

ERASMUS+ KA220-SCH · 2024-2026

Teacher Toolkit for A1 Level Learners

Integrating Ecology, Climate, and Sustainability into English Language Teaching

PROJECT NUMBER

2024-1-TR01-KA220-SCH-000245616

CEFR LEVEL

A1 (Primary & Lower-Secondary)

WORK PACKAGE

WP2 — Activity Plans

ACTIVITIES

11 classroom-ready plans

FOREWORD

Welcome to *EcoLingua*

This Teacher Toolkit has been developed within the framework of the **EcoLingua Project** (Erasmus+ KA220-SCH), a 24-month collaborative initiative coordinated by Balıkesir University in Turkey with partner institutions in Spain, Italy, Lithuania, and Turkey. Its central ambition is to

integrate ecological, climate, and sustainability content into English language teaching at the beginner (A1 CEFR) level.

The eleven activity plans gathered in this toolkit represent genuine classroom-ready designs contributed by teachers and teacher educators from five European countries. Each plan reflects a distinct institutional context — primary schools, secondary classrooms, and university-based teacher training — yet all are united by a shared conviction: that even at the earliest stages of language learning, children and young people can begin to develop both communicative competence and environmental responsibility.

A learner who says **"Turn off the tap"** or **"The fish lives in the sea"** is simultaneously practising an imperative form, acquiring a concrete noun, and developing an environmental disposition. The cognitive and linguistic demands are modest; the environmental payoff is significant.

— Partner Institutions

Balıkesir University (BAUN)

Turkey · Coordinating Institution

Gaziantep University (GAUN)

Turkey

Özlüce Anatolian Imam Hatip High School

Turkey

University of Burgos

Spain

University of Rome Tor Vergata

Italy

Vilnius University

Lithuania

NOTE ON SCOPE

All activities are designed for CEFR A1 learners. The Lithuania activities target A1+ learners aged 13–15 and involve slightly more advanced language production (Past Simple, frequency adverbs). All other activities are suited to primary-age learners aged 6–12.

How to Use *This Toolkit*

This toolkit is designed to serve multiple audiences and multiple purposes. Whether you are a primary teacher looking for a ready-to-use 45-minute lesson, a teacher trainer seeking to illustrate the integration of CLIL and environmental education, or a curriculum coordinator building a thematic unit, you will find materials here that can be adapted to your needs.

— Four Ways to Use This Toolkit

1

Standalone Lesson

Select one activity from Section 4. Use the Lesson Sequence Planner (Section 3) as your structural guide. Choose 2–3 games from the Games Bank (Section 8) to reinforce vocabulary. Consult the Vocabulary Bank (Section 7) for pre-teaching.

2

Thematic Mini-Unit (2–3 lessons)

Chain 2–4 activities with a shared environmental theme. Use the Vocabulary Bank to pre-teach cross-cutting words. Apply the Observation Checklist across all lessons in the unit.

3

Full Eco-Week (5 lessons)

Select activities from 4–5 different themes. Begin with My Green Classroom or Save Water as a lesson-1 anchor. Close the week with a project (poster, market, mural) drawing on multiple activities.

4

Teacher Training Resource

Use Section 2 (Methodological Framework) as a theoretical reading. Assign partner activities for micro-teaching practice. Use the Assessment Tools as a

framework for feedback on trainee lessons.

— Recommended Thematic Sequences

THEME	RECOMMENDED ACTIVITIES	APPROX. DURATION
Water Conservation	Save Water, Save Life (BAUN) + Don't Waste a Drop! (Italy)	2 lessons
Recycling & Waste	My Green Classroom (Özlüce AIHL) + Sing, Play and Recycle! (Italy) + Is It Rubbish? (Spain)	2–3 lessons
Animals & Nature	Eco-Animal Friends (GAUN) + Ten-Word Story (Lithuania)	2 lessons
Sustainable Mobility	Eco-Transport Adventure (BAUN) + My Green Day (Lithuania)	2 lessons
Eco-Consumption	The Green Market (GAUN) + Weather and Clothes (Özlüce AIHL)	2 lessons
Full Eco-Unit	Any 4–5 activities, sequenced from simple to complex	1 week

ADAPTATION PRINCIPLE

Approximate timings should be treated as guides rather than rigid prescriptions. The vocabulary banks can be drawn upon selectively

depending on learner age, curriculum priorities, and available class time. Differentiation strategies have been mapped to four learner profiles — combine them as your class requires.

SECTION 1

Partner Activities *at a Glance*

The eleven activities below were contributed by five partner institutions. Each activity is approximately 40–50 minutes in length. The table offers a rapid comparative overview to assist in selection and sequencing.

ACTIVITY TITLE	PARTNER	COUNTRY	ECO THEME	KEY LANGUAGE FOCUS	MAIN METHOD(S)
Save Water, Save Life	BAUN · Act 5		Water Conservation	Daily routine verbs, Imperatives	TPR Role-play
Eco-Transport Adventure	BAUN · Act 6		Sustainable Transport	Transport vocab, Q&A structures	Board game CLIL
Eco-Animal Friends	GAUN · Act 3		Biodiversity & Habitats	Animal/habitat vocab, Simple Present	Storytelling CLIL
The Green Market	GAUN · Act 4		Sustainable Consumption	Food vocabulary, Functional phrases	Role-play Simulation
My Green Classroom	Özlüce AIHL · Act 1		Recycling & Energy Saving	Classroom objects, Imperatives	CLIL TBL
Weather & Clothes	Özlüce AIHL · Act 2		Sustainable Fashion	Weather, clothing vocabulary	IBL CLIL

ACTIVITY TITLE	PARTNER	COUNTRY	ECO THEME	KEY LANGUAGE FOCUS	MAIN METHOD(S)
for the Planet					
Is It Rubbish?	Univ. Burgos · Act 1		Reduce, Reuse, Recycle (3Rs)	3R vocabulary, Modal can	CLIL PBL
Sing, Play and Recycle!	Univ. Rome · Act 1		Recycling Habits	Recycling materials, Imperatives	Music TPR TBL
Don't Waste a Drop of Water!	Univ. Rome · Act 2		Water Conservation	Imperatives, water-saving phrases	CLIL TBL Storytelling
Ten-Word Story	Vilnius Univ. · Act 1		Ecology & Community	Past Simple, Prepositions	TBL AI-enhanced
My Green Day	Vilnius Univ. · Act 2		Daily Eco-Habits	Present Simple, Frequency adverbs	CLIL PBL Gamification

Note on the Lithuania activities: Ten-Word Story and My Green Day are designed for CEFR A1+ learners aged 13–15 and involve more complex output (Past Simple, Fishbone analysis, eco-promises poster). All other activities target primary learners aged 6–12.

SECTION 2

Core Methodological Framework

All activities are grounded in a coherent, research-informed methodological framework. A common assumption in language teaching is that environmental topics are too conceptually complex for beginners. The activities in this toolkit demonstrate otherwise: at A1 level, environmental content does not require sophisticated language — it requires carefully selected vocabulary embedded in authentic, meaningful contexts.

Environmental topics belong naturally to the experiential world of young learners. Water, animals, food, weather, and everyday objects are all familiar regardless of cultural background. This familiarity means that content knowledge does not need to be constructed from scratch; it only needs to be activated and then labelled in English.

— Theoretical Foundations

CLIL

Content & Language Integrated Learning

Coyle, Hood & Marsh, 2010

Environmental content is taught through English, giving language learning a meaningful purpose. Students gain subject knowledge and language skills simultaneously, increasing motivation and retention.

Usage: Central to all 11 activities — the primary pedagogical framework of EcoLingua.

TPR

Total Physical Response
Asher, 1977

Students respond to teacher commands with physical actions. Movement reinforces comprehension and aids memory, particularly effective with A1 and very young learners.

Usage: *Save Water (BAUN), Sing & Sort (Italy), My Green Day (Lithuania), Weather & Clothes (Özlüce AIHL).*

TBL

Task-Based Learning
Ellis, 2003

Students complete real-world communicative tasks (sorting bins, role-playing a market). The task itself drives language use rather than isolated grammar practice.

Usage: *All activities include at least one main task. Central to My Green Classroom (Özlüce AIHL) and Don't Waste a Drop (Italy).*

CLT

Communicative Language
Teaching
Littlewood, 2004

The focus is on meaningful communication rather than grammatical accuracy. Students use language for genuine purposes — buying, describing, asking, reporting.

Usage: *Eco-Transport Adventure, The Green Market, Is It Rubbish? (Spain).*

PBL

Project-Based Learning
Thomas, 2000

Students collaborate on a project with a tangible outcome: a poster, a class market, or a Green Habits chart. Projects extend learning beyond the individual lesson.

Usage: *The Green Market (GAUN), Is It Rubbish? (Spain), Green Promises Poster (Lithuania).*

IBL

Inquiry-Based Learning
Dewey, 1938; Bruner, 1961

Students investigate a question or problem, construct their own understanding, and arrive at conclusions through guided discovery. Links well with environmental critical thinking.

Usage: *Eco-Transport Adventure (BAUN), Weather & Clothes (Özlüce AIHL), Ten-Word Story (Lithuania).*

Game-Based Learning /
Gamification

Dörnyei, 2001; Wright et al., 2006

Incorporating game elements (competition, rules, points) into language tasks reduces anxiety, increases engagement, and reinforces vocabulary through repetition in a low-stakes context.

Usage: *Eco-Transport Board Game, Market Bingo, Simon Says – Green Version, Recycle Relay.*

ZPD

Scaffolding / Zone of Proximal
Development

Vygotsky, 1978

Temporary support structures (sentence starters, word banks, gestures, visuals) help learners operate at a higher level than they could independently, gradually removed as competence grows.

Usage: *Embedded in all activities through sentence frames, flashcards, and teacher modelling.*

— The Role of Multimodal Input

Across all eleven activities, multimodal input is a consistent feature: flashcards, realia, videos, songs, gestures, drawings, and games are deployed alongside spoken and written text. This reflects **Paivio's (1991) Dual Coding Theory**, which holds that information processed through both verbal and non-verbal channels is more deeply encoded in memory. For A1 learners with limited English literacy, visual and kinaesthetic channels are often the primary routes to comprehension, making multimodal design not merely enriching but pedagogically necessary.

— Ecological Competence as a Learning Outcome

Beyond language skills, the EcoLingua framework recognises **ecological competence** — awareness, critical thinking, and action-readiness regarding environmental issues — as a legitimate learning outcome. This aligns with the UNESCO (2017) framework for Education for Sustainable Development and the European **GreenComp** sustainability competence framework (Joint Research Centre, 2022). Teachers are encouraged to treat the environmental dimension of each lesson not as supplementary enrichment but as a co-equal objective alongside language learning goals.

Lesson Sequence Planner

The generic sequence below is derived from the common structural logic shared by all eleven activities. Each activity follows this five- to six-stage progression. Teachers may use this template as a planning scaffold, substituting specific content and vocabulary as appropriate. Total lesson duration: approximately 40–45 minutes.

STAGE	TIME	TEACHER ACTIONS	STUDENT ACTIONS	METHOD / APPROACH	PEDAGOGICAL TIP
Warm-up / Lead-in	5 min	Use realia or a visual to activate prior knowledge. Ask one open question related to the eco-theme.	Identify objects, answer with single words or short phrases. Share prior knowledge.	Brainstorming, TPR, Visual prompts	
Pre-Task / Input	10 min	Introduce target vocabulary with flashcards, gestures, and repetition. Use a short video if available.	Repeat, match words to pictures, mime actions. Engage with multimodal input.	CLIL, Scaffolding, Dual Coding Theory (Paivio, 1991)	

Main Task — Part 1	10 min	Set up the communicative task. Model language with a sentence frame or dialogue. Circulate and monitor.	Practise in pairs or groups using the sentence frame. Attempt production.	<i>TBL, CLT, Role play</i>
Main Task — Part 2	10 min	Extend the task: introduce a game, simulation, or creative output. Increase learner autonomy.	Apply language in a more open context; produce at least one original sentence independently.	<i>Gamification, Cooperative learning</i>
Post-Task / Reflection	5 min	Ask a reflection question: "What can we do to help the planet?" Invite 3–5 responses. Write on board.	Share one eco-action or sentence with the class. Connect language to personal behaviour.	<i>Guided reflection, Class sharing</i>
Wrap-up & Homework	5 min	Summarise key vocabulary. Assign a drawing or writing task for home. Preview next	Repeat target vocabulary; note homework task. Connect lesson to home environment.	<i>Project-based learning, Family engagement</i>

lesson
theme.

⌚ **TIMING NOTE**

For shorter class periods, the Warm-up and Wrap-up can be condensed to 3 minutes each. For longer periods, the Main Task stages can be extended by incorporating a game from the Games Bank (Section 8). The Reflection stage should **never** be shortened — it is the most cognitively valuable part of the lesson.

Thematic Activity Summaries

1

Water Conservation

BAUN · Turkey Act 5 ▼	
LANGUAGE OBJECT TPR Role play Use daily routine verbs in simple sentences; produce imperative structures.	METHODS TPR (Asher, 1968) CLT (Littlewood, 1980)

GAMES

TPR Water Game; Water Drop Relay

HOMEWORK

Draw one eco



LANGUAGE OBJECTIVES

Understand and produce imperative forms; write short sentences using a writing frame.

CLIL, TBL, Storytelling

METHODS

CLIL, TBL, Storytelling (video), cooperative learning

DIGITAL RESOURCE

YouTube: "Cussly Learns To Save Water" — ChuChu TV

HOMEWORK

"Me as a Water Guardian" (drawing, personal water conservation plan)

Özlüce AIHL · Turkey

Act 1



CLIL · TBL

KEY VOCABULARY

book, pen,
paper, bottle,
bag, bin;
recycle, save,
turn off, use
again, clean

ENVIRONMENTAL
MESSAGE

Sustainable
habits
begin in
the
classroom
— sorting
waste and
saving
energy are
daily
actions
every
learner can
take.

CORE
SENTENCE
FRAMES

"Put it in
the
bin." /
"Turn off
the
light." /
"Close
the
door." /
"Recycle
paper." /
"Please
___ the
light."

GAMES

Recycle Relay;
Simon Says —
Green Version

METHODS

CLIL, TBL (Ellis,
2003), CLT
(Littlewood, 2004),
Vygotsky
scaffolding (1978),
Tilbury
Environmental
Education (1995)

IMPLEMENTATION NOTES

Prepare two
labelled bins
(paper and
plastic) and
use actual
classroom
objects as
realia. Simon
Says — Green
Version is a
highly
efficient
warm-up for
imperative
practice.
Display
student-made
'Green
Classroom
Posters'
permanently
on the
classroom
wall to sustain

environmental
awareness
daily.



