.*
- *Personal answer.*



Extra activity

For more practice with adverbs of manner, have Ss underline all of them in the short descriptions text in Part 1. Alternatively, have Ss write two yes / no and wh-questions about the short descriptions using adverbs of manner.

Activity 2

- Go over the instructions.

- Explain that they must create a description of someone who helps others and they can use the previous text as a model.
- Have Ss write the text, in class or for homework.
- Make sure you give Ss feedback.

Activity 3

- Go over the instructions and the question.
- Have Ss work in groups to read their text aloud and discuss how each person makes difference in others people's lives.
- Call on Ss in each group to share their findings.



Extra activity:

Have Ss share their text on the Padlet website. On this webpage, they can rewrite their text after the teacher's feedback and record their voice reading it. This website will allow Ss to develop their creativity by creating a new post on a wall and also improves their speaking and listening skills by recording their own voice and listening to classmates' work.

10. FEEDBACK

Objective: Allow Ss to check and think about their learning process.

- Explain to Ss what they are supposed to do. Encourage Ss to be honest with themselves while answering the feedback.
- Have Ss think about their learning process individually. Make sure they know you are available to help if needed.

Option: You can create the feedback online by using google forms. You can collect answers from your Ss and also have them write their difficulties anonymously. Google forms will generate some graphics and it will help you understand them better.

RATIONALE

A better world tomorrow is a didactic material for pre-intermediate (A2) learners. It was based on and developed to be taught at regular school, but also can be used in other different contexts for learning. This material was carefully designed under the methods of Communicative Language Teaching (CLT), it is accessible, enjoyable to teach, and provides task-based communicative activities that encourage students to think critically as it concerns the well-being of social and environmental issues. The method of CLT mains to develop the second language acquisition by focusing on two principles of language, which are functions and use as well as exposure to the target language by allowing students to communicate and have control of their language in a real-life context (HARMER, 2007).

In this material, both units follow the same layout organization which is divided into ten sections established as a warm-up, check it out, reading time, grammar, your turn, pronunciation, speaking, listening time, writing and feedback. Those sections were planned to improve not just students' proficiency in the four English skills, but also to develop their communicative competence in the target language. Furthermore, the units raise central themes that are considered meaningful in different niches of society, such as politics, school, colleges, business, and so on. It is also important to mention that this didactic material presents multiliteracies resources of literacy that emphasize both written and reading, as well as other modes such as oral, visual, audio, gestural, and spatial which are essential to critical education (DIAS, 2018).

According to Kalantzis and Cope (2012), multiliteracies concern two aspects of meaning-making which are social diversity and multimodality. The first aspect refers to the variability of conventions of meaning in diverse cultures, that is, how people interact in their everyday lives. The second aspect refers to the evolution of the way people have communicated and gotten information in this day and age, using digital tools and media. Therefore, it is important to enhance traditional reading and writing skills with multimodal communications, that is, by using digital world communication since there are several different individuals in a classroom with different styles of learning. In addition, it is important to remark that good didactic material pursues teaching a second language with varying types of text genres – written or oral. For this reason, in this material is possible to perceive there are varied suggestions for digital activities also different text genres used to teach students about citizenship and exercise it in its fullness.

Harmer (2007), states that teachers should constantly expand students' role in learning, thus they can become more autonomous for instance motivating them to investigate a grammar issue instead of just explaining it to them. Instructors also must motivate them to search for the meaning of words and how they can be used in a context by looking for examples at online dictionaries or other similar websites rather than telling them what the words mean. Moreover, Richards (2005) points out that the teacher serves as a facilitator for learners to solve problems together, in an engaging way, providing demonstrations, guidance, and support to the learners. As they become more independent, the teacher gradually withdraws these supports. In this didactic material and through the teacher guides is possible to find a few suggestions of resources that will encourage students to learn further, improve their pronunciation, and inductively learn a new language.

In order to help teachers plan the lesson, this material not only offers an overview, in the section Units Organization, concerning the contents, learning outcomes as well as grammar and vocabulary that will be studied in each unit but also there is a Teacher's Guide that will provide complete support for teachers. It contains learning objectives for each activity, and a step-by-step lesson plan accompanied by a few suggestions for extra activities to expand students' learning. It also presents answer keys, vocabulary definitions, video scripts, website suggestions, and last but not least, it offers language summaries for every unit which will provide better reading and comprehension for teachers.

