



## ECOLINGUA

### EcoLingua Curriculum: Digitally Enhanced Pedagogy for Integrating Environmental Issues into Language Teaching” (ECOLINGUA)

#### Activity Plan 1 – A2 Level

##### General Information

- **Partner Institution:** BAUN
- **Country:** Turkey
- **CEFR Level:** A2
- **Activity Number:** Act1
- **Title of Activity:** *Save Water, Save the Future*

#### 2. Strategy Statement

This activity raises awareness about **water conservation** while reinforcing **daily routine vocabulary** and eco-action sentences. Students at A2 level will expand their ability to describe daily routines and discuss habits using *adverbs of frequency* (*always, usually, never*). By comparing eco vs. non-eco routines, learners will reflect on the importance of saving water and create a class **“Water-Saving Pledge” poster**.

#### 3. Activity Details

##### 3.1. Learning Objectives

*Language:* Students will describe their daily routines and eco-habits using frequency adverbs and simple present tense.

*Environmental:* Students will identify water-wasting behaviors and suggest ecofriendly alternatives.

##### 3.2. Target Skills & Competences

*Language Skills:* Listening, Speaking, Writing

*Linguistic Focus:* Vocabulary (routines, eco-actions), frequency adverbs, imperatives

*Environmental Competences:* Awareness of water conservation, responsibility in daily actions



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### 3.3. Resources, Materials & Media

*Printed/Handouts:* Flashcards of routines (brushing teeth, washing hands, showering)

*Digital Resources:* Short video about saving water (1–2 min)

*Audio-Visual Materials:* Posters contrasting eco vs. non-eco behaviors

*Realia:* Toothbrush, cup, water bottle

#### 4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials
Warm-up / Lead-in	5 min	Mime brushing teeth with water running, ask: “Is this good or bad?”	Answer: “Bad!”	TPR, inquiry	Teacher actions
Pre-Task / Input	10 min	Teach routines and ecophrases (“ <i>Turn off the tap</i> ”)	Repeat and act	CLIL, TPR	Flashcards
Main Task (Part 1)	15 min	Teach sentence frames: “ <i>I always turn off the tap.</i> ”	Write and share own eco-routine sentences	CLT, scaffolding	Worksheets
Main Task (Part 2)	10 min	Groups create a “WaterSaving Pledge” poster with 3–5 rules	Design posters, present to class	PBL	Poster paper
Post-Task / Reflection	5 min	Ask: “Which action is easy/hard for you?”	Answer: “It is easy to...” / “It is hard to...”	Reflection	Posters
Wrap-up & Homework	5 min	Homework: Write a short diary entry using frequency adverbs	Share in next lesson	Writing	Paper



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## 5. Differentiation & Inclusion

- Provide weaker students with adverb cards (*always, sometimes, never*).
- Stronger learners create more complex sentences (“*I usually take a shower, but I never waste water.*”).
- Allow drawing instead of writing for students who need visual support.

## 6. Assessment & Evaluation

- Teacher checklist for correct use of adverbs and eco-actions.
- Peer evaluation of posters.
- Self-assessment: Students tick eco-actions they actually do.

## 7. Sustainability & Follow-Up

- Display the “Water-Saving Pledge” in the classroom.
- Track water-saving actions for one week with a class chart.

## 8. Suggested Basic Vocabulary

- **Routines:** brush teeth, wash hands, take a shower, drink water
- **Eco-actions:** turn off the tap, use a cup, save water
- **Structures:** “I always turn off the tap.” / “I never waste water.” / “We should save water.”

## 9. Games & Links

- **Game:** *Water Relay* – Students pass a “water drop” and say one eco-action.
- **Game:** *Eco-Sort* – Sort flashcards into “good for water” / “bad for water.”
- **Links:**
  - National Geographic Kids – Water Conservation
  - EPA Water Sense Kids

## 10. Strategy and Suggested Methodology

This activity is designed around **task-based learning** and **environmental education principles**:

**Total Physical Response (Asher, 1977):** Physical actions (brushing, turning off tap) reinforce comprehension and memory.

**Task-Based Learning (Ellis, 2003):** Creating a pledge poster is a communicative task with real-life relevance.

**Communicative Language Teaching (Littlewood, 2004):** Focuses on expressing habits and preferences in functional language.



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**Lexical Approach (Lewis, 1993):** Phrases like “*turn off the tap*” or “*save water*” are taught as chunks for immediate use.

**Sustainability Education (Tilbury, 1995):** Encourages learners to reflect on their own behaviors and adopt eco-responsible practices.

**Methodological Strategies Applied:**

*Scaffolding* with sentence frames, visuals, and frequency adverbs. o

*Multimodal input* (video, realia, posters) supports Paivio’s (1991)

**Dual Coding Theory.**

*Cooperative learning* (poster creation) allows peer scaffolding (Vygotsky, 1978).

*Gamification* (Water Relay, Eco-Sort) increases engagement and lowers anxiety (Dörnyei, 2001).



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