KEY VOCABULARY

paper, plastic,
glass, can;
recycle, sort,
throw away, bin,
blue/yellow/green

SDG
LINK**SDG****13:**

Climate
Action

CORE
SENTENCE
FRAMES

*"This is
paper." /
"Recycle
bottles!" /
"Don't
throw it
away!" /
"Recycle
___!"*

DIGITAL RESOURCE

YouTube:
"Recycle | Jack
Hartmann" (Earth
Day Song for
Kids)

GAMES

Recycle Relay
Sorting
Game; Sing &
Sort (bin-
sorting
during song)

IMPLEMENTATION
NOTES

The colour-
coded bin
system (blue
= paper,
yellow =
plastic,
green =
glass) is
intuitive and
memorable.
The relay
game works
best with
objects in a
central pile.
Self-
assessment
via thumbs
up/middle/
down is
quick and
inclusive.

The Jack
Hartmann
'Recycle'
song is
freely
available on
YouTube —
play it 2-3
times for
choral
participation.



KEY VOCABULARY

reduce, reuse,
recycle, plastic
bottle, paper,
rubbish bin,
throw away,
can, battery

ENVIRONMENTAL
MESSAGE

The three Rs
(Reduce,
Reuse,
Recycle)
provide a
concrete
framework for
environmental
action at
home and
school; linked
to the UN
2030 Agenda.

CORE
SENTENCE
FRAMES

*"How can
you
reduce...?" /
"How can
you
reuse...?" /
"What can
you
recycle?" /
"I can reuse
this bottle."*

ASSESSMENT

Detailed rubrics for listening, reading aloud, and writing — Excellent / Good / Fair / Poor (1–2.5 pts)

REFERENCE

British Council 3Rs worksheet;
YouTube: "Next Generation Science — Reduce, Reuse, Recycle"

IMPLEMENTATION NOTES

Preparation of a box of realia (plastic bottles, old clothes, used paper) is essential.

Collaboration with science teachers

prior to the English lesson significantly improves outcomes. Include dyslexia-friendly fonts on all printed materials. The 'Turning Rubbish into Art' follow-up project creates excellent

cross-
curricular links
with visual
arts. Contains
the most
detailed
rubric-based
assessment
framework in
the toolkit.

BAUN · Turkey

Act 6



Board Game · CLIL · IBL

KEY VOCABULARY

car, bus, bike,
train, airplane,
walk; eco-
friendly,
polluting,
green,
sustainable

ENVIRONMENTAL
MESSAGE

Transport
choices have
environmental
consequences;
greener
options reduce
emissions and
protect air
quality.

CORE
SENTENCE
FRAMES

*"How do
you go to
school?" /
"I go by
bus." /
"The bus
is
green." /
"Bike is
good for
the
planet."*

Eco-Transport
Board Game;
Find Someone
Who...

Create a classroom
'Eco-Transport Chart'
tracking students'
weekly travel
choices.

The Eco-
Transport
Board
Game is
the central
motivating
activity —
prepare
dice and
tokens in
advance.
The 'Find
Someone
Who...'
game
works well
as a post-
game
speaking
task to
sustain
production.
An
animated
video on
transport
and
pollution
(pre-task)
generates
excellent
discussion
during the
reflection
stage.

GAUN · Turkey

Act 3



Storytelling · CLIL

KEY VOCABULARY

dog, cat, fish,
bird, frog,
dolphin; forest,
sea, sky, river,
habitat, protect

ENVIRONMENTAL
MESSAGE

Animals
depend on
their
natural
habitats;
biodiversity
is fragile
and worth
protecting
through
individual
and
collective
action.

CORE
SENTENCE
FRAMES

*"The bird
lives in
the
sky." /
"The fish
lives in
the
sea." /
"Don't
throw
plastic." /
"Plant
trees."*

Eco-Charades;
Animal Habitat
Match

Class mural of
animals and
habitats; 'Save the
Animals' poster
campaign in school.

Toy animals
or soft toys
significantly
enhance the
warm-up
and
storytelling
stages. The
collaborative
story-
building task
is
particularly
effective:
begin the
narrative
yourself
(‘One day
the animals
needed
help...’) and
invite
students to
add one
sentence
each. The
Eco-
Charades
game
sustains
energy
effectively.

GAUN · Turkey

Act 4



Role-play · PBL · Simulation

KEY VOCABULARY

apple, banana,
orange,
tomato,
cucumber,
carrot; basket,
cloth bag,
plastic bag,
local

ENVIRONMENTAL
MESSAGE

Sustainable
shopping
reduces
plastic
waste;
choosing
local
produce
lowers
carbon
footprint.

CORE
SENTENCE
FRAMES

*"I want
an apple,
please." /
"Here
you
are." /
"Thank
you." /
"Cloth
bag is
good." /
"How
much is
the
apple?"*

GAMES

Market Bingo;
Eco-Bag
Challenge

FOLLOW-UP

Organise a school
'Plastic-Free
Shopping Day';
encourage students

IMPLEMENTATION
NOTES

Set up
classroom
stalls with
real or toy

to bring reusable
bags at home.

produce and
eco-friendly
bags. Eco-
friendly bags
(or paper
bags) used
as props
reinforce the
sustainability
message
tangibly.
Market Bingo
is a highly
efficient pre-
task for
vocabulary
introduction.
The Eco-Bag
Challenge
game works
well as an
extension for
faster
learners.

Özlüce AIHL · Turkey

Act 2



IBL · CLIL

KEY VOCABULARY

sun, rain,
snow, windy,
hot, cold; hat,
T-shirt, coat,
boots,
raincoat,
gloves, cotton

ENVIRONMENTAL MESSAGE

Fast fashion is
environmentally
costly; choosing
natural, durable
fibres such as
cotton is an
eco-friendly
daily choice.

CORE SENTENCE FRAMES

*"It is
hot." /
"I wear
a
hat." /
"Cotton
T-shirt
is
good." /
"This is
good
for the
planet."*

GAMES

Weather Clothes
Bingo; Dress the
Eco-Doll

FOLLOW-UP

'Green Fashion Day'
where students wear
eco-friendly clothing;
classroom eco-
clothes wall.

IMPLEMENTATION NOTES

The eco vs.
non-eco
clothes
contrast
(cotton vs.
synthetic
material) is
simple but
conceptually
effective.
Dress the
Eco-Doll is a
popular and
memorable
closure
activity.
Display the
'Eco-Clothes
Wall' of
student
drawings as
a classroom
reference
that extends

the lesson
beyond its
45-minute
boundary.

Daily Eco-Routines (A1+, ages 13-15)

Vilnius University · Lithuania

Act 1 · A1+



TBL · AI-enhanced

ENVIRONMENTAL MESSAGE

Community spaces reflect environmental behaviour; individuals can identify pro

ASSESSMENT FOCUS

Adjective-noun collocations; verb-adverb collocations; accurate Past Simple; gro

SECTION 5

Differentiation & *Inclusion*

Effective differentiation is not a supplementary layer added to a lesson plan — it is an integral part of the design. Across all eleven activities, differentiation is achieved through four overlapping mechanisms: **input scaffolding** (adjusting support provided), **output scaffolding** (adjusting expected response), **task structure** (collaborative vs. individual formats), and **time management** (flexible pacing).

Weaker / Beginner Learners

- › Provide sentence starters and word banks alongside every task
- › Use visuals, gestures, and realia as primary scaffolding tools
- › Allow responses using single words before expecting full sentences
- › Pair with a stronger learner for peer-assisted production
- › Use picture-based worksheets in place of text-heavy handouts
- › Limit target vocabulary items per lesson to five or fewer

Average / On-Target Learners

- › Expect production of basic sentence frames independently
- › Introduce one extension question per main task
- › Assign pair-reporting tasks (e.g., "My partner always recycles.")
- › Encourage self-correction through peer checking activities

Stronger / Advanced Learners

- › Extend sentences with additional information ('I go by bus because it is green.')
- › Ask comparative or evaluative questions ('Which is better and why?')
- › Invite them to lead group reporting back to the class
- › Offer fast-finisher tasks: writing a second sentence, labelling a poster
- › Encourage use of additional eco-vocabulary beyond the lesson set

Learners with Special Educational Needs Universal Access

- › Use dyslexia-friendly fonts and increased line spacing on printed materials
- › Allow oral responses, drawing, or physical demonstration instead of writing
- › Provide additional processing time for all tasks
- › Seat the student near the teacher for closer monitoring and support
- › Use choral repetition to reduce individual performance anxiety
- › Allow L1 use for collaborative discussion and planning where necessary

— Universal Design Principles



Always display target vocabulary with an accompanying image, even for stronger learners.



Use a consistent physical routine for introducing new vocabulary:
show → say → repeat → gesture.



Offer at least one task element that does not require writing (drawing, acting, pointing, speaking).



Allow L1 use for collaborative discussion and planning, even if the output is in English.



Celebrate all attempts, not only accurate production — especially important at A1 level.

SECTION 6

Assessment *Tools*

Assessment in EcoLingua activities is primarily **formative**: its purpose is to inform teaching decisions and provide learners with timely feedback, not to rank or grade. The instruments below have been designed to be low-burden for the teacher and informative for planning. Use them selectively — not every instrument needs to be used in every lesson.

Complete per student or group. E = Excellent · G = Good · D = Developing · N = Not yet

- ☐ Recognises and says target vocabulary words
- ☐ Uses simple sentences correctly (e.g., "I go by bus.")
- ☐ Responds to teacher instructions in English
- ☐ Participates in role-play / game activities
- ☐ Names at least one eco-friendly action
- ☐ Shows understanding of the environmental concept
- ☐ Attempts to use new vocabulary independently
- ☐ Engages respectfully in group/ pair work

Students tick their emoji response.
Takes 3 minutes at lesson end.

I can name at least 5 eco-words from today.



I can say a simple sentence about an eco-action.



I know one way to help the environment today.



I can tell my family one thing I learned today.



— Peer Evaluation Prompt

After a pair or group speaking task, ask students to respond to the following about their partner. At A1 level, conduct this orally or with visual yes/no cues (thumbs up/down). Written peer evaluation is suitable only for older A1+ learners (Lithuania activities).

*Did your partner say a sentence in English? **Yes / No***

*Did your partner name an eco-action? **Yes / No***

*Was your partner kind and helpful during the activity? **Yes / No***

— Assessment Note — Spain Activity

The University of Burgos activity (*Is It Rubbish?*) includes the most comprehensive assessment rubrics in the toolkit — covering **listening comprehension, reading aloud, reading comprehension, writing, and task completion**, each rated on a 4-level scale (Excellent / Good / Fair / Poor, 1–2.5 pts). Teachers may adapt these rubrics for use with any activity in the toolkit where written or spoken production warrants more formal feedback.

Vocabulary & *Language Banks*

The vocabulary below is consolidated from all eleven activities, organised by theme. Use this bank to prepare flashcards, word walls, vocabulary games (bingo grids), or pre-teaching exercises. **Do not introduce all vocabulary from a single column in one lesson** — select five to eight items appropriate to learner age and lesson focus.

— High-Frequency Eco-Action Verbs

These verbs recur across multiple activities and constitute the productive core of the EcoLingua A1 lexicon. Prioritise these in vocabulary instruction.

recycle	save	reuse	reduce	protect
turn off	walk	plant	clean up	care for

— Thematic Vocabulary Bank

THEME	CORE VOCABULARY	SAMPLE SENTENCES
Water & Daily Routines	brush, wash, drink, turn off, open, close, tap, save, cup, shower, teeth	"I brush my teeth." / "Turn off the tap." / "Save water!"
Transport	car, bus, bike, train, airplane, walk, ride, drive, green, eco-friendly	"I go by bus." / "I go by bike." / "The bus is green."
Animals & Habitats	dog, cat, fish, bird, frog, dolphin, forest, sea, sky, river, habitat, protect	"The bird lives in the sky." / "The fish lives in the sea."

THEME	CORE VOCABULARY	SAMPLE SENTENCES
Food & Shopping	apple, banana, orange, tomato, cucumber, carrot, basket, cloth bag, plastic, local	"I want an apple, please." / "Here you are." / "Cloth bag is good."
Classroom & Recycling	book, pen, paper, bottle, bin, recycle, save, turn off, use again, plastic, glass, can	"Recycle paper." / "Turn off the light." / "Put it in the bin."
Weather & Clothes	sun, rain, snow, windy, hot, cold, hat, T-shirt, coat, boots, raincoat, gloves, cotton	"It is hot." / "I wear a hat." / "This is good for the planet."
Eco-Habits & Routines	recycle, reuse, reduce, save, protect, plant, walk, turn off, waste, clean up, care for	"I always recycle." / "I sometimes walk to school." / "I never waste water."

— Key Sentence Structures at A1 Level

STRUCTURE	EXAMPLE(S)
Imperatives (eco-commands)	<i>Turn off the tap. / Put it in the bin. / Recycle paper!</i>
Simple Present (habits)	<i>I always recycle. / I sometimes walk to school. / I never waste water.</i>
'Lives in' — habitats	<i>The bird lives in the sky. / The fish lives in the sea.</i>
Functional shopping phrases	<i>I want an apple, please. / Here you are. / Thank you. / You're welcome.</i>
Weather + clothing	<i>It is hot. / I wear a hat. / Cotton is good for the planet.</i>
Modal 'can' — 3Rs	<i>I can reuse this bottle. / We can save water. / You can recycle paper.</i>
Travel Q&A	

STRUCTURE	EXAMPLE(S)
	<i>How do you go to school? / I go by bus. / The bike is green.</i>

SECTION 8

Games & *Activities* Bank

Games are not peripheral to language learning — at A1 level, they are often the primary site of productive language use. All games below fulfil three criteria: they **require language production** (not merely recognition); they can be prepared and run **without specialist equipment**; and they **involve all learners**, including those with limited proficiency. Any game may be used with any activity where vocabulary and structural demands are compatible.

IMPLEMENTATION PRINCIPLE

Always demonstrate a game before students play it. For competitive games (relays, bingo), ensure all students understand the rules before the activity begins. Frame competition constructively — emphasise participation and language production rather than winning.