As mentioned before this material cover, in both units, important issues facing us today. Unit one, A better world tomorrow, takes account of recycling matter and its relation to the future of the planet, beginning by introducing vocabulary related to types of recycling as well as the contribution to the reduction and reuse of material. Throughout working with authentic oral, written, and visual texts, learners will be able to reflect on the importance of recycling and how even small actions can be made to help the environment. In this context will be systematized the quantifiers, used to give information about the amount of something. An interesting factor is that unit two, Impact, addresses the same value the unit one, that is they are quite connected to each other since the theme is related to climate change. The unit invites students to get information out through the act of retrieval activities not only about climate and seasons but also concerning quantifiers and vocabularies in the previous unit. The authentic oral, written, and visual texts will allow students to comprehend some natural impact and how education can save people around the world. It will be possible to scrutinize throughout this content the adverbs of manner.

The first section of each unit in this didactic material is the Warm-up which creatively introduces the overall unit topic to activate schema and create interest in the topic. In addition, there are some personalization questions in which learners begin to relate the unit topic to their own lives mobilizing previous knowledge, in like manner, the teacher's guide may conduct, quite well, educators to interact with learners in the content. The purpose of this section is for the teacher to arouse students' interest by involving them, even emotionally, with a sense of ownership over the communicative context being presented. It is argued that students' engagement facilitates the learning process, which sustains the existence of the warm-up phase (HARMER, 2007).

The second section is the Check it out which aims to teach lexical items related to the topic of the lesson. Another point worth noting is that the majority of the sections in this didactic material cover pre and post-activities, the first one aims to arouse students' lexical knowledge about the vocabulary to be studied while the purpose of post-activity is to lead learners in a communicative language context using the newly presented vocabulary. The pre-activities in this material were implemented as a learning strategy, a retrieval practice. A reason behind this is the importance to engage all students in activities where they will struggle to try on getting information out that they have already known to solve problems and challenges. It typically connects learning with getting information into students' heads, consequently, the teacher might give a lesson using videos, having students take notes and provide activities to answer and/or fill the gaps as well as other types of studying that will let learners focus on getting information "in" with the hope that it sticks. However, by using retrieval practice as a learning strategy, students will be able to exercise and strengthen their memory and as a consequence, it will increase understanding (AGARWAL, POOJA K. et al, 2020).

Students are motivated to learn the new vocabulary by attractive illustrations that help aid comprehension. Listening and repeating the target language vocabulary are common exercises students usually do, along with labeling, categorizing, and matching exercises. The teacher's guide suggests educators drill pronunciation of the new vocabulary with students and also recommends great websites that can be used to practice its proper pronunciation. In addition to it, learners are encouraged to share their experiences or negotiated meaning in pairs and small groups. It is considered important to mention that it is possible for vocabulary learning to occur incidentally, however, when the students are intentionally focusing their attention on vocabulary, the learning process is usually more effective (NATION, JENKINS, 2002).

In these didactic materials, the Reading Time is the next step. First of all, it is worth considering that there are many reasons why students should read English texts. According to Murcia et al (2014) engaged readers usually have purposes for reading such as reading to get information, to learn something new, for their careers, for study purposes, or simply for pleasure. For this reason, teachers who want to motivate their students as readers ought to include goals for reading. Harmer (2007) also argues that reading is useful for language acquisition and the more learners read, the better they get at it. Furthermore, reading has a significant role in language acquisition since it provides students with vocabulary knowledge, on their spelling, and on their writing. Ideally, this didactic material invites learners to read authentic texts, which aim for any competent user of the language, and also it is about an intensive reading that accompanies by study activities such as prereading and post-reading exercises that promote speaking. In unit two the text provides a lead-in to the Writing section.

Grammar aims to present and practice the grammar that appeared in the previous section, the Reading Time. In both units, students are invited to learn grammar through inductive and explicit learning in which learners analyze consciously examples in a context from the previous section to discover the grammar rules by themselves. Oliveira et al (2017) noted that grammar has an important role concerning both fluency and accuracy since it is not only needed in writing, but also in formal speaking contexts. It is essential for students to pay particular attention to the form, patterns, and rules of grammar, which means they will not develop accuracy if they do not learn grammar properly.

Throughout this section, the grammar boxes contain examples taken directly from the text studied previously, making it easier for teachers to link the two activities. Learners perform a number of activities during controlled practice, ranging from multiple choice questions to matching tasks, followed by oral practice that enables them to customize the grammar. The following section, Pronunciation is also linked to the previous section since it has the purpose to present pronunciation issues related to grammar or even vocabulary. This step includes activities and website suggestions that will help students improve their pronunciation skills in aspects such as word stress and linked sounds. It needs to be clear that there is variation in spoken English between people around the world and that the same language can vary from one place to another place, from age to another. Additionally, some people speak English as native speakers while a huge part of the world speaks English as a second language, in other words, the diversity is real and must be taken into account in how English is pronounced (KREIDLER, 2004). For this reason, it is important for educators to bridge the gap between what learners

think they are saying and what they say in fact (FRASER, 1999). Explanations of how all sounds should be pronounced are not helpful and effective. Thus, it is important for learners to focus on the ones they can see and feel, likewise it is the responsibility of teachers to help students improve their perception of reality.

