



**ECOLINGUA**

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

### **1. General Information**

Partner Institution: University of Burgos

Country: Spain

CEFR Level: A2 (12-13 year-olds)

Activity Number: Act. 1

*Title of Activity: “Zero waste”*

### **2. Strategy Statement**

Environmental and sustainability content is not usually included in the English language syllabus, especially at lower levels of education and/or English language. However, it is usually covered in subjects such as the natural and social sciences or to celebrate Earth Day (April, 22nd).

Given that language learning does not require a closed set of concepts to be acquired at each level but rather linguistic content for communication in varied contexts and situations, environmental concepts and practices, as part of the 2030 Agenda for Sustainable Development, can easily be integrated into English language classes. When CLIL is implemented, the vocabulary for the topic can be learnt at the same time in the English and Science classes, for example. Thus, the English language classes can be focused on communicative tasks here the students use their knowledge on the topic to exchange ideas, express opinions, etc. Collaboration with science teachers to work on the topic in the learners’ language before this activity is done in the English class would be desirable to



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provide the learners with the environmental concept of ‘reusing’ and to serve to scaffold the English language content. Thus, learners would be more comfortable working on this topic in English, and they would be more motivated and willing to engage in communicative activities on the topics in English. Likewise, collaboration with the other teachers or with local institutions and school governing bodies for follow-up activities would improve the results in terms of raising awareness about how to reuse materials and objects to protect the environment and promote environmentally friendly practices, which may later become part of their everyday habits.

The materials included in this lesson include an adaptation of an authentic text to A2 level of English as well as an authentic video. Although more demanding linguistically, authentic materials increase learner motivation, exposure to natural language and cultural context, and real-world communicative skills. In line with this, knowing real-life projects to reduce waste will increase their motivation as they will realize that the ideas suggested in class can be put into practice.

The objective is to make students reflect on their actions and their effects on the environment. By providing real-life examples of how people are reducing their waste will then become an incentive to think of ways to change their habits in order to reduce their impact on the environment.

### 3. Activity Details

#### 3.1. Learning Objectives

The main purposes of the lesson are related to environmental education, therefore, the linguistic content has been reduced to lexis found in the reading text and the video to scaffold the written and oral comprehension activities.

#### Language objectives:

- to learn or revise vocabulary related to reducing waste (agriculture, bin, food waste, leftovers, zero waste).
- to understand the main information from an adapted written text



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- to extract detailed information from an adapted written text
- to understand the main information from a video
- to express their opinions on the topic
- to make suggestions

### **Environmental objectives:**

- to be aware of the waste we produce
- to know ways and practices to reduce waste
- to adopt environmentally friendly practices: reducing the waste we produce

### **3.2. Target Skills & Competences**

- Language Skills: reading and listening for general understanding, reading and listening to extract specific information, exchanging opinions orally, making suggestions both orally and in writing.
- Linguistic Focus: Pronunciation and fluency
- Environmental Competences: Awareness, Critical Thinking, Sustainable Practices.

### **3.3. Resources, Materials & Media**

- Printed/Handouts: Reading practice handout about reducing waste in a restaurant and Fast-finishers handout
- Digital Resources: Computer, internet access, projector, screen, speakers
- Audio-Visual Materials: *Youtube* video about reducing waste in a restaurant
- Links:
  - Reading practice handout about reducing waste in a restaurant: [The restaurant with no bin.pdf](#)



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- *Youtube* video about reducing waste in a restaurant:  
<https://www.youtube.com/watch?v=jPBe6wZKjuE>
- Fast-finishers handouts:
  - <https://www.esl-lounge.com/student/key/key-076-reading-multiple-choice.php>
  - <https://www.trinitycollege.com/resource?id=6813>

#### 4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials/Resources
Warm-up / Lead-in	5 min	The teacher writes the two questions from the warmer exercise on the board: “What’s the best meal you’ve ever eaten? Why did you like it?” and “How important is it for you to know where your food comes	Students talk in pairs, answer the questions and say it aloud when asked.	Communicative approach, brainstorming, remembering.  Asking an open-ended question.  The teacher writes two questions on the board: “What’s the best meal you’ve ever eaten? Why did you like it?” and  “How important is it	Board, pen or chalk.  Reading practice handout about reducing waste in a restaurant.