TPR Water Game

5–10 min

BAUN · Turkey

Teacher calls out eco-actions; students physically perform them (e.g., 'Turn off the tap!'). Ideal for water-saving vocabulary reinforcement.

Listening

Speaking

Kinesthetic

Water Drop Relay

5–10 min

BAUN · Turkey

Students pass a paper water drop and each says one eco-action before passing it on. Builds oral fluency in a cooperative format.

Speaking

Cooperation

Eco-Transport Board Game

10–15 min

BAUN · Turkey

Roll dice, land on a transport image, say a sentence about it, and discuss whether it is eco-friendly. Prepare dice and tokens in advance.

Speaking

Critical Thinking

Find Someone Who...

8-10 min

BAUN · Turkey

Students circulate asking 'Do you go by bus?' and find classmates who match. Practises question forms and transport vocabulary.

Speaking

Listening

Eco-Charades

5-8 min

GAUN · Turkey

Students act like an animal; others guess. Integrates animal vocabulary with embodied, kinesthetic learning. High energy, low language demand.

Speaking

Vocabulary

Animal Habitat Match

5-8 min

GAUN · Turkey

Students race to place animal flashcards on the correct habitat poster (forest, sea, sky). Reinforces habitat vocabulary with movement.

Reading

Speaking

Market Bingo

8-10 min

GAUN · Turkey

Teacher calls out fruit and vegetable names; students cover items on their bingo sheets. Efficient and engaging for food vocabulary.

Listening

Vocabulary

Eco-Bag Challenge

5-8 min

GAUN · Turkey

Students sort shopping items into 'plastic bag' or 'eco-bag' categories. Builds vocabulary and sustainability awareness simultaneously.

Critical Thinking

Speaking

Recycle Relay

5-10 min

Özlüce AIHL · Turkey

Two teams race to place objects in the correct recycling bin. Combines physical movement with vocabulary recall and team competition.

Speaking

Kinesthetic

Simon Says — Green Version

5-8 min

Özlüce AIHL · Turkey

Classic Simon Says with eco-imperatives: 'Simon says: Turn off the light!' Practises imperatives and active listening.

Listening

Speaking

Weather Clothes Bingo

8-10 min

Özlüce AIHL · Turkey

Teacher describes weather (e.g., 'It's rainy'); students cover the matching clothing image on their bingo card.

Listening

Vocabulary

Dress the Eco-Doll

8-12 min

Özlüce AIHL · Turkey

Teams dress a paper doll in eco-friendly clothes according to weather cards. Integrates weather, clothing, and sustainability in one task.

Speaking

Teamwork

3Rs Realia Brainstorm

8-10 min

Univ. Burgos · Spain

Teacher shows objects from a box; students decide: 'Does this go in the bin?'
Activates prior knowledge and 3Rs vocabulary naturally.

Speaking

Critical Thinking

Sing & Sort (Jack Hartmann)

10-15 min

Univ. Rome · Italy

Students sing the 'Recycle' song, then physically sort realia into colour-coded bins. Music reinforces vocabulary recall through rhythm.

Listening

Speaking

Kinesthetic

Recycle Relay Sorting

10 min

Univ. Rome · Italy

Two teams race to sort mixed objects into correct recycling bins, shouting 'Recycle ___!' as they go. High energy and language production.

Speaking

Cooperation

Ten-Word Eco-Story

25-30 min

Vilnius Univ. · Lithuania

Each student uses all ten ecology-related words to build a collaborative narrative about an environmental event in their community. Two-lesson format.

Speaking

Writing

Critical Thinking

Green Day Promises Poster

15 min

Vilnius Univ. · Lithuania

Groups create a poster of their weekly eco-habits using Present Simple and frequency adverbs. Displayed in class as a commitment device.

Writing

Speaking

Collaboration

Cross-Partner *Best Practices*

Reading the eleven activities as a coherent corpus reveals consistent pedagogical patterns that cut across national and institutional contexts. These observations, distilled below, represent the collective professional wisdom of the EcoLingua partnership and offer guidance for teachers implementing activities outside their original design context.

— Seven Key Observations

1 The Warm-up as Environmental Activation. In every activity, the warm-up does dual work: it activates prior language knowledge and surfaces learners' existing understanding of the environmental theme. Asking 'What goes to the rubbish bin in your house?' (Spain) or 'What is the weather today?' (Özlüce AIHL) before formal instruction begins is an act of needs assessment — it tells the teacher what vocabulary and environmental awareness learners already possess.

2 The Power of Realia at A1 Level. Every partner who used realia — actual plastic bottles, baskets, clothing items, toothbrushes, toy vehicles — reported stronger learner engagement and faster vocabulary retention. At A1 level, where learners cannot yet rely on verbal explanation to construct meaning, the tangible object is often the most efficient pedagogical tool available. Build and reuse a small realia kit for each thematic area.

3 Role-Play and Simulation as Safe Communication Spaces. Activities incorporating role-play allow learners to practise language in a low-stakes context where errors are expected and unthreatening. The deliberate **eco vs. non-eco contrast** within role-plays — a

technique used consistently across partner activities — generates evaluative discussion without requiring complex language.

4 Music, Movement, and Memory. The Italian activity (Sing, Play and Recycle!) and the Özlüce AIHL activities demonstrate the mnemonic power of combining physical movement with spoken language. Songs and chants have a well-documented role in vocabulary acquisition — the rhythmic repetition that music requires is neurologically distinct from ordinary verbal rehearsal and supports deeper encoding. Where recommended videos are unavailable, create simple classroom chants from the vocabulary banks.

5 Assessment as a Natural Part of the Lesson. Several activities — particularly those from Spain, Italy, and Lithuania — embed assessment instruments directly within lesson stages. Teacher observation checklists, thumbs up/down self-assessment, and peer checking during sorting games all constitute legitimate assessment practices. Teachers should resist the tendency to undervalue these tools relative to paper-based tests.

6 The Sustainability of Eco-Habits Beyond the Classroom. Whether a follow-up takes the form of a homework drawing task, a class poster displayed in the corridor, a family challenge, or a school-wide event, these actions are the mechanism by which classroom language learning is converted into environmental behaviour change. Plan at least **one visible, community-facing follow-up** for each thematic unit.

7 SDG Integration as a Coherent Framework. The Italian activities explicitly map content to United Nations Sustainable Development Goals (SDG 6: Clean Water; SDG 13: Climate Action). Making the SDG connection visible — even through a simple poster on the classroom wall — places learners' local, everyday eco-actions within a global framework and supports the systems thinking central to sustainability competence.

— Summary Checklist — Best Practices



Always pair new vocabulary with a visual or physical gesture.



Use realia wherever possible — real objects are more memorable than pictures alone.



Plan the warm-up as an environmental activation, not just a language routine.



Include at least one game or physical activity in every lesson.



Use the eco vs. non-eco contrast as a stimulus for evaluative discussion.



Make differentiation visible: weaker learners should see their word banks and frames.



Plan at least one follow-up that reaches beyond the classroom.



Link your activity to an SDG — even one line on the board is sufficient.



Treat teacher observation as legitimate and valuable assessment data.



Never shorten the reflection stage — it is the most cognitively valuable part of the lesson.

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EcoLingua Project

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CEFR A2 · ELEMENTARY · TEACHER TOOLKIT

Greening the *Elementary* English Classroom

A practical toolkit of eleven A2-level activity plans that integrate environmental sustainability into English language teaching — developed and piloted by all six EcoLingua partner institutions across Türkiye, Spain, Italy, and Lithuania.

11 activity plans

6 partner institutions

4 countries

6 Sustainable Development Goals

About This Toolkit

This is the A2-level volume in the EcoLingua teacher toolkit series, following the A1 collection. At A2, learners move beyond naming and single words into short connected sentences: they describe routines with frequency adverbs, compare options, give simple reasons with *because*, and make suggestions with *should*. The eleven activities harness these emerging structures to talk about water, transport, animals, shopping, school, waste, forests, and daily habits.

Every activity was contributed by a partner institution and piloted in real classrooms, pairing an environmental theme with a clear, age-appropriate language focus and a hands-on task.

Partner Institutions

Balıkesir University (BAUN)

Coordinator · Türkiye · Activities 1 & 2

Gaziantep University (GAUN)

Partner · Türkiye · Activities 3 & 4

Özlüce Anatolian Imam Hatip High School

Partner · Türkiye · Activities 5 & 6

University of Burgos

Partner · Spain · Activity 7

University of Rome Tor Vergata

Partner · Italy · Activities 8 & 9

Vilnius University

Partner · Lithuania · Activities 10 & 11

All six project partners contributed A2 activities. This volume compiles the eleven A2 activities developed and piloted within the project; the same structure can accommodate further activities as they are added.

How to Use This Toolkit

Every activity plan follows the same predictable structure, so you can move between them quickly and adapt them to your own A2 classes.

The Structure of Each Activity Plan

In Section 4, each of the eleven activities opens as an expandable panel with a consistent sequence: a **language and environmental objective** pair, an **at-a-glance strip** (partner, time, skills, SDG), a **stage-by-stage procedure** with timings, the **target vocabulary and structures**, the **games and tasks** used, and **follow-up** notes.

A Few Working Principles

- **Sentences, not just words.** A2 is where learners start joining words into short sentences — give them frames ("*I always...*", "*The bike is better than...*", "*We should...*") and let them build.
- **Content first, language through it.** The environmental theme gives a real reason to speak; the target structure is the tool that makes it possible.
- **Keep it active.** Surveys, role-plays, board games, and sorting tasks turn practice into participation. Protect the speaking and doing time.
- **Adapt freely.** Timings, groupings, and homework are suggestions — a starting point for your own classes, not a script.

Activities at a Glance

All eleven A2-level activities, organised by partner institution and linked to their primary Sustainable Development Goal. Each is 50–60 minutes unless noted.

#	Activity	Partner	Ecological Theme	Language Focus	SDG
1	Save Water, Save the Future	BAUN · Türkiye	Water conservation	Frequency adverbs · Simple Present	SDG 6
2	Eco-Transport Choices	BAUN · Türkiye	Sustainable mobility	Comparative adjectives · Q&A	SDG 11
3	Protect the Animals, Protect the Planet	GAUN · Türkiye	Biodiversity & wildlife	Present Simple · <i>because</i>	SDG 15
4	Green Shopping Choices	GAUN · Türkiye	Sustainable consumption	<i>prefer / would like</i> · comparatives	SDG 12
5	Our Eco-Friendly School	Özlüce AIHL · Türkiye	School sustainability	<i>should</i> + infinitive	SDG 4 · 13
6	A Day in My Eco-Life	Özlüce AIHL · Türkiye	Eco-habits & routines	Simple Present · frequency adverbs	SDG 13
7	Zero Waste	Burgos · Spain	Waste reduction	Opinions · phrasal verbs (reading)	SDG 12
8	Let's Act to Protect the Environment!	Tor Vergata · Italy	Climate action	<i>should / I think</i> · suggestions	SDG 13

#	Activity	Partner	Ecological Theme	Language Focus	SDG
9	Deforestation & Climate Change	Tor Vergata · Italy	Forests & climate	Imperatives · modals · slogans	SDG 13 · 15
10	Round the Corner	Vilnius · Lithuania	Sustainable shopping	Comparatives · linking words	SDG 12
11	Sorting for a Greener Future	Vilnius · Lithuania	Recycling & waste	Modals: <i>can</i> / <i>have to</i>	SDG 12

Range across the eleven. The set spans six SDGs and every partner country, moving from personal daily habits (water, routines, shopping) to shared systems (school, waste, forests) — recycling a core A2 grammar of frequency adverbs, comparatives, and *should* across widening contexts.

Methodological Framework

The A2 activities share a common, research-informed foundation. Understanding it helps you adapt the plans while keeping their intent intact.

Core Approaches

CLIL

Content and Language Integrated Learning: environmental content is taught through English, giving language a real purpose and building subject knowledge and language together.

Task-Based Learning

Real communicative tasks — a survey, a market role-play, a recycling sort — drive language use rather than isolated grammar drills.

Project-Based Learning

Collaborative outcomes (a pledge poster, an eco-school poster, a class charter) connect language to sustainability and extend learning beyond one lesson.

Gamification

Board games, bingo, relays, and quizzes lower anxiety and reinforce vocabulary through repetition in a low-stakes, motivating context.

Scaffolding

Sentence frames, word banks, visuals, and gestures let learners operate above their independent level; support is removed gradually as confidence grows.

GreenComp

Activities develop sustainability competences — systems thinking, critical thinking, and personal agency — from the European sustainability competence framework.

The A2 Language Profile

At A2, learners handle short, connected sentences on familiar topics. The toolkit foregrounds the structures that make this possible:

- **Frequency adverbs & Simple Present:** *I always turn off the tap. / I sometimes walk to school.*
- **Comparative adjectives:** *The bike is cheaper and cleaner than the car.*
- **Cause with *because*:** *Plastic is bad because turtles eat it.*
- **Suggestions with *should*:** *We should recycle paper. / We should plant trees.*
- **Modals *can* / *have to*:** *You can recycle bottles. You have to clean jars.*

Why this matters. These forms let learners move from labelling the environment to describing their habits, comparing choices, and suggesting action — the defining step of the A2 level.

Lesson Sequence Planner

A generic six-stage sequence shared by all eleven activities, plus suggested thematic pairings. Each activity also stands alone.

The Shared Lesson Shape

5 min**Warm-up / Lead-in**

A visual, realia, or a single open question activates prior language and surfaces what learners already know about the theme.

10 min**Pre-Task / Input**

Target vocabulary is introduced with flashcards, gestures, and repetition; each new word is paired with an image.

15 min**Main Task • Part 1**

Learners practise the target structure in pairs or groups using a sentence frame or dialogue.

10 min**Main Task • Part 2**

A game, simulation, or creative product extends the task and opens up freer production.

5 min**Post-Task / Reflection**

A reflection question ("*Which eco-action is easy/hard for you? Why?*") turns language into personal eco-awareness.

5 min**Wrap-up & Homework**

Key vocabulary is summarised; an accessible writing or drawing task consolidates learning at home.

Suggested Thematic Pairings

Theme	Activities	Duration
Water & daily habits	Save Water (1) + A Day in My Eco-Life (6)	2 lessons
Waste & recycling	Zero Waste (7) + Sorting for a Greener Future (11)	2 lessons
Consumption	Green Shopping (4) + Round the Corner (10)	2–4 lessons
Nature & climate	Protect the Animals (3) + Deforestation (9)	2 lessons
Action & agency	Our Eco-Friendly School (5) + Let's Act! (8)	2 lessons

Activity Plans

All eleven A2 activities in full. Click any panel to expand its complete plan — objectives, procedure, target language, games, and follow-up.