In spite of the communicative speaking being covered in every lesson in both units, the speaking section has a purpose and focuses on supporting students to practice English by using the new vocabulary, grammar, and functional language accurately in a real context situation through activities such as role-play, information gap and interviews. Harmer (2007) highlighted three reasons for teaching speaking. First, speaking activities provide opportunities to practice real-life speaking using the target language. Secondly, through the speaking task, when learners are enabled to use the language, students and teachers can have feedback analyzing how well their performance is and what the difficulties are. Lastly, the more learners can practice and activate the language they have studied, the more automatic their use of this language. As mentioned before, this is a great opportunity to have feedback about students' performance in the language, also it is an essential step for teachers since they can check if there is any type of error in their students' performance as well as in a gentle way intervene appropriately if needed.

Improving listening skills not only will give students the chance to understand better but also will help them with the others skills in the target language. For instance, it can improve students' pronunciation, intonation, reduction even vocabulary (HARMER, 2007). From the beginning to the end of the lessons, learners will have the opportunity to practice their listening skills from their classmates' and teachers' voices. Notwithstanding, it is essential to expose students to other situations of listening whenever possible, especially when it is known that there is a variation in the spoken language. In this didactic material, there is a section with the intent to develop students' listening skills. In addition, to introduce vocabulary they might not know or even set the scene, there are pre-listening activities to guide and engaged them in the theme. The post-listening activities provide valuable practice top-down that is listening for the gist of the information. Also, it provides practice bottom-up listening for detailed information.

The ability to write seems to be complex even for natives in view of composing a text is a highly complex task. Murcia et al (2014) point out that teachers should look at this ability from two critical perspectives to be considered in teaching writing: cognitive ability and sociocultural phenomenon. The first one is a set of skills and knowledge that reside within an individual while the second deals with a means of communication within a particular setting aimed at achieving specific goals. Increasing writing skills will allow students of every

proficiency level to practice and learn new language forms and structures, thus contributing to language acquisition.

In order to help learners write, it is crucial to consider some issues such as the purpose of writing, genre, writing process, and writing habit. The purpose aspect concern students knowing why they are about to write, whether it is a target audience or just writing-for writing. Genre is another essential aspect as people could instantly recognize what the text is for. It is important to consider that students need to be exposed to different types of genres in view of it can differ across languages and cultures. The writing process concerns involving learners in the writing, since they will plan what they are about to write, then they need to draft it, reviewing and editing taking into consideration the teacher's feedback. Finally, the writing habit regards motivating students from early levels with an easy and enjoyable task, thus it will become a familiar assignment when they can write different types of genres with enthusiasm (HARMER, 2007).

To help teacher engage their students in the writing section, this didactic material not just suggests prewriting activities but also some digital tools to be used in the writing step. Therefore, after finishing their writing and have feedback, students can recreate their text in a transduction way. Using digital tools can help students increase and practice their language skills in or outside the classroom, additional they will be able to share their school work with other learners and also the wider community. It is crucial for an English teacher to be familiar with the use of technology inside the classroom since the internet also became our global communication, likewise, it can play an essential role in new language literacy. There are lots of types of activities that a teacher can use as lessons for instance blogging, podcasting, producing videos or short videos from TikTok, tagging photo, and so on in which teachers can plan and develop digitally-based pedagogies for additional language learning (SANTOS, FAULKNER, 2015).

Finally, the last section of this didactic material is the Feedback where students are invited to assess and reflect on their learning progress. Teachers constantly assess students while teaching through the medium of observation in their fluency, activities, performance, and also tests. In fact, there are many types of student performance that can be noticed by a teacher, and the researcher Douglas Brown quotes some of them. At the end of this material, students will face a type of alternative assessment, also known as self-assessment in which the objective is to encourage students to think about their own journey throughout the unit and evaluate some skills of second language acquisition with the help of a checklist. Brown (2004) highlights the

importance to motivate students to be honest with responses because it will be great for the beneficial washback of the self-assessment. The teacher guide also suggests doing this assessment using a google form, thus teacher can have an overview of students' responses, as well as check their difficulties and the topics they are comfortable with. Furthermore, a lesson plan can be made, for instance, a retrieval activity in order to make an intervention.

CONCLUSION

In conclusion, English didactic material plays a vital role in the development of language proficiency in students. It provides a structured and comprehensive approach to learning the language, which is essential for success in both academic and professional settings. By incorporating engaging and interactive materials, students are motivated and inspired to continue learning, which contributes to the overall effectiveness of the language teaching process. Furthermore, the use of up-to-date and culturally relevant materials keeps the learning experience relevant and meaningful for students. To ensure the success of English language learners, it is imperative that educators prioritize the selection and use of effective and communicative didactic materials in their teaching practices.

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