



ECOLINGUA

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

Activity Plan 2 – B2 Level

General Information

- **Partner Institution:** BAUN
- **Country:** Turkey
- **CEFR Level:** B2
- **Activity Number:** Act2
- **Title of Activity:** *Designing a Sustainable Lifestyle*

2. Strategy Statement

At B2 level, students can handle **extended discussions, problem-solving, and speculative language**. This activity challenges learners to analyze their current lifestyle habits (food, transport, energy, shopping), identify which are sustainable or unsustainable, and design a **“One-Week Eco-Lifestyle Challenge.”** Learners will use **modals of advice/necessity, conditionals, and persuasive language** in both group discussions and final presentations.

3. Activity Details

3.1. Learning Objectives

- *Language:* Students will discuss habits, negotiate solutions, and present an ecolifestyle plan using advanced language structures.
- *Environmental:* Students will reflect on personal habits and design feasible changes to reduce their environmental impact.

3.2. Target Skills & Competences

- *Language Skills:* Speaking, Listening, Reading, Writing
- *Linguistic Focus:* Modals (*must, should, have to, ought to*), conditionals (*If we change..., we will reduce...*), persuasive structures (*It is essential to..., The best way is...*)
- *Environmental Competences:* Critical reflection on lifestyle choices, action planning for sustainability



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3.3. Resources, Materials & Media

- *Printed/Handouts*: Lifestyle checklists (food, transport, energy, shopping)
- *Digital Resources*: Short video about sustainable living tips (3–4 min)
- *Audio-Visual Materials*: Posters with eco vs. non-eco habits
- *Realia*: Examples of eco-products (cloth bag, reusable bottle)

4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials
Warm-up / Lead-in	5 min	Ask: “What do you do every day that is eco-friendly?”	Share short examples	Inquiry	Class discussion
Pre-Task / Input	10 min	Provide lifestyle checklist, teach key phrases (<i>ecofriendly, carbon footprint, sustainable, renewable</i>)	Tick eco vs. non-eco habits	CLIL	Worksheets
Main Task (Part 1)	15 min	Groups analyze their checklist results and discuss: “Which habits should we change?”	Negotiate and suggest changes	Cooperative learning	Checklists
Main Task (Part 2)	15 min	Groups design a “One-Week Eco-Lifestyle Challenge” (3 actions, slogan, expected result)	Write and prepare miniposter	Project-based	Poster paper
Post-Task / Reflection	10 min	Groups present challenges to the class	Present, listen, ask questions	CLT, peer learning	Posters



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Wrap-up & Homework	5 min	Homework: Write a 200–220 word essay “ <i>How I will make my lifestyle more sustainable.</i> ”	Submit next lesson	Writing	Paper
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5. Differentiation & Inclusion

- Provide weaker learners with ready-made sentence frames (“*We should use ___ instead of ___.*”).
- Encourage stronger learners to expand with conditionals (“*If people stop using cars, we will reduce air pollution.*”).
- Group tasks allow different roles (writer, presenter, designer) to ensure participation.

6. Assessment & Evaluation

- Teacher checklist for correct use of modals and conditionals.
- Peer voting: “Most practical eco-lifestyle challenge.”
- Homework essay graded for organization, argument strength, and eco-awareness.

7. Sustainability & Follow-Up

- Try one of the student-designed eco-challenges as a whole class for one week.
- Post results (reflections, pictures) on the school eco-board or website.

8. Suggested Vocabulary

- **Lifestyle words:** footprint, eco-friendly, renewable, sustainable, waste, reduce, conserve
- **Structures:**
 - o “*We must reduce our carbon footprint by...*”
 - o “*The best way to save energy is...*”
 - o “*If we change our diet, we will...*”

9. Games & Links

- **Game:** *Eco-Lifestyle Bingo* – Students tick sustainable habits they already do.
- **Game:** *Slogan Challenge* – Groups create a catchy eco-slogan in 2 minutes.
- **Links:**
 - o [UN – Sustainable Living Tips](#)
 - o WWF – How to Live Sustainably



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10. Strategy and Suggested Methodology

This activity integrates **reflective practice and project-based learning** at B2 level:

- **Project-Based Learning (Thomas, 2000):** Creating lifestyle challenges motivates learners through action-oriented projects.
- **Task-Based Learning (Ellis, 2003):** Group discussions and presentations are real-life communicative tasks.
- **Communicative Language Teaching (Littlewood, 2004):** Focus on persuasive language and negotiation of meaning.
- **CLIL (Coyle, Hood, & Marsh, 2010):** Combines sustainability knowledge with English learning.
- **Sustainability Education (Tilbury, 1995):** Encourages students to take responsibility for their own impact.
- **Methodological Strategies Applied:**
 - *Scaffolding* with checklists, sentence starters, and visuals.
 - *Multimodal input* (videos, posters, eco-products) supports retention (Paivio, 1991).
 - *Gamification* (slogan challenge, eco-bingo) adds engagement (Dörnyei, 2001).
 - *Collaborative learning* builds team-based problem-solving (Vygotsky, 1978).



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