1

Save Water, Save the Future

BAUN · Türkiye – 50 min – SDG 6

**Partner:** Balıkesir University (BAUN)**Time:** 50 min**Listening · Speaking · Writing****SDG 6:** Clean Water

LANGUAGE OBJECTIVE

Describe daily routines with frequency adverbs (always, usually, sometimes, never) in Simple Present; create a Water-Saving Pledge poster.

ENVIRONMENTAL OBJECTIVE

Identify water-wasting behaviours, suggest alternatives, and make a personal commitment through a collaborative pledge.

Procedure

5 min

Warm-up

Mime brushing teeth with the tap running; ask "Is this good or bad?" Learners answer with gestures and short phrases.

10 min

Input

Teach eco-phrases with flashcards: "Turn off the tap", "Use a cup", "Save water"; learners repeat and act out.

15 min

Main Task 1

Teach sentence frames; learners write 3-5 eco-routine sentences and share with a partner.

10 min

Main Task 2

Groups design and present a Water-Saving Pledge poster.

5 min

Reflection + HW

"Which eco-action is easy/hard for you? Why?" Homework: a diary entry using frequency adverbs.

Target Language

Vocabulary: brush teeth, wash hands, take a shower, turn off the tap, use a cup, save water; always, usually, sometimes, never · **Structures:** "I always turn off the tap." / "I never waste water." / "We should save water." / "It is easy/hard to ____."

Games & Follow-up

Water Relay (pass a water drop, say an eco-action) · **Eco-Sort** (good/bad for water). Follow-up: display the pledge and track water-saving for a week on a class chart.

**Partner:** Balıkesir University (BAUN)**Time:** 50 min**Speaking · Listening · Reading · Writing****SDG 11:** Sustainable Cities**LANGUAGE OBJECTIVE**

Ask and answer questions about transport; make comparisons with comparative adjectives (better, cheaper, cleaner, faster, safer).

ENVIRONMENTAL OBJECTIVE

Identify eco-friendly transport, explain why some modes are better for the planet, and reflect on personal travel habits.

Procedure

5 min

Warm-up

Flashcards (bus, bike, car, walk): "Which is better for the planet?" — "Bike is better." / "Car is bad because it pollutes."

10 min

Input

Transport words + comparatives; model "A bike is cheaper than a car."

15 min

Main Task 1

Model "How do you usually go to school?"; learners run a class survey and fill in a sheet.

10 min

Main Task 2

Eco-Transport Board Game: land on a transport square, make a comparative sentence.

5 min

Reflection + HW

Discuss survey results: "Which is most eco-friendly?" Homework: 5 sentences comparing transport modes in your town.

Target Language

Vocabulary: car, bus, bike, train, airplane, walk / on foot; better, cheaper, cleaner, faster, safer · **Structures:** "I usually go by bus." / "The bike is better than the car." / "Going by bike is cheaper and cleaner."

Games & Follow-up

Eco-Transport Board Game · Find Someone Who... Follow-up: a "How We Travel to School" chart; a one-week walking/cycling challenge.

Partner: Gaziantep University (GAUN)

Time: 50 min

Reading · Speaking · Writing · Listening

SDG 15: Life on Land

LANGUAGE OBJECTIVE

Describe animals and explain problems using Present Simple and *because* for cause and effect.

ENVIRONMENTAL OBJECTIVE

Link human actions to animal survival; build empathy for wildlife and awareness of biodiversity loss.

Procedure

5 min

Warm-up

Animal sound clips: "Which animal is this?" Learners guess and name aloud.

10 min

Input

Teach turtle, dolphin, bear, forest, plastic, fire, pollution; match words to flashcard images.

15 min

Main Task 1

Problem pictures: "Plastic is bad for turtles." / "Fire is dangerous because it destroys forests."

10 min

Main Task 2

Groups choose an animal and design an awareness poster or mini-story (3–5 sentences and drawings).

5 min

Reflection + HW

Groups present; peers ask 1–2 questions. Homework: 5 sentences about a favourite animal and how to protect it.

Target Language

Vocabulary: turtle, dolphin, bear, bird, fish, frog, plastic, fire, pollution, hunting, deforestation, endangered · **Structures:** "The turtle lives in the sea." / "Plastic is dangerous for turtles because they eat it." / "We must protect dolphins."

Games & Follow-up

Animal Sound Game · **Eco-Animal Match** (animal → threat) · **Animal Charades**. Follow-up: display posters; organise a "Protect Animals Day."

**Partner:** Gaziantep University (GAUN)**Time:** 50 min**Speaking · Listening · Reading · Writing****SDG 12:** Responsible Consumption**LANGUAGE OBJECTIVE**

Practise shopping dialogues; express preferences with *prefer* / *would like*; compare items (better, cheaper, healthier, more eco-friendly).

ENVIRONMENTAL OBJECTIVE

Make eco-friendly shopping decisions; compare plastic vs. reusable; reflect on the impact of buying habits.

Procedure

5 min

Warm-up

Two bags (plastic vs. cloth): "Which is better for the planet?"

10 min

Input

Teach apple, rice, bottle, cloth bag, plastic bag, local food; categorise eco vs. non-eco.

15 min

Main Task 1

Model and drill a shopping dialogue; learners practise in pairs with role-play cards.

10 min

Main Task 2

Green Supermarket Simulation: buyers/sellers choose eco items and justify choices aloud.

5 min

Reflection + HW

"Local or imported food? Why?" — "Local food is better because it does not travel far." Homework: 5 sentences about eco items you buy.

Target Language

Vocabulary: apple, bread, rice, milk, buy, prefer, plastic bag, cloth bag, local food, imported food · **Structures:** "I would like ____." / "I prefer ____ because ____." / "This is better than ____."

Games & Follow-up

Eco-Shopping Bingo · Shopping Race. Follow-up: a "Plastic-Free Shopping Day"; display eco-shopping posters.

Partner: Özlüce Anatolian Imam Hatip High School**Time:** 50 min**Speaking · Writing · Reading · Listening****SDG 4 · 13:** Quality Education · Climate Action**LANGUAGE OBJECTIVE**

Describe school facilities in Simple Present; make suggestions with *should* + infinitive ("We should recycle paper").

ENVIRONMENTAL OBJECTIVE

Explore how schools reduce waste, save energy, and promote sustainability; connect language to real eco-action.

Procedure

5 min

Warm-up

Two school images (eco vs. not): "Which school is better? Why?" — "It has recycling bins." / "There are solar panels."

10 min

Input

Teach classroom, cafeteria, recycling bin, solar panel, reusable bottle; match words to pictures.

15 min

Main Task 1

Model "We should plant trees in the playground"; groups write 3–4 eco-suggestions with "We should ____".

10 min

Main Task 2

Groups design an "Our Eco-Friendly School" poster with drawings and suggestions.

5 min

Reflection + HW

Groups present; peers give one positive and one suggestion. Homework: 5 sentences on how you can help your school go green.

Target Language

Vocabulary: classroom, library, cafeteria, playground, recycling bin, solar panel, reusable bottle, plant trees · **Structures:** "We should ____." / "Our school has ____." / "Let's ____ to help the planet."

Games & Follow-up

Eco-School Quiz (rapid yes/no) · **Green Treasure Hunt**. Follow-up: display posters in corridors; start a "Green Idea Box."

Partner: Özlüce Anatolian Imam Hatip High School**Time:** 50 min**Speaking · Writing · Listening****SDG 13:** Climate Action**LANGUAGE OBJECTIVE**

Describe daily routines with Simple Present and frequency adverbs; produce an illustrated eco-routine timeline.

ENVIRONMENTAL OBJECTIVE

Understand how small daily actions add up to global sustainability; build personal eco-responsibility through reflection.

Procedure

5 min

Warm-up

"What do you do in the morning?" — "I brush my teeth." / "I go to school by bus."

10 min

Input

Review daily-routine verbs and eco-action collocations; identify the eco-friendly ones.

15 min

Main Task 1

Learners write eco-routine sentences from models and sentence frames.

10 min

Main Task 2

Learners organise sentences into an eco-routine timeline chart.

5 min

Reflection + HW

"It is easy to recycle." / "It is hard to use less water." Homework: 5 sentences about daily eco-actions.

Target Language

Vocabulary: wake up, brush teeth, eat breakfast, go to school, turn off the tap/light, recycle, use a cloth bag, save water, walk or cycle · **Structures:** "I always recycle." / "I sometimes walk to school." / "I never use plastic bags."

Games & Follow-up

Eco-Charades · Green Bingo. Follow-up: display timelines; track eco-actions for a week on a "Green Habits Chart."

Partner: University of Burgos**Time:** 60 min**Reading · Listening · Speaking · Writing****SDG 12:** Responsible Consumption**LANGUAGE OBJECTIVE**

Learn vocabulary (agriculture, bin, food waste, leftovers, zero waste); understand an adapted text and video; express opinions and suggestions.

ENVIRONMENTAL OBJECTIVE

Grasp the scale of food waste; learn practical strategies to reduce it at home and in the community.

Procedure

5 min

Warm-up

"How important is it to know where your food comes from?" Pairs discuss and share.

8 min

Pre-reading

Match key vocabulary with definitions; compare with a peer.

17 min

Reading + Comprehension

Read the adapted text aloud; answer multiple-choice questions; complete two phrasal-verb exercises.

18 min

Discussion + Speaking

"Would you eat at Baldio? Why?" + create "5 ideas for a sustainable kitchen"; share with the class.

4 min

Wrap-up + HW

Homework: write actions to reduce food waste at home.

Target Language

Vocabulary: zero waste, food waste, leftovers, agriculture, bin, reduce, reuse, recycle, sustainable kitchen · **Structures:** "I think we should ____." / "One way to reduce food waste is to ____." / "If we ____, we can save ____."

Access & Follow-up

Dyslexia-friendly font and wider spacing; read line by line. Fast-finishers begin the writing task. Follow-up: a school book/clothing exchange; a class webpage on local waste reduction; a zero-waste guest speaker. **Sources:** CGTN America (restaurant Baldio); OneStopEnglish "The restaurant with no bin."

**Partner:** University of Rome Tor Vergata**Time:** 60 min**Speaking · Writing · Reading · Listening****SDG 13:** Climate Action**LANGUAGE OBJECTIVE**

Describe eco-actions; express opinions and suggestions ("We should...", "I think..."); write short texts and present projects.

ENVIRONMENTAL OBJECTIVE

Understand how individual and collective choices affect the environment; plan sustainable actions at school and home.

Procedure

8 min

Warm-up

Video "10 Ways to Take Care of the Environment": "Which do you already do?"

10 min

Input

Eco-vocabulary; model "We should...", "I think..."; short spoken suggestions in pairs.

12 min

Main Task 1 · Eco-Log

Learners write two eco-actions for today in an Eco-Log (paper or Padlet) and share orally.

20 min

Main Task 2 · Group Project

Groups create a poster, slide, or awareness campaign (Canva/Padlet) and prepare to present.

10 min

Reflection + HW

Gallery Walk + 3-question Kahoot!; vote for best eco-action. Homework: 3-5 sentences on a home eco-action and its impact.

Target Language

Vocabulary: reuse, recycle, save, protect, eco-action, sustainability, climate, reduce, habit, carbon footprint · **Structures:** "We should ____." / "I think ____ is important because ____." / "We can help the planet by ____." / "This week, I will ____."

Games & Follow-up

Kahoot! quiz · **Gallery Walk** peer voting. Digital: YouTube, Padlet, Kahoot!, Canva/Slides. Follow-up: projects displayed; a possible whole-school eco-campaign.

Deforestation & Climate Change: From Awareness to Action

University of Rome Tor Vergata · Italy – 60 min + HW – SDG 13 · 15

Partner: University of Rome Tor Vergata

Time: 60 min + homework

Listening · Speaking · Reading · Writing

SDG 13 · 15: Climate Action · Life on Land

LANGUAGE OBJECTIVE

Acquire vocabulary (forest, cut down, carbon dioxide, habitat, endangered); express ideas through slogans and short speeches with imperatives and modals; write a short solution article.

ENVIRONMENTAL OBJECTIVE

Understand the link between deforestation and climate change; propose community-level sustainable actions.

Procedure

5 min

Warm-up

Mentimeter word cloud: "What do you know about deforestation?"

10 min

Input

Video in sections with vocabulary and guiding questions; learners take notes.

15 min

Main Task 1

Pairs invent a slogan against deforestation and draft a 1-2 minute speech.

15 min

Main Task 2

Groups present; peers vote for the most creative campaign.

10 min

Reflection

"What solutions can we apply in our school/community?" Ideas uploaded to Padlet.

HW

Homework

Write a short article: deforestation, its effects, and solutions.

Target Language

Vocabulary: deforestation, forest, carbon dioxide, habitat, endangered, climate change, sustainable, awareness, solution, campaign · **Structures:** "We must

protect our forests." / "Deforestation causes ___ because ___." / "One solution is to ___." / "Save the trees — save our future!"

Games & Follow-up

Mentimeter word cloud · peer voting for best slogan. Follow-up: a tree-planting event; a Green Day; local awareness posters.

Partner: Vilnius University**Time:** 3 lessons (multi-session)**Speaking · Listening · Reading · Writing****SDG 12:** Responsible Consumption**LANGUAGE OBJECTIVE**

Sustain a simple argument about everyday items; compare and explain opinions using comparatives, Present Simple, and linking words.

ENVIRONMENTAL OBJECTIVE

Make more informed, mindful purchasing choices; evaluate shopping habits; think critically about sustainable consumption.

Procedure**L1 · 15 min****Warm-up**

Sketch a neighbourhood map; mark regular shopping spots; introduce the Product Anatomy checklist.

L2 · 35 min**Research**

Choose a family shopping item, photograph it, research with the checklist and AI/internet, and build a Canva presentation.

L3 · 30 min**Share**

Present mini-research in "shop/street clusters"; one learner summarises the group's findings.

10 min**Analyse**

"How responsibly do we shop?" — pick two positives and one improvement, with reasons.

HW**Homework**

Find an eco-friendly local business; write why it is eco-friendly.

Target Language

Vocabulary: local, imported, packaging, single-use plastic, conflict-free, recyclable, reusable, community, responsible consumer · **Structures:** "This product is made by a local farmer." / "I prefer ___ because it has less plastic." / "This is better for the environment because ___."