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		<p>from?” and asks the students to answer in pairs.</p> <p>The teacher asks the students randomly to say their answers, emphasizing the second one.</p>		<p>for you to know where your food comes from?” and asks the students to answer in pairs.</p> <p>Then the students answer aloud when asked by the teacher.</p>	
Pre-Task / Input – Pre-reading	8 min	<p>The teacher explains the exercise about vocabulary “key words”.</p> <p>Then the teacher distributes the handout, gives students some time to do the</p>	<p>Students do the exercise individually and compare their answers with a classmate.</p> <p>Right after, they will say their answers when asked by the teacher when correcting the exercise.</p>	<p>First, the teacher explains the exercise “key words”, where students have to match the words with their definitions. Students work individually.</p> <p>Then, the students compare their</p>	<p>Reading practice handout about reducing waste in a restaurant.</p>



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		<p>exercise individually. They compare their answers with a peer before the teacher checks the answers with the whole group.</p>		<p>answers with one or two classmates (according to the grouping arrangement).</p> <p>Finally, the students will share their answers with the rest of the class while the teacher corrects aloud.</p> <p>Inferring, deducing, associating, matching, then sharing with peers.</p>	
Main Task (Part 1) Reading	10 min	The teacher asks the students to read a paragraph each (if possible) from the text, helping	Students read aloud the paragraph.	Students read aloud 2 or 3 lines each (if possible).  Once the text is fully read, the teacher asks if they understand the	Reading practice handout about reducing waste in a restaurant



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		<p>the students who are reading (if necessary).</p> <p>When they finish, the teacher asks the class if there are any words or expressions they didn't understand, and checks pronunciation.</p>		<p>text and if there are any words they do not know.</p> <p>The teacher works on the particular words clarifying with synonyms, miming or showing the object.</p>	
Main Task (Part 2) - - reading comprehension activities	7 min	<p>The teacher asks the students to individually answer the 3 questions about the text and compare their answers with the classmate next to them</p>	<p>Students do the exercises on reading comprehension, individually and then compare their answers with peers.</p> <p>Students will be called individually</p>	<p>Students are told to individually answer 3 multiple choice questions on the handout about the text they just read aloud.</p> <p>Finally, they help the</p>	<p>Reading practice handout about reducing waste in a restaurant</p>



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		<p>before checking the answers with the whole group.</p> <p>* the teacher may ask them to show in the text the piece of information which supports their answers.</p>	<p>to contribute to the exercise correction by saying their answers aloud.</p>	<p>teacher correct the exercise.</p>	
Post-Task / Voc/Grammar	6 min	<p>The teacher asks the students to do the next 2 exercises on phrasal verbs.</p> <p>The teacher checks the answers with the</p>	<p>The students do the next 2 exercises on phrasal verbs from the handout individually, then compare their answers with a colleague and share</p>	<p>The students do the next 2 exercises on phrasal verbs from the handout individually, then compare their answers with a colleague and share with the</p>	<p>Reading practice handout about reducing waste in a restaurant</p>



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		whole group.	with the rest of the class.	rest of the class.	
Post-reading	8 min	The teacher asks the students (in pairs or trios) to discuss the questions: “Would you like to eat at a restaurant like Baldío? Why or why not?”	The students freely answer the question asked by the teacher.	The teacher asks the students (in pairs or trios) to discuss the questions: “Would you like to eat at a restaurant like Baldío? Why or why not?”  The students freely answer the question asked by the teacher.	Reading practice handout about reducing waste in a restaurant
Speaking	10 min	The teacher asks the students to sit in trios or pairs to do the oral exercise titled “in your own words”.	Students organise themselves in pairs or trios and share their answers with the whole group.	Communicative approach.  Students in pairs or trios create a list of five ideas on how to make their kitchen and cooking	Reading practice handout about reducing waste in a restaurant, board, pen or chalk.



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		The teacher circulates among the groups collecting samples of their oral production.		more sustainable.	
Feedback (oral production)	4 min	The teacher writes on the board some of the sentences or structures from the collected material and then asks the students to help her to correct the sentences on the board.	Students in their groups discuss, analyse the sentences on the board, and then suggest adjustments to the teacher.	A way of raising their awareness of their own mistakes without exposing the student who made the mistake. Grammar, spelling and word order will be checked.	Board, pen or chalk.
Pre-Listening/Watching	3 min	The teacher tells the students:“Now, we are going to watch a short film	The students pay attention to the question they will answer after	Communicative approach, brainstorming. Life skills: reflecting on your actions	Board, pen or chalk.



