



ECOLINGUA

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

Activity Plan 2 – B1 Level

General Information

- **Partner Institution:** BAUN
- **Country:** Turkey
- **CEFR Level:** B1
- **Activity Number:** Act2
- **Title of Activity:** *Green Transport Debate*

2. Strategy Statement

This activity develops students’ ability to **argue, compare, and give reasons** while exploring the topic of **transport and sustainability**. Learners will discuss different modes of transport, their impact on the environment, and personal choices. Through a **structured classroom debate**, students practice **modals (must, should, have to)**, comparatives and superlatives, and persuasive language (*In my opinion, I believe, We must choose...*). This activity encourages both language fluency and critical thinking about mobility and climate change.

3. Activity Details

3.1. Learning Objectives

- *Language:* Students will express opinions, compare transport modes, and give arguments using modals and opinion phrases.
- *Environmental:* Students will evaluate eco vs. non-eco transport options and suggest sustainable solutions.

3.2. Target Skills & Competences

- *Language Skills:* Speaking, Listening, Writing, Reading
- *Linguistic Focus:* Modals of obligation (*must, should, have to*), comparatives (*faster, cleaner, cheaper*), opinion phrases (*I think, In my opinion*)



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- *Environmental Competences*: Awareness of sustainable mobility, critical reflection on transport choices

3.3. Resources, Materials & Media

- *Printed/Handouts*: Transport fact cards (bike, bus, car, train, airplane)
- *Digital Resources*: Short video on public transport and pollution
- *Audio-Visual Materials*: Charts comparing CO₂ emissions per transport mode
- *Realia*: Toy vehicles or pictures

4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials
Warm-up / Lead-in	5 min	Show CO ₂ chart of car vs. bike, ask: "Which is better? Why?"	Give short answers	Visual inquiry	Chart
Pre-Task / Input	10 min	Teach/review vocabulary: pollution, emissions, public transport, fuel, eco-friendly	Match words to pictures	CLIL	Flashcards
Main Task (Part 1)	15 min	Divide class into two groups: "Cars are better" vs. "Public transport is better." Provide fact cards.	Groups prepare 3 arguments each	Debate prep, cooperative learning	Worksheets
Main Task (Part 2)	10 min	Run debate: Groups take turns presenting and defending arguments.	Speak, respond, give reasons	CLT, debate method	Debate cards
Post-Task / Reflection	5 min	Discuss: "What transport should we use more in our city?"	Share ideas	Reflection	Class discussion



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Wrap-up & Homework	5 min	Homework: Write a short opinion essay (120 words): <i>“The best transport for my city is...”</i>	Present in next lesson	Writing	Paper
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5. Differentiation & Inclusion

- Provide weaker learners with sentence starters (*“I think ___ is better because ___.”*).
- Stronger learners use comparatives and multiple reasons (*“Trains are faster and cleaner than cars.”*).
- Allow quieter students to take roles as note-takers or presenters in group work.

6. Assessment & Evaluation

- Teacher evaluates debate performance (clarity, use of language, relevance of arguments).
- Peer voting for “best argument” motivates engagement.
- Homework essay graded for structure and eco-awareness.

7. Sustainability & Follow-Up

- Create a class “Eco-Transport Charter” with rules (e.g., “We will walk or bike for short trips”).
- Encourage participation in local car-free day or bike-to-school event.

8. Suggested Vocabulary

- **Transport words:** car, bus, train, airplane, bike, emissions, fuel, eco-friendly
- **Structures:**
 - *“In my opinion, ___ is better because ___.”*
 - *“Cars are faster, but they are more polluting.”*
 - *“We should use public transport to reduce emissions.”*

9. Games & Links

- **Game:** *Transport Ranking Race* – Students rank transport from best to worst for the planet.



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- **Game:** *Find Someone Who...* – Students ask: “Do you go to school by bus?” and collect answers.
- **Links:**
 - European Mobility Week – Schools
 - BBC Bitesize – Sustainable Transport

10. Strategy and Suggested Methodology

This activity applies **debate and opinion-giving strategies** with a sustainability focus:

- **Debate Pedagogy (Bygate, 1987):** Encourages persuasive speaking, negotiation of meaning, and fluency.
- **Communicative Language Teaching (Littlewood, 2004):** Emphasizes authentic interaction through opinion exchange.
- **Task-Based Learning (Ellis, 2003):** Preparing and presenting arguments is a real communicative task.
- **CLIL (Coyle, Hood, & Marsh, 2010):** Environmental transport content is learned through English, boosting motivation.
- **Sustainability Education (Sterling, 2001):** Encourages critical thinking about real mobility choices and eco-action.
- **Methodological Strategies Applied:**
 - *Scaffolding* with sentence starters and fact cards.
 - *Peer collaboration* in debate groups supports learning in Vygotsky’s (1978) **ZPD**.



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