Tools & Follow-up

Product Anatomy Checklist (locally made? single-use plastic? recyclable/reusable? animal-tested?) · Canva; online research assistants. Follow-up: extends over a week; cross-subject collaboration amplifies impact.

Partner: Vilnius University

Time: 55 min · A2+

Speaking · Listening · Reading · Writing

SDG 12: Responsible Consumption

LANGUAGE OBJECTIVE

Apply modal verbs (can/can't; have to/don't have to) to describe recycling rules; use waste-sorting vocabulary.

ENVIRONMENTAL OBJECTIVE

Learn what can and cannot be recycled and why; deepen understanding of recycling categories and eco-responsibility.

Procedure

5 min

Warm-up

Hold up a bag of mixed items: "Can we recycle this?" — yes/no short answers.

10 min

Input

Teach modals with recycling examples: "You can recycle bottles." / "You can't recycle pizza boxes." / "You have to clean jars."

15 min

Main Task 1

Groups make a recycling rule for each item using can/can't and have to/don't have to, then write them down.

10 min

Main Task 2

Groups design a mini-poster: "Our Class Recycling Rules."

15 min

Reflection + HW

Each group presents 2–3 rules; class discusses why they matter. Homework: photograph 3 items and write a recycling rule for each.

Target Language

Vocabulary: recycle, rubbish, bin, plastic bottle, glass jar, pizza box, batteries, newspaper, tin can, compost · **Structures:** "You can recycle bottles." / "You can't recycle pizza boxes." / "You have to clean jars before recycling them." / "You don't have to remove the label."

Games & Follow-up

Class Recycling Sort (colour-coded categories) · British Council "Clean and Green" · EcoKids waste-sorting game. Follow-up: place rule posters near bins; monitor class recycling for a week.

Differentiation & Inclusion

A2 classes vary widely in confidence with sentence-level English. These strategies keep every learner producing without lowering the ceiling.

Supporting Developing Learners

- **Keep frames and word banks visible.** Sentence starters ("I always...", "We should...") and picture-supported vocabulary stay on display throughout production.
- **Pair pictures with every word.** Flashcards, gestures, and realia carry meaning for learners still building vocabulary.
- **Accept the message first.** In speaking, reward communication; note recurring errors for a short focus at the end rather than interrupting.
- **Use accessible formats.** Dyslexia-friendly fonts, wider spacing, and line-by-line reading (as in Zero Waste) help every reader.

Extending Stronger Learners

- **Add a reason.** Require a *because*-clause on every sentence.
- **Give a research role.** Have them bring one real fact or local example to the task.
- **Ask for more.** Extend a 3-sentence task to a short paragraph or a spoken mini-presentation.

Inclusion by design. The activities use visuals, movement, games, speaking, and making — so learners with different strengths each find an entry point. Every task can run with printed cards where technology is limited.

Assessment Tools

Assessment across the toolkit is formative and low-stakes: it captures growth in language and eco-awareness as learners speak, make, and reflect.

What to Look For

Speaking

- Uses target structures (frequency adverbs, comparatives, *should*)
- Gives a simple reason with *because*
- Takes part in surveys, role-plays, and games

Writing / Making

- Short, clear sentences on the theme
- Correct target grammar
- Completes the poster, pledge, or chart

Reading / Listening

- Understands short texts and video
- Follows instructions and matches words to pictures

Eco-Awareness

- Names eco-friendly vs. non-eco choices
- Suggests a simple action
- Reflects on personal habits

Built-in Evidence

Each activity produces a natural artefact: a pledge poster, survey chart, awareness poster, eco-school poster, routine timeline, sustainable-kitchen list, campaign, mini-research, or recycling-rules poster. Collected, these form a simple portfolio of A2 environmental English.

Self- & peer-assessment. Gallery walks, peer votes, and quizzes (Kahoot!) double as low-stakes peer feedback. A short exit line — "*One eco-action I will do...*" — closes each lesson.

Vocabulary & Language Banks

Core lexis by theme, with an A2 example sentence modelling the target structure.
Project these during production or hand them out as reference cards.

WATER · ROUTINES

Acts 1 & 6

turn off the tap phr.

stop the water when you don't need it

| *"I always turn off the tap when I brush my teeth."*

save water phr.

use less water

| *"We should save water because it is precious."*

recycle v.

make used things into new things

| *"I always recycle paper and bottles."*

frequency adverbs gram.

always, usually, sometimes, never

| *"I sometimes walk to school."*

comparative gram.

better, cheaper, cleaner, faster

| *"The bike is cleaner than the car."*

cloth bag n.

a reusable bag

| *"A cloth bag is better than a plastic bag."*

local food n.

food grown near you

| *"I prefer local food because it does not travel far."*

packaging n.

the material around a product

| *"This product has less packaging, so it is better."*

endangered adj.

at risk of disappearing

| *"Sea turtles are endangered, so we must protect them."*

deforestation n.

cutting down forests

| *"Deforestation is bad because animals lose their homes."*

climate change n.

long-term change in weather patterns

| *"We should act now to stop climate change."*

eco-action n.

something you do to help the planet

| *"This week I will do one eco-action every day."*

recycling bin n.

a bin for things you can recycle

"Our school has recycling bins in every classroom."

zero waste phr.

making as little rubbish as possible

"One way to go zero waste is to use leftovers."

can / can't modal

is / is not possible or allowed

"You can recycle bottles, but you can't recycle pizza boxes."

have to modal

it is necessary

"You have to clean jars before recycling them."

Shared Functional Language (A2)

Routines: I always / usually / sometimes / never ____ · **Comparing:** ____ is better / cheaper / cleaner than ____ · **Reasons:** ____ because ____ · **Suggestions:** We should ____ / Let's ____ · **Rules:** You can / can't ____ · You have to ____

Games & Activities Bank

The interactive tasks used across the eleven activities, gathered so you can borrow a mechanic for any A2 environmental lesson.

Water Relay

ACT 1 · SAVE WATER

Pass a paper drop; each learner says one water-saving action.

Eco-Transport Board Game

ACT 2 · ECO-TRANSPORT

Land on a transport square and make a comparative sentence.

Animal Sound Game & Charades

ACT 3 · PROTECT THE ANIMALS

Guess and act out animals; match each to its threat.

Green Supermarket Simulation

ACT 4 · GREEN SHOPPING

Role-play buyers and sellers choosing and justifying eco items.

Green Treasure Hunt & Quiz

ACT 5 · ECO-FRIENDLY SCHOOL

Find eco-features around school; rapid yes/no eco-quiz.

Eco-Charades & Green Bingo

ACT 6 · ECO-LIFE

Mime daily eco-actions; cover routine words on a bingo card.

Sustainable Kitchen Ideas

ACT 7 • ZERO WASTE

Brainstorm and share five ideas to cut food waste.

Gallery Walk + Kahoot!

ACT 8 • LET'S ACT!

Vote on projects; quick digital comprehension quiz.

Slogan & Speech Contest

ACT 9 • DEFORESTATION

Invent a slogan and mini-speech; peers vote for the best.

Product Anatomy Research

ACT 10 • ROUND THE CORNER

Investigate a real product against an eco-checklist and present.

Class Recycling Sort

ACT 11 • SORTING

Sort real items into colour-coded recycling categories.

Design principle. Every game ends in language production — a sentence, a rule, a suggestion. The mechanic creates the reason to speak; the target structure is how learners play.

Cross-Partner Best Practices

Recurring principles that made these A2 activities work across different classrooms and countries.

- 1 The warm-up does double work.** One image or question activates prior language and surfaces what learners already know about the theme.
- 2 Every word has a picture.** Pairing vocabulary with images, gestures, and realia carries meaning for A2 learners.
- 3 Give frames, then freedom.** Sentence starters let everyone produce; support is removed gradually.
- 4 Make something.** A poster, pledge, chart, or campaign makes the language visible and raises the stakes.
- 5 Move and play.** Relays, bingo, charades, and board games turn repetition into participation.
- 6 Recycle the grammar.** Frequency adverbs, comparatives, and *should* reappear across activities in new contexts.
- 7 End with action.** Every activity closes by asking *what will you do?* — turning practice into eco-agency.

References & Sources

Frameworks and authentic materials drawn on across the A2 activities.

Frameworks

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Council of Europe. (2020). *Common European Framework of Reference for Languages: Companion volume*. Council of Europe Publishing.

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United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development* (SDGs 4, 6, 11, 12, 13 & 15). United Nations.

Authentic Classroom Sources

CGTN America. *Restaurant "Baldio" and zero-waste cooking*. (Activity 7)

OnestopEnglish. *The restaurant with no bin* (adapted reading). (Activity 7)

Mentimeter, Padlet, Kahoot!, Canva. Digital tools for word clouds, boards, quizzes, and design. (Activities 8, 9 & 10)

Activity authorship. Activities 1 & 2 — Balıkesir University (BAUN, Türkiye); 3 & 4 — Gaziantep University (GAUN, Türkiye); 5 & 6 — Özlüce Anatolian Imam Hatip High School (Türkiye); 7 — University of Burgos (Spain); 8 & 9 — University of Rome Tor Vergata (Italy); 10 & 11 — Vilnius University (Lithuania).



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EcoLingua — Digitally Enhanced Pedagogy for Integrating Environmental Issues into Language Teaching

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CEFR B1 · INTERMEDIATE · TEACHER TOOLKIT

Greening the *Intermediate* English Classroom

A practical toolkit of four B1-level activity plans that integrate environmental sustainability into English language teaching — developed and piloted by EcoLingua partner institutions across Türkiye and Italy.

4 activity plans

3 partner institutions

2 countries

4 Sustainable Development Goals

About This Toolkit

This is the B1-level volume in the EcoLingua teacher toolkit series, following the earlier A1 and A2 collections. Where the A-level toolkits build ecological awareness through concrete, visual, and supported tasks, the B1 toolkit steps up to **discourse-level work**: learners now have enough language to express and justify opinions, compare options, reason about cause and effect, debate, and produce short structured texts on environmental themes.

Each activity was created by a partner institution, piloted in real classrooms, and built around authentic environmental content and a clear language focus. Together they move learners from understanding a problem to arguing a position and planning action.

Partner Institutions

Balıkesir University (BAUN)

Coordinator · Türkiye · Activities 1 & 2

Gaziantep University (GAUN)

Partner · Türkiye · Activity 3

Özlüce Anatolian Imam Hatip High School

Project partner · Türkiye

University of Burgos

Project partner · Spain

University of Rome Tor Vergata

Partner · Italy · Activity 4

Vilnius University

Project partner · Lithuania

A note on scope. This B1 volume compiles the four B1 activities developed and piloted within the project to date. It is designed to expand: as further B1 activities are contributed by partner institutions, they can be added using the same structure and design.

How to Use This Toolkit

Every activity plan in this toolkit follows the same predictable structure, so you can move between them quickly and adapt them to your own classes.

The Structure of Each Activity Plan

In Section 4, each of the four activities opens as an expandable panel. Inside, you will find a consistent sequence: a **language and ecological objective** pair, an **at-a-glance information strip** (partner, time, skills, SDGs), a **stage-by-stage procedure** with suggested timings, the **target vocabulary and structures**, the **interactive games and tasks** used, and **follow-up and assessment** notes.

Reading the Labels

Partner — the institution that authored the activity

~50 min — suggested lesson length

Skill focus — the language skills targeted

SDG — the UN Sustainable Development Goal(s) addressed

A Few Working Principles

- **Content first, language through it.** The environmental theme is the reason to talk; the language points are the tools that make the talk possible. Keep both visible to learners.
- **Scaffold, then release.** Opinion phrases, connectors, and sentence frames are provided so that every learner can produce extended discourse — remove the support gradually as confidence grows.
- **Talk is the outcome.** B1 learners learn by arguing, comparing, and justifying. Protect speaking time; the written homework consolidates what was rehearsed aloud.
- **Adapt freely.** Timings, groupings, and homework are suggestions. Every class is different — the plans are a starting point, not a script.

Activities at a Glance

The four B1 activities in this toolkit, organised by partner institution and linked to their primary Sustainable Development Goal. Each targets CEFR B1 and integrates an environmental theme with a specific language focus.

#	Activity	Partner	Ecological Theme	Language Focus	SDG
1	Water Crisis: What Can We Do?	BAUN · Türkiye	Freshwater scarcity	Modals · cause-effect connectors	SDG 6
2	Green Transport Debate	BAUN · Türkiye	Sustainable mobility	Opinion phrases · comparatives	SDG 11 · 13
3	Sustainable Shopping: Needs vs. Wants	GAUN · Türkiye	Conscious consumption · fast fashion	Opinion · comparatives · cause-effect	SDG 12
4	Be Crea(c)tive for a Sustainable Future	Rome Tor Vergata · Italy	Everyday climate action	should / can · imperatives	SDG 12 · 13

Progression across the four. The set moves from a problem-solution frame (Activity 1) into structured argument and comparison (Activities 2 and 3), and closes with creative, action-oriented production drawn from an authentic UN text (Activity 4). Taught in sequence, they recycle the same core connectors and opinion language in widening contexts.

Methodological Framework

The B1 activities share a common pedagogical foundation. Understanding it helps you adapt the plans while keeping their intent intact.

Core Approaches

CLIL

Content and Language Integrated Learning: environmental content is the vehicle for language, and language is learned in the service of understanding real ecological issues.

Task-Based Learning

Learners work toward a concrete outcome — a debate position, an action plan, a pledge, a class guide — which gives the target language a genuine communicative purpose.

Project & Problem-Based Learning

Activities pose a real problem (water scarcity, transport emissions, overconsumption) and ask learners to reason toward solutions collaboratively.

Cooperative Learning

Pair and group structures distribute talk, build interdependence, and let stronger and developing learners support one another during production.

Sustainability Competence: GreenComp

The activities align with the European Sustainability Competence Framework (GreenComp), particularly its emphasis on **embodying sustainability values**, **envisioning sustainable futures**, and **acting for sustainability**. Learners do not merely read about environmental issues; they take a position and rehearse individual and collective action.