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		about the restaurant Baldío. I want you to tell us”, and boards the question - What did you like the most about this restaurant?”	watching the video.	and their effect on the environment	
Listening/Watching	6 min	The teacher plays the video, checks students understanding and in checks the answers.	Students watch the video and answer the questions in pairs. Then they share their answers with the whole group.	Students watch a video about the restaurant Baldío which works with zero waste, answer the question in pairs and then share their answers with the whole group.	<i>Youtube</i> video about the restaurant Baldío.  Computer, speakers, projector.
Post- watching	8 min	The teacher asks students: “What other things does	Students answer the questions.	Communicative approach.  Life skills: reflecting on	



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		she suggest to reduce waste?” “Which of those ideas for reducing waste would you adopt?”		your actions and their effect on the environment	
Wrap-up & Homework	4 min	The teacher gives instructions for the homework – to write a list of things they can do to reduce the food waste at home and asks the whole group 1 or 2 CCQs (content-check questions) - some examples – the teacher is free to adapt.	The students answer the teacher’s questions	Students are asked to produce a written text for homework about reducing food waste at home. The teacher will collect the students’ writing in a later class for assessment	Board, pen or chalk.



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		<p>Do you have homework or not? (Yes)</p> <p>What do you have to do? (to write a list of actions to reduce food waste)</p> <p>When do you have to bring it to me? (next class)</p> <p>Are you doing it individually or in groups? (individually )</p>			
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## 5. Differentiation & Inclusion

- If there are dyslexic students: the font will be dyslexia-friendly, bigger line spacing.
- Reading line by line helps learners with dyslexia and reading difficulties to focus and understand the written text.
- If there are fast-finishers, they could start drafting their writing or they can be given the extra handout to work on their own.

## 6. Assessment & Evaluation

- Reading comprehension assessment

	<b>Excellent (2.5 pts)</b>	<b>Good (2 pts)</b>	<b>Fair (1.5pts)</b>	<b>Poor (1 pt)</b>
<b>Reading Comprehension</b>	The student demonstrates a clear and complete understanding of the main ideas and key details in the text.	The student shows a good understanding of the main ideas. They understood most of the text but may have missed one or two specific details.	The student shows a basic understanding of some main ideas (e.g., knows it's about the environment) but struggles with specific details and the differences between the three Rs.	The student has significant difficulty understanding the main ideas of the text. The connection between the answers and the text is often unclear.
<b>Accuracy of Answers</b>	The student answered all questions correctly. Answers are not only	The student answered most questions correctly. Any mistakes are minor and do not reflect	The student answered some questions correctly. Answers indicate a	The student was unable to provide correct answers. Responses may be incorrect,



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	correct but also neatly written and easy to read.	a major misunderstanding.	partial or developing understanding.	irrelevant, or left blank.
<b>Task Completion</b>	The student completed all sections of the activity diligently. Work is tidy, and there is clear evidence that they checked their answers for accuracy.	The student completed the entire activity. The work is complete, though it may contain careless errors that reviewing could have caught.	The student completed only part of the activity. They may have skipped questions they found challenging or rushed through the task.	The student did not complete the activity. A significant portion of the worksheet is blank, indicating a lack of engagement or understanding.

- Listening comprehension assessment

	<b>Excellent (2.5 pts)</b>	<b>Good (2 pts)</b>	<b>Fair (1.5pts)</b>	<b>Poor (1 pt)</b>
<b>Listening comprehension</b>	The student accurately identified the main topic and key pieces of information	The student identified the main topic and most key information correctly, with only minor misunderstandings.	The student understood the general topic but missed several key points or identified an	The student was unable to identify the main topic or any key information from the listening.



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			incorrect main idea.	
<b>Accuracy of Answers</b>	The student answered the question correctly.	The student answered the question correctly but with minor errors.	The student answered the question correctly but with many errors.	The student was unable to provide a correct answer. Responses are largely incorrect or did not answer.