The B1 Language Profile

At B1, learners can produce connected discourse on familiar topics. The toolkit therefore foregrounds the language that makes this possible:

- **Opinion and stance:** *In my opinion... / I believe that... / It seems to me that...*
- **Comparatives and superlatives:** *greener than / more convenient / the most sustainable option*
- **Cause-effect connectors:** *because, so, therefore, as a result*
- **Modals of obligation and possibility:** *must, have to, should, can*
- **Persuasion and imperatives:** *We should... / Let's... / Reduce, reuse, rethink!*

Why this matters. These forms are exactly what learners need to move from naming environmental problems to discussing, debating, and deciding what to do about them — the defining leap of the B1 level.

Lesson Sequence Planner

A suggested order for teaching the four activities as a short thematic unit, with the language each one recycles and extends. Each activity also stands alone.

Suggested Teaching Order

Lesson 1

Water Crisis: What Can We Do? • BAUN

Establish the problem–solution frame and the core toolkit: **modals** (must / have to / should) and **cause-effect connectors** (because, so, therefore). Learners read, analyse data, and build a class action plan.

Lesson 2

Green Transport Debate • BAUN

Add **opinion phrases** and **comparatives** in a structured debate. Learners argue cars vs. public transport, weigh evidence, vote, and co-write an Eco-Transport Charter.

Lesson 3

Sustainable Shopping: Needs vs. Wants • GAUN

Turn the same argument and comparison language on personal consumption and fast fashion. Learners classify, debate buy-new vs. reuse/repair, and make a shopping pledge.

Lesson 4

Be Crea(c)tive for a Sustainable Future • Tor Vergata

Consolidate with creative production from an authentic UN text. Learners use **should / can** and **imperatives** to build a School Guide of everyday climate actions.

Recycled Language Across the Unit

Language point	Introduced	Recycled & extended in
Modals (must / should / have to)	Activity 1	Activities 3 & 4
Cause-effect connectors	Activity 1	Activities 2 & 3

Language point	Introduced	Recycled & extended in
Opinion phrases	Activity 2	Activities 3 & 4
Comparatives	Activity 2	Activity 3
Imperatives for action	Activity 4	—

Activity Plans

The four B1 activities in full. Click any panel to expand its complete plan — objectives, procedure, target language, tasks, and follow-up.

**Partner:** Balıkesir University (BAUN)**Time:** ~50 min**Reading · Speaking · Writing · Listening****SDG 6:** Clean Water & Sanitation**LANGUAGE OBJECTIVE**

Use modals of obligation (must, have to, should) and cause-effect connectors (because, so, therefore) to discuss a global problem and propose solutions.

ECOLOGICAL OBJECTIVE

Understand the scale and causes of freshwater scarcity and identify personal and collective actions that reduce water waste.

Procedure

5 min

Warm-up — The Facts

Data infographics establish the real water crisis: **2.2 billion** people lack safe water, only **3%** of Earth's water is fresh, **70%** of freshwater goes to farming, with pressure peaking toward **2050**. Discussion prompts use modal + connector structures.

15 min

Reading + Video

A short annotated reading text is paired with two authentic resources (National Geographic Freshwater Crisis; UNICEF Water & Sanitation). Five comprehension questions include identifying a connector in the text and explaining the cause-effect relationship it signals.

15 min

Language Focus

Controlled connector practice with feedback, followed by a Problem-Solution matching game (e.g. leaking taps → fix them; over-irrigation → drip systems). Team scoreboard keeps the practice lively.

10 min

Action Plan

A three-tier builder assembles full sentences with *because* clauses — "*We should take shorter showers, because fresh water is a finite and precious resource.*" Groups build up to five rules into a class action plan and present them aloud.

~5 min

Homework

A four-paragraph essay scaffold with language chips (must / have to / should / because / so / therefore). A model essay is available for reference before learners write their own.

Target Language

Modals: must, have to, should · **Connectors:** because, so, therefore, as a result
· **Vocabulary:** freshwater, scarcity, drought, irrigation, conserve, finite resource

Follow-up & Assessment

Assess the completeness of the action plan (correct modals + connectors) and the homework essay (paragraph structure, target forms). Extension: a household water audit reported back the following week.

Partner: Balıkesir University (BAUN)**Time:** ~50 min**Speaking · Listening · Reading****SDG 11 · 13:** Sustainable Cities · Climate Action**LANGUAGE OBJECTIVE**

Use opinion phrases, comparatives, and persuasive language to argue a position and respond to counter-arguments in a structured debate.

ECOLOGICAL OBJECTIVE

Compare the environmental impact of private cars and public transport and evaluate sustainable mobility choices for a city.

Procedure**Warm-up****Cars vs. Public Transport**

The motion is set: "*Cars are more convenient and better*" vs. "*Public transport is greener and smarter*." Interactive transport fact cards give learners the evidence they will need.

Build**Argument Builder**

Groups construct arguments — position + opinion phrase + claim + reason — and prepare rebuttals to the opposing side, practising comparatives (*cleaner, cheaper, more reliable than...*).

Watch**Video Task**

A short video on urban mobility gives further evidence; learners note arguments they can reuse.

Debate**Live Debate + Scoreboard**

The two sides argue in turns; a live debate scoreboard tracks points for clear claims, strong evidence, and effective rebuttals.

Game**Ranking Race**

Teams race to rank transport modes from greenest to least green, justifying each placement with a comparative sentence.

Outcome**Eco-Transport Charter**

The class synthesises the debate into a shared Eco-Transport Charter — a set of agreed recommendations for greener travel.

Target Language

Opinion: In my opinion... / I'd argue that... / It's clear that... · **Comparatives:** greener, cleaner, more convenient, less polluting · **Rebuttal:** That may be true, but... / On the other hand...

Follow-up & Assessment

Assess debate participation (use of opinion phrases and comparatives, quality of rebuttals) and the coherence of the class Charter. Extension: survey how classmates travel to school and present the data.

Partner: Gaziantep University (GAUN)**Time:** ~50 min**Speaking · Reading · Writing****SDG 12:** Responsible Consumption & Production**LANGUAGE OBJECTIVE**

Use opinion phrases, comparatives, and cause-effect connectors to distinguish needs from wants and argue for more sustainable consumer choices.

ECOLOGICAL OBJECTIVE

Examine the environmental cost of overconsumption and fast fashion, and commit to more conscious personal shopping habits.

Procedure

Warm-up**Which Would You Choose?**

Two products are compared; learners say which they prefer and why using B1 opinion language. An interactive vocabulary match pre-teaches the key words.

Sort**Needs vs. Wants Sorter**

Learners sort product cards into **Need**, **Want**, or **Eco Choice**, giving a full-sentence reason for each. Correct sorts reveal the item's eco-justification.

Watch**Video — Fast Fashion**

Linked resources on fast fashion and waste. Learners note: *What surprised you? What arguments can you use in the debate?*

Debate**Buy New vs. Reuse / Repair**

Groups use an Argument Builder — position + opinion phrase + argument + reason — to prepare three arguments each, then debate.

Games**Eco-Shopping Race + Sustainable Choices Bingo**

A timed race to select eco-friendly items from a set of sixteen (rechargeable batteries, second-hand clothes, LED bulbs...), then a bingo of eco-habits learners already practise, generating a personal eco-score.

Homework**My Shopping Pledge**

A paragraph scaffold — "One thing I will change in my shopping habits is..." — with a model paragraph using all the target structures.

Target Language

Opinion: I think... / In my opinion... / I've decided... · **Comparatives:** more durable, cheaper in the long run, less wasteful · **Connectors:** because, so, therefore · **Vocabulary:** needs, wants, fast fashion, second-hand, durable, overconsumption

Follow-up & Assessment

Assess the reasoning in the sorting task, debate contributions, and the pledge paragraph. Extension: a one-week "buy nothing new" challenge with a short reflection.

Partner: University of Rome Tor Vergata**Time:** ~60 min**Reading · Speaking · Writing****SDG 12 · 13:** Responsible Consumption · Climate Action**LANGUAGE OBJECTIVE**

Use should / can and imperatives to describe and recommend everyday sustainable actions, and to produce a short creative text.

ECOLOGICAL OBJECTIVE

Recognise that small, everyday actions add up to global impact, and design a set of realistic actions for the school community.

Source Material

Built on authentic UN material — *The Lazy Person's Guide to Saving the World* — whose four levels of action (from things you can do "from your sofa" up to actions in your community) become four interactive panels.

Procedure

Hook**Even the Laziest Person...**

The UN premise — "*even the smallest action can have a global impact*" — frames the lesson and invites learners in with humour.

Explore**Four Levels of Action**

Learners work through the Guide's four levels as interactive panels, matching everyday actions to their level and turning them into recommendations with should / can.

Create**Build a School Guide**

Groups author their own *School Lazy Guide* live on the projector, writing imperative and modal recommendations tailored to their own school.

Vote**Class Vote**

Groups present their guides; the class votes in real time for the most realistic and creative set of actions.

Target Language

Modals: should, can · **Imperatives:** Switch off..., Reuse..., Choose... ·

Vocabulary: impact, effort, everyday action, community, footprint, awareness

Follow-up & Assessment

Assess the clarity and feasibility of each group's guide and the correct use of modals/imperatives. Extension: publish the winning guide as a poster or on the school's noticeboard.

Differentiation & Inclusion

B1 classes are rarely uniform. These strategies keep every learner productive without lowering the ceiling for stronger students.

Supporting Developing Learners

- **Keep the frames visible.** Opinion phrases, connectors, and sentence starters stay on screen throughout production, not just during presentation.
- **Pre-teach the load-bearing vocabulary.** The warm-up vocabulary match in each activity exists for this reason — run it thoroughly before the main task.
- **Pair strategically.** In debates and builders, pair a more confident speaker with a developing one and give each a defined role (arguer / evidence-keeper).
- **Accept the gist.** In speaking stages, reward communicative success first; note recurring errors for a short focus at the end rather than interrupting the flow.

Extending Stronger Learners

- **Raise the rebuttal bar.** Require concession structures (*That may be true, but...*) and evidence, not just assertion.
- **Add a register shift.** Ask them to rewrite a spoken argument as a formal written recommendation.
- **Give a research role.** Have them bring one real statistic to the water or transport debate and integrate it with a connector.

Inclusion by design. The activities use multiple modes — visual data, video, sorting, movement, speaking, writing — so learners with different strengths each find an entry point. The interactive tasks can be run at the board with the whole class, in groups on one device, or printed as a fallback where technology is limited.

Assessment Tools

Assessment across the toolkit is formative and process-oriented: it captures growth in both language and ecological reasoning as learners talk, decide, and write.

What to Look For

Speaking

- Uses opinion phrases to state a position
- Justifies with a reason and a connector
- Responds to a counter-argument (rebuttal)
- Uses comparatives accurately

Writing

- Clear paragraph structure in essays/pledges
- Correct modals of obligation and possibility
- Cause-effect connectors used purposefully
- On-topic environmental content

Reading / Listening

- Extracts key facts from texts and video
- Identifies cause-effect relationships
- Reuses source evidence in own arguments

Ecological Reasoning

- Explains causes and effects of the issue
- Distinguishes needs from wants
- Proposes realistic, specific actions

Built-in Evidence

Each activity produces a natural assessment artefact: the **class action plan** (Activity 1), the **Eco-Transport Charter** and debate scoreboard (Activity 2), the **sorting reasons and pledge** (Activity 3), and the **School Guide** (Activity 4). Collected across the unit, these form a small portfolio of B1 environmental discourse.

Self- and peer-assessment. The live votes and reflection prompts double as low-stakes peer assessment. A short exit ticket — *"One thing I can say better now... / One action I will take..."* — closes each lesson and feeds the next.

Vocabulary & Language Banks

The core lexis for each activity, with a B1-level example sentence modelling the target structure. Project these during production or hand them out as reference cards.

ACT 1

Water Crisis

scarcity n.

a situation where there is not enough of something

"Water scarcity is a serious problem, so we must save water."

conserve v.

to use carefully and avoid wasting

"We should conserve water because it is a finite resource."

irrigation n.

supplying water to crops and land

"Farming uses a lot of water for irrigation, therefore efficient systems matter."

finite resource phr.

something limited that can run out

"Fresh water is a finite resource, so we have to protect it."

emissions n.

gases released into the air, e.g. from cars

"Buses produce fewer emissions per person than cars."

public transport n.

shared travel such as buses, trams, trains

"In my opinion, public transport is greener than driving alone."

convenient adj.

easy and suitable to use

"Cars are more convenient, but they are also more polluting."

congestion n.

too much traffic in one place

"Fewer cars mean less congestion, so the air is cleaner."

needs vs. wants phr.

things we must have vs. things we would like

"A warm coat is a need, but a fifth pair of shoes is a want."

fast fashion n.

cheap clothes made and thrown away quickly

"Fast fashion creates a lot of waste, therefore I buy less."

second-hand adj.

owned or used by someone before

"Second-hand clothes are cheaper and more sustainable than new ones."

overconsumption n.

buying and using far more than we need

"Overconsumption harms the planet, so we should think before we buy."

impact n.

the effect one thing has on another

"Even a small action can have a big impact."

footprint n.

the amount of harm our actions do to the planet

"We can reduce our footprint by switching off the lights."

everyday action phr.

a simple thing anyone can do daily

"You should turn off the tap — it's an easy everyday action."

awareness n.

knowing about and paying attention to an issue

"We can raise awareness by sharing our School Guide."

Shared Functional Language

Giving opinions: In my opinion... / I believe that... / It seems to me that... ·

Comparing: greener / cleaner / more convenient / the most sustainable · **Cause &**

effect: because / so / therefore / as a result · **Recommending:** We should... / We can... / Let's... / Why don't we...?

Games & Interaction Bank

The interactive tasks used across the four activities, gathered here so you can borrow a mechanic for any B1 environmental lesson.

Problem-Solution Match

ACTIVITY 1 · WATER CRISIS

Learners match environmental problems to solutions, then verbalise each pair with a connector. Team scoreboard.

Action Plan Builder

ACTIVITY 1 · WATER CRISIS

A three-tier builder assembles full modal + *because* sentences into a class action plan presented aloud.

Argument Builder + Rebuttals

ACTIVITIES 2 & 3 · DEBATE

Position + opinion phrase + claim + reason, with prepared counter-arguments for a structured debate.

Ranking Race

ACTIVITY 2 · GREEN TRANSPORT

Teams race to rank transport modes greenest-to-least and justify each with a comparative.

Live Debate Scoreboard

ACTIVITY 2 · GREEN TRANSPORT

Tracks points for clear claims, strong evidence, and effective rebuttals during the debate.

Needs / Wants / Eco Sorter

ACTIVITY 3 · SUSTAINABLE SHOPPING

Sort product cards and justify each with a full sentence; correct sorts reveal an eco-note.



Eco-Shopping Race

ACTIVITY 3 · SUSTAINABLE SHOPPING

A timed hunt to select eco-friendly items from sixteen, with instant scoring and discussion.

Sustainable Choices Bingo

ACTIVITY 3 · SUSTAINABLE SHOPPING

Learners tick eco-habits they already practise, generating a personal eco-score for reflection.

Build-a-Guide + Live Vote

ACTIVITY 4 · BE CREA(C)TIVE

Groups author a School Guide of everyday actions on screen; the class votes in real time.

Design principle. Every game ends in language production, not just a score. The mechanic creates the reason to speak or write; the target structure is how learners play.

Cross-Partner Best Practices

Recurring principles that made these activities work across different classrooms and countries.

- 1 Anchor every lesson in a real problem.** Water scarcity, transport emissions, and overconsumption are concrete and personal — learners argue more readily about issues that touch their own lives.
- 2 Give language before demanding production.** Opinion phrases, connectors, and frames are front-loaded so that debate and writing are within reach for the whole class.
- 3 Make the outcome tangible.** A charter, a pledge, an action plan, a guide — a visible product raises the stakes and gives the language a purpose.
- 4 Use authentic sources.** National Geographic, UNICEF, and the UN Lazy Person's Guide bring credibility and real data into the classroom.
- 5 Let games generate talk.** Sorting, racing, ranking, and voting are not rewards after the "real" work — they are the structures that produce the target language.
- 6 Recycle language across the unit.** The same connectors and opinion phrases reappear in widening contexts, so learners consolidate rather than meet each form only once.
- 7 Close the loop with action.** Every activity ends by asking *what will you do?* — turning language practice into environmental agency, in the spirit of GreenComp.

References & Sources

Frameworks and authentic materials drawn on across the B1 activities.

Frameworks

Bianchi, G., Pisiotis, U., & Cabrera Giraldez, M. (2022). *GreenComp: The European sustainability competence framework*. Publications Office of the European Union.

Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment — Companion volume*. Council of Europe Publishing.

United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development* (Sustainable Development Goals 6, 11, 12 & 13). United Nations.

Authentic Classroom Sources

National Geographic Society. *Freshwater crisis*. National Geographic. (Activity 1)

UNICEF. *Water, sanitation and hygiene (WASH)*. UNICEF. (Activity 1)

United Nations. *The lazy person's guide to saving the world*. UN Sustainable Development Goals. (Activity 4)

Activity authorship. Activities 1 and 2 were developed by Balıkesir University (BAUN, Türkiye); Activity 3 by Gaziantep University (GAUN, Türkiye); Activity 4 by the University of Rome Tor Vergata (Italy), based on authentic UN material.



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EcoLingua — Digitally Enhanced Pedagogy for Integrating Environmental Issues into Language Teaching

Erasmus+ KA220-SCH Cooperation Partnership · Project No. 2024-1-TR01-KA220-SCH-000245616 · Teacher Toolkit, CEFR B1 Level.

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Greening the *Upper-Intermediate* English Classroom

A practical toolkit of four B2-level activity plans that integrate environmental sustainability into English language teaching — developed and piloted by EcoLingua partner institutions across Türkiye and Italy.

4 activity plans

3 partner institutions

2 countries

4 Sustainable Development Goals

About This Toolkit

This is the B2-level volume in the EcoLingua teacher toolkit series, completing the sequence begun with the A1, A2, and B1 collections. Where the B1 toolkit brings learners to opinion, comparison, and cause-effect reasoning, the B2 toolkit works in a distinctly more **analytical and persuasive register**: learners now argue with evidence, hedge and concede, reason with conditionals, and produce extended argumentative and exam-style texts on environmental issues.

Each activity was authored by a partner institution and built around authentic content and a precise language focus. Across the four, learners move from analysing a global system, to auditing their own lives, to debating an open question, to advocating a solution — the full arc of B2 environmental discourse.

Partner Institutions

Balıkesir University (BAUN)

Coordinator · Türkiye · Activities 1 & 2

Gaziantep University (GAUN)

Partner · Türkiye · Activity 3

Özlüce Anatolian Imam Hatip High School

Project partner · Türkiye

University of Burgos

Project partner · Spain

University of Rome Tor Vergata

Partner · Italy · Activity 4

Vilnius University

Project partner · Lithuania

A note on scope. This B2 volume compiles the four B2 activities developed and piloted within the project to date. Like the other volumes, it is designed to grow: further B2 activities from partner institutions can be added using the same structure and design.

How to Use This Toolkit

Each activity plan follows the same predictable structure as the rest of the EcoLingua series, so you can move between levels and activities with ease.

The Structure of Each Activity Plan

In Section 4, each of the four activities opens as an expandable panel containing a consistent sequence: a **language and ecological objective** pair, an **at-a-glance information strip** (partner, time, skills, SDGs), a **stage-by-stage procedure** with suggested timings, the **target vocabulary and structures**, the **interactive tasks and games** used, and **follow-up and assessment** notes.

What Makes These B2

The B2 activities are calibrated for an analytical, formal, and persuasive register. Expect to see, and to teach:

- **Formal hedging:** *It should be noted that...* / *This may be attributed to...* / *The evidence suggests...*
- **Concession & counter-argument:** *Admittedly X; however Y* / *While it is true that...* / *On the other hand...*
- **Complex comparatives:** *considerably cleaner* / *far less reliable* / *by far the most cost-effective*
- **Conditionals:** *If we committed to X, we would...* / *Were governments to invest..., this would...*
- **Exam-style writing:** FCE/B2 argumentative essays, position papers, and policy briefs.

A Few Working Principles

- **Argue from evidence.** B2 learners persuade with data, not just opinion. Each activity supplies real figures and sources to reason from.

- **Teach the hedge and the concession.** What distinguishes B2 from B1 is not more vocabulary but more careful, qualified argument — model it explicitly.
- **Rehearse aloud, then write.** Debates and builders prepare the ideas and language that the written essay then consolidates.
- **Adapt freely.** Timings, groupings, and homework are suggestions — a starting point for your own classes, not a script.

Activities at a Glance

The four B2 activities in this toolkit, organised by partner institution and linked to their primary Sustainable Development Goals. Each targets CEFR B2 and pairs an environmental theme with an analytical or persuasive language focus.

#	Activity	Partner	Ecological Theme	Language Focus	SDG
1	Waste Management: From Local to Global Solutions	BAUN · Türkiye	Waste & the circular economy	Formal hedging · complex comparatives	SDG 11 · 12
2	Designing a Sustainable Lifestyle	BAUN · Türkiye	Personal carbon footprint	Conditionals · modals · persuasion	SDG 12 · 13
3	The Future of Energy: Renewable vs. Non-Renewable	GAUN · Türkiye	Energy transition	Debate · counter-argument · position essay	SDG 7 · 13
4	Renewable Energy: Powering the Future	Rome Tor Vergata · Italy	Renewable energy sources	Persuasive pitch · FCE essay	SDG 7 · 13

Progression across the four. The set opens with a systemic analysis of global waste policy (Activity 1), turns the analytical lens on the learner's own life (Activity 2), stages an open debate on the energy question (Activity 3), and closes with evidence-based advocacy for renewable solutions (Activity 4). The same hedging, concession, and comparative structures recur throughout, deepening with each context.

Methodological Framework

The B2 activities share a common pedagogical foundation, distinguished from the lower levels by their emphasis on critical analysis, argumentation, and evidence.

Core Approaches

CLIL

Environmental content is substantial and data-rich; learners handle authentic figures, policy comparisons, and scientific claims as the raw material for language work.

Task-Based Learning

Each lesson drives toward a demanding outcome — a policy comparison, a lifestyle challenge, a debate position, a persuasive pitch — that requires extended, structured discourse.

Argumentation & Debate

Structured debate with prepared counter-arguments is central. Learners must anticipate the opposing case and concede fairly before rebutting — the core B2 move.

Critical & Reflective Thinking

Learners weigh trade-offs, interrogate sources, and reflect on their own habits, moving from information toward reasoned judgement and personal stance.

Sustainability Competence: GreenComp

The activities align with the European Sustainability Competence Framework (GreenComp), especially **critical thinking**, **problem framing**, **exploratory and futures thinking**, and **political agency**. At B2, learners do not merely propose actions; they evaluate competing solutions and argue for the most defensible.

The B2 Language Profile

At B2, learners produce clear, detailed discourse and defend a viewpoint. The toolkit foregrounds the language that makes reasoned argument possible:

- **Formal hedging:** *It should be noted that...* / *This may be attributed to...* / *arguably...*
- **Concession & counter-argument:** *Admittedly...; however...* / *While X is true, Y...*
- **Complex comparatives & superlatives:** *considerably more efficient* / *by far the least sustainable*
- **Conditionals (1st, 2nd, mixed):** *If we invested..., we would...* / *Were this adopted, it would...*
- **Persuasive framing:** *The evidence strongly suggests...* / *It is beyond dispute that...* / *Given that...*

Why this matters. These forms let learners do what B2 demands: not just state a view, but build and defend a case, acknowledge its limits, and persuade a reader or listener — the language of academic and civic environmental debate.

Lesson Sequence Planner

A suggested order for teaching the four activities as a short thematic unit on systems, choices, and the energy transition. Each activity also stands alone.

Suggested Teaching Order

Lesson 1

Waste Management: From Local to Global • BAUN

Establish the analytical register: **formal hedging** and **complex comparatives** for comparing waste-management policies from the local bin to the global system.

Lesson 2

Designing a Sustainable Lifestyle • BAUN

Turn the analysis inward. Learners audit their own habits across four domains and design data-grounded challenges using **conditionals** and **modals of obligation**.

Lesson 3

The Future of Energy: Renewable vs. Non-Renewable • GAUN

Open the central question with a full **structured debate**: prepared arguments, fair concession, and pointed counter-argument, ending in a position essay.

Lesson 4

Renewable Energy: Powering the Future • Tor Vergata

Resolve the debate into advocacy. Groups research five renewable sources, pitch one persuasively, and write an **FCE-style essay** — a 90-minute extended lesson.

Recycled Language Across the Unit

Language point	Introduced	Recycled & extended in
Formal hedging	Activity 1	Activities 3 & 4
Complex comparatives	Activity 1	Activities 3 & 4
Conditionals & modals	Activity 2	Activities 3 & 4

Language point	Introduced	Recycled & extended in
Concession & counter-argument	Activity 3	Activity 4
Persuasive / exam-style essay	Activity 2	Activities 3 & 4

Activity Plans

The four B2 activities in full. Click any panel to expand its complete plan — objectives, procedure, target language, tasks, and follow-up.

1

Waste Management: From Local to Global Solutions

BAUN · Türkiye — ~55 min — SDG 11 · 12

Partner: Balıkesir University (BAUN)

Time: ~55 min

Reading · Speaking · Writing

SDG 11 · 12: Sustainable Cities · Responsible Consumption

LANGUAGE OBJECTIVE

Use formal hedging and complex comparatives to analyse and compare waste-management approaches from the local to the global scale in an academic, impersonal register.

ECOLOGICAL OBJECTIVE

Understand the waste hierarchy and circular economy, and evaluate why solutions that work locally may or may not scale globally.

Register & Focus

This is the toolkit's most analytical-systemic activity. Learners compare policies and outcomes rather than voice personal opinions, using an impersonal academic register: *it should be noted that...*, *this may be attributed to...*, *whereas...*, *considerably more effective than...* The written outcome is a short policy-brief-style comparison.

Procedure

Warm-up**From Bin to System**

Learners trace a single item of waste from the household bin outward to the municipal, national, and global level, framing waste as a system rather than an individual habit.

Analyse**Comparing Solutions**

Using real data, learners compare waste-management strategies (landfill, incineration, recycling, circular-economy approaches) with complex comparatives and hedged claims.

Discuss**Local vs. Global**

Analytical discussion prompts push learners to reason about scalability and trade-offs, conceding limitations before drawing conclusions.

Write

Policy-Brief Comparison

An academic, impersonal essay scaffold guides a structured comparison of two approaches, modelling formal hedging and cohesive comparison throughout.

Target Language

Hedging: it should be noted that..., this may be attributed to..., arguably ·

Comparatives: considerably more effective, far less costly, the most viable ·

Vocabulary: waste hierarchy, circular economy, landfill, incineration, recycling rate, municipal waste

Follow-up & Assessment

Assess the policy-brief comparison for register (impersonal, hedged), accurate comparatives, and coherent local-to-global reasoning. Extension: audit and report on the school's own waste streams.

Partner: Balıkesir University (BAUN)

Time: ~55 min

Speaking · Reading · Writing

SDG 12 · 13: Responsible Consumption · Climate Action

LANGUAGE OBJECTIVE

Use first and second conditionals, modals of obligation and necessity, and B2 persuasive structures to audit habits and design a personal sustainability challenge.

ECOLOGICAL OBJECTIVE

Analyse one's own carbon footprint across food, transport, energy, and shopping, and prioritise the highest-impact changes.

Register & Focus

Where Activity 1 was analytical and impersonal, this activity is reflective and persuasive. Learners reason about their own lives with conditionals — *If I committed to X, I would reduce... / Were I to switch, this would...* — and argue for change with *it is essential that..., the evidence strongly suggests..., given that...*

Procedure

10 min

Lifestyle Checklist

Four switchable domains (Food, Transport, Energy, Shopping), each with six habits pre-coded eco/non-eco and carrying a factual impact statement (e.g. beef's high CO₂ intensity per kg of protein). A live score bar rates each domain.

8 min

Video + Footprint Data

Authentic resources (UN Sustainable Consumption; WWF How to Live Sustainably) with B2 post-viewing questions requiring conditional and modal responses, plus a four-domain carbon-footprint data panel.

20 min

Challenge Builder

A three-tier builder (domain + action + data-grounded conditional outcome) renders full B2 sentences — *"If we commit to five fully plant-based meals a week, our collective food footprint will fall by roughly one tonne."* Up to five items build the challenge; a linked slogan display crowns it.

Write

Personal Argumentative Essay

A first-person, argumentative scaffold — deliberately contrasting with Activity 1's impersonal brief — in which learners commit to and justify their lifestyle changes.