- Speaking assessment

	<b>Excellent (2.5 pts)</b>	<b>Good (2 pts)</b>	<b>Fair (1.5pts)</b>	<b>Poor (1 pt)</b>
<b>Pronunciation, clarity</b>	Pronounces all words correctly and speaks clearly.	Pronounces most of the words correctly and speaks clearly.	Speaks clearly; mispronounces some words.	Difficult to understand, is struggling or mispronounces most words.
<b>Intonation, expression</b>	The student keeps the required tone. Does not overdo it or exaggerate.	Adequate tone most of the time. Does not overdo it or exaggerate.	Adequate tone some of the time. Occasionally does sound monotone, artificial or	Rarely adequate tone Does sound monotone, artificial or exaggerated



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	Does not sound monotone or artificial	Does not sound monotone or artificial	exaggerated	
<b>Vocabulary</b>	The student accurately used key vocabulary from the lesson (e.g., reduce, reuse, recycle, plastic bottle, paper).	The student used some relevant vocabulary. There are a few errors, but the intended meaning is still clear.	The student used very basic or repetitive vocabulary. Errors are frequent and may make some words difficult to understand.	The student's vocabulary use is limited to single words or memorized phrases. Errors prevent understanding.
<b>Grammar and Sentence Structure</b>	The student used simple structures (e.g., "I can reuse...") correctly. Sentences are complete and follow basic Subject-Verb-Object order.	The student used simple structures with minor errors that do not obscure the meaning. There are some mistakes in word order.	The student's sentences contain significant grammatical errors (e.g., incorrect verb forms, missing subjects) that make the message difficult to understand.	The student was unable to form a complete sentence.

- Writing assessment

	<b>Excellent (2.5 pts)</b>	<b>Good (2 pts)</b>	<b>Fair (1.5pts)</b>	<b>Poor (1 pt)</b>
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<b>Content</b>	The student successfully followed all instructions. All sentences are on-topic, clearly related to reducing, reusing, or recycling, and create a complete response.	The student followed the instructions. Most sentences are on-topic, but one may be vague or only partially related to the prompt.	The student attempted the task but may have written fewer sentences, or the content is very basic and does not fully address the prompt.	The student did not complete the task. The writing is off-topic, incomprehensible, or consists of only single words copied from the text.
<b>Vocabulary and Spelling</b>	The student accurately used key vocabulary from the lesson (e.g., reduce, reuse, recycle, plastic bottle, paper). Spelling is mostly correct and does not hinder understanding.	The student used some relevant vocabulary. There are a few spelling errors, but the intended meaning is still clear.	The student used very basic or repetitive vocabulary. Spelling errors are frequent and may make some words difficult to understand.	The student's vocabulary use is limited to single words or memorized phrases. Spelling errors prevent understanding.
<b>Grammar and Sentence Structure</b>	The student used simple structures (e.g., "I can reuse...") correctly. Sentences are	The student used simple structures with minor errors that do not obscure the meaning. There	The student's sentences contain significant grammatical errors (e.g.,	The student was unable to form a complete sentence. The writing may be a list of words without structure.



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	complete and follow basic Subject-Verb-Object order. Punctuation (capital letters, full stops) is mostly correct.	are some mistakes in punctuation or word order.	incorrect verb forms, missing subjects) that make the message difficult to understand. Punctuation is largely absent or incorrect.	
<b>Clarity</b>	The student's writing is very easy to read and understand. The work is neat, and it is evident that care and effort were taken.	The student's writing is understandable. The handwriting is legible, and an attempt was made to produce a good final product.	The student's writing is difficult to read due to handwriting or organisation. The message is unclear despite effort.	The student's writing is illegible or shows minimal effort. It is very challenging to decipher.

## 7. Sustainability & Follow-Up

- Create a space for the exchange of books, clothes, books... within the school (i.e. in some regions in Spain there is an initiative to provide free second-hand textbooks [https://www.educa.jcyl.es/es/becas\\_alumnado/programa-gratuidad-libros-texto-releo-plus](https://www.educa.jcyl.es/es/becas_alumnado/programa-gratuidad-libros-texto-releo-plus)) so that the need to buy new books is reduced.
- Creation of a webpage about reducing waste tactics in the town, including apps like *Too good to go*, Secondhand shops, ecofriendly shops...
- Invite a visitor to the class who works at an eco-friendly shop where customers bring their own containers.



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## 8. References / Sources

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