Target Language

Conditionals: If I commit..., I will... / If I were to..., this would... · **Modals:** ought to, must, it is essential that, need not · **Persuasion:** it is beyond dispute that, the evidence strongly suggests, in view of the fact that · **Vocabulary:** carbon footprint, sustainable lifestyle, plant-based diet, offset, high-impact change

Follow-up & Assessment

Assess the challenge for data-grounded conditionals and the essay for first-person argument and modal accuracy. Extension: keep a one-week habit log and report measured change.

The Future of Energy: Renewable vs. Non-Renewable

Gaziantep University (GAUN) · Türkiye — ~55 min — SDG 7 · 13

Partner: Gaziantep University (GAUN)

Time: ~55 min

Speaking · Reading · Writing · Listening

SDG 7 · 13: Affordable & Clean Energy · Climate Action

LANGUAGE OBJECTIVE

Use persuasive structures, complex comparatives, and counter-argument to debate an open question and write a balanced position essay.

ECOLOGICAL OBJECTIVE

Compare renewable and non-renewable energy on cost, reliability, and environmental impact, and reason about a realistic energy transition.

Register & Focus

A full structured debate. The two positions — *Pro-Renewable: cleaner, cheaper, sustainable* vs. *Pro-Fossil: reliable, established, energy-dense* — force learners to marshal evidence, concede fairly, and counter with precision: *It is clear that...* / *On the other hand...* / *Admittedly...* / *Whereas...*

Procedure

Compare

Energy Sources Head to Head

Learners compare energy sources on cost, reliability, and emissions using complex comparatives (*considerably cleaner, far less reliable, the most cost-effective*).

Build

Structured Argument + Counter-argument

Groups prepare claims with evidence and, crucially, anticipate and prepare rebuttals to the opposing side using concession structures.

Debate

The Energy Debate

The two sides argue in structured turns; points are awarded for evidence, fair concession, and effective counter-argument rather than volume.

Write

Position Essay

A balanced B2 position essay scaffold: present both sides fairly, then argue a reasoned conclusion.

Target Language

Persuasion: it is clear that, on the other hand, admittedly, whereas ·

Comparatives: considerably cleaner, far less reliable, the most cost-effective ·

Vocabulary: renewable, non-renewable, fossil fuels, energy density, grid reliability, energy transition

Follow-up & Assessment

Assess the debate for evidence use, quality of concession and counter-argument, and the essay for balance and a reasoned conclusion. Extension: research your own country's current energy mix and evaluate it.

Partner: University of Rome Tor Vergata**Time:** ~90 min (extended lesson)**Listening · Reading · Speaking · Writing****SDG 7 · 13:** Affordable & Clean Energy · Climate Action**LANGUAGE OBJECTIVE**

Use persuasive language and useful discussion phrases to pitch a renewable energy source, and write a B2/FCE-style argumentative essay.

ECOLOGICAL OBJECTIVE

Evaluate five renewable energy sources on their strengths and limitations, and advocate for the most suitable option in a given context.

Source Material

A 90-minute lesson built on authentic National Geographic and UN materials, faithfully reproducing the partner's printed worksheet while adding interactive scoring, pitch timers, and a live vote. Italy-specific evidence anchors the content (e.g. solar's steep cost fall; geothermal power at Larderello, in use since 1904).

Procedure

Vocab**Vocabulary Matching**

Learners match key energy terms to definitions before the input stage.

Watch**Video Comprehension**

Seven auto-scored questions (five multiple-choice, two gap-fill) check understanding of the documentary input.

Research**Five Energy Fact Sheets**

Groups study fact sheets for five renewable sources (solar, wind, geothermal, biomass, hydro), noting strengths and limitations and preparing pitch notes.

Pitch**Persuasive Pitch + Live Vote**

Each group pitches its source using a debate argument grid and a useful-phrases list, timed per group; the class votes for the most persuasive case.

Write

FCE Essay

A B2/FCE argumentative essay scaffold consolidates the lesson's evidence and language into extended written argument.

Target Language

Persuasion: one significant advantage is..., this makes it particularly suitable for..., it is worth emphasising that... · **Vocabulary:** solar power, wind power, geothermal energy, biomass, hydropower, energy density, reliability, sustainable

Follow-up & Assessment

Assess the pitch for persuasive structure and evidence, comprehension scores, and the FCE essay against B2 writing criteria. Extension: propose the best renewable mix for your own region and justify it.

Differentiation & Inclusion

B2 classes span a wide range of confidence with academic and argumentative language. These strategies keep everyone contributing while pushing the strongest learners further.

Supporting Developing Learners

- **Give the argument frames.** Keep hedging, concession, and comparative frames on screen throughout debate and writing — B2 register is a set of moves that can be scaffolded and rehearsed.
- **Pre-load the data.** The fact sheets, footprint panels, and impact statements let learners argue from supplied evidence rather than having to generate content and language at once.
- **Assign debate roles.** Splitting a team into evidence-gatherer, arguer, and rebuttal-writer distributes the cognitive load and guarantees participation.
- **Model one full move first.** Demonstrate a complete *Admittedly X; however Y* turn before groups build their own.

Extending Stronger Learners

- **Demand qualified claims.** Require every assertion to be hedged and evidenced — no bare opinions at B2.
- **Add a source-evaluation layer.** Ask them to judge the reliability of a statistic or claim before using it.
- **Raise the register.** Have them rewrite a personal, first-person argument (Activity 2) as an impersonal policy brief (Activity 1 register), and vice versa.

Inclusion by design. The activities combine data, video, self-audit, debate, and extended writing, so learners with different strengths each find an entry point. Every interactive task can run at the board with the whole class, on shared devices in groups, or on paper where technology is limited.

Assessment Tools

Assessment across the B2 toolkit is formative and criteria-referenced, capturing growth in argument quality as much as accuracy, and in ecological reasoning as much as language.

What to Look For

Speaking / Debate

- States a position and supports it with evidence
- Concedes fairly before rebutting
- Uses complex comparatives accurately
- Deploys persuasive and hedging structures

Writing (essay / brief)

- Register matched to task (impersonal vs. personal)
- Clear argument structure with cohesion
- Accurate conditionals and modals
- Hedged, evidenced claims — not bare opinion

Reading / Listening

- Extracts and evaluates data from sources
- Distinguishes claim, evidence, and inference
- Reuses source evidence to build argument

Ecological Reasoning

- Weighs trade-offs and scalability
- Prioritises high-impact changes
- Reaches a defensible, evidence-based judgement

Built-in Evidence

Each activity yields a natural assessment artefact: the **policy-brief comparison** (Activity 1), the **lifestyle challenge and argumentative essay** (Activity 2), the **debate performance and position essay** (Activity 3), and the **persuasive pitch and FCE essay** (Activity 4). Collected, they form a portfolio of B2 environmental argument in several registers.

Self- and peer-assessment. The live votes and debate scoring double as peer assessment; a short exit reflection — *"The strongest counter-argument I heard was... /*

The change I can defend with evidence is... — consolidates learning and feeds the next lesson.

Vocabulary & Language Banks

The core lexis for each activity, with a B2-level example sentence modelling the target register. Project these during production or hand them out as reference cards.

ACT 1

Waste Management

waste hierarchy n.

the order of preference for dealing with waste: reduce, reuse, recycle, recover, dispose

"It should be noted that prevention sits at the top of the waste hierarchy, whereas disposal is the last resort."

circular economy n.

a system that keeps materials in use rather than discarding them

"A circular economy is arguably more sustainable than a linear one, since materials are continually recovered."

incineration n.

burning waste, often to recover energy

"Incineration reduces landfill volume, but this may be attributed to emissions that raise separate concerns."

recycling rate n.

the proportion of waste that is recycled

"Some cities achieve a considerably higher recycling rate than others, largely through separate collection."

carbon footprint n.

the total greenhouse gases produced by a person's activities

"If I switched to a plant-based diet, I would cut my carbon footprint by roughly two tonnes a year."

high-impact change phr.

an action that reduces emissions the most

"Given that transport is a high-impact area, it is essential that we prioritise it."

plant-based diet n.

eating mostly foods from plants

"Were more people to adopt a plant-based diet, food emissions would fall substantially."

offset v./n.

to compensate for emissions elsewhere

"Offsetting can help, but the evidence strongly suggests that reducing emissions matters more."

renewable / non-renewable adj.

energy that is replenished naturally vs. energy from finite fossil sources

"Renewables are considerably cleaner than fossil fuels; whereas fossil fuels deplete, sunlight does not."

energy density n.

the amount of energy stored in a given source

"Admittedly, fossil fuels have a higher energy density; however, their environmental cost is far greater."

grid reliability n.

how consistently an energy supply meets demand

"Critics point to grid reliability, yet storage technology is improving rapidly."

energy transition n.

the shift from fossil fuels to clean energy

"It is clear that the energy transition is under way; the real question is how fast it can proceed."

solar power n.

electricity generated from sunlight

"One significant advantage of solar power is that its cost has fallen dramatically over the past decade."

geothermal energy n.

energy from heat inside the Earth

"Geothermal energy is particularly reliable because, unlike solar, it operates regardless of the weather."

biomass n.

energy from organic material such as wood or waste

"Biomass is renewable in principle, though its sustainability depends on how the material is regrown."

hydropower n.

electricity generated from moving water

"Hydropower is well established, which makes it a dependable part of many national energy mixes."

Shared Functional Language (B2)

Hedging: it should be noted that... / this may be attributed to... / arguably · **Conceding & countering:** Admittedly..., however... / While it is true that... / On the other hand... · **Comparing:** considerably / far / by far the most... · **Conditionals:** If we invested..., we would... / Were this adopted, it would... · **Persuading:** the evidence strongly suggests... / it is beyond dispute that... / given that...

Games & Interaction Bank

The interactive tasks used across the four activities, gathered so you can borrow a mechanic for any B2 environmental lesson. At B2, every mechanic ends in reasoned, evidenced production.

Local-to-Global Analyser

ACTIVITY 1 · WASTE MANAGEMENT

Trace and compare waste solutions across scales, generating hedged comparative claims.

Policy-Brief Scaffold

ACTIVITY 1 · WASTE MANAGEMENT

An impersonal, academic essay frame for structured comparison of two approaches.

Lifestyle Checklist & Score

ACTIVITY 2 · SUSTAINABLE LIFESTYLE

Four-domain self-audit with impact data and a live eco-score per domain.

Conditional Challenge Builder

ACTIVITY 2 · SUSTAINABLE LIFESTYLE

Domain + action + data outcome renders full B2 conditional sentences into a personal challenge.

Argument + Counter-argument Grid

ACTIVITIES 3 & 4 · ENERGY

Prepare claims with evidence and anticipate rebuttals using concession structures.

Structured Debate + Scoring

ACTIVITY 3 · FUTURE OF ENERGY

Timed debate turns scored for evidence, fair concession, and effective counter-argument.

Auto-scored Comprehension

ACTIVITY 4 · RENEWABLE ENERGY

Seven video questions (MCQ + gap-fill) with instant scoring after the input stage.

Fact-Sheet Pitch + Timer

ACTIVITY 4 · RENEWABLE ENERGY

Groups research five sources and deliver a timed persuasive pitch from an argument grid.

Live Persuasion Vote

ACTIVITIES 3 & 4 · ENERGY

The class votes in real time for the most persuasive, best-evidenced case.

Design principle. At B2 the mechanic is never the point — it is the pretext for a qualified, evidenced claim. Every game ends in argument, essay, or pitch.

Cross-Partner Best Practices

Recurring principles that made these B2 activities work across different classrooms and countries.

- 1 Argue from evidence, not assertion.** Every activity supplies real data — footprint figures, policy outcomes, energy costs — so learners reason from facts rather than opinions.
- 2 Teach the concession explicitly.** The defining B2 move is granting the opposing case before countering it. Model *Admittedly X; however Y* and require it in debate.
- 3 Vary the register deliberately.** The impersonal policy brief (Activity 1) and the first-person argument (Activity 2) show learners that register is a choice matched to purpose.
- 4 Use authentic, current sources.** National Geographic, WWF, and UN materials bring credible data and real stakes into the classroom.
- 5 End in extended writing.** Debate and pitch rehearse the ideas; the essay or brief is where B2 accuracy and cohesion are consolidated and assessed.
- 6 Recycle the analytical language.** Hedging, comparatives, and conditionals reappear across all four activities, so learners meet each form repeatedly in new contexts.
- 7 Move from analysis to advocacy.** The unit ends by asking learners not just to understand the energy question but to take and defend a position — critical thinking becoming political agency, in the spirit of GreenComp.

References & Sources

Frameworks and authentic materials drawn on across the B2 activities.

Frameworks

Bianchi, G., Pisiotis, U., & Cabrera Giraldez, M. (2022). *GreenComp: The European sustainability competence framework*. Publications Office of the European Union.

Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment — Companion volume*. Council of Europe Publishing.

United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development* (Sustainable Development Goals 7, 11, 12 & 13). United Nations.

Authentic Classroom Sources

United Nations. *Sustainable consumption and production*. UN Sustainable Development Goals. (Activity 2)

WWF. *How to live more sustainably*. World Wide Fund for Nature. (Activity 2)

National Geographic Society. *Renewable energy* (educational resources). National Geographic. (Activity 4)

Activity authorship. Activities 1 and 2 were developed by Balıkesir University (BAUN, Türkiye); Activity 3 by Gaziantep University (GAUN, Türkiye); Activity 4 by the University of Rome Tor Vergata (Italy), based on authentic National Geographic and UN materials.



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EcoLingua — Digitally Enhanced Pedagogy for Integrating Environmental Issues into Language Teaching

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CEFR C1 · ADVANCED · TEACHER TOOLKIT

Greening the *Advanced* English Classroom

A practical toolkit of five C1-level activity plans that integrate environmental sustainability into English language teaching — developed and piloted by EcoLingua partner institutions across Türkiye, Italy, and Lithuania.

5 activity plans

4 partner institutions

3 countries

7 Sustainable Development Goals

About This Toolkit

This is the C1-level volume in the EcoLingua teacher toolkit series. Where the B-level toolkits bring learners to opinion, comparison, and structured argument, the C1 toolkit operates at the level of **academic and civic discourse**: learners handle systemic problems — the circular economy, climate futures, geoengineering ethics, sustainable tourism, environmental responsibility — with the full range of advanced language, from careful hedging to nuanced concession to formal written and spoken genres.

Each activity was authored by a partner institution and built around authentic, cognitively demanding content and a precise language focus. Together they ask learners not merely to argue a case, but to weigh competing values, imagine futures, mediate between positions, and reach reasoned, defensible judgements.

Partner Institutions

Balıkesir University (BAUN)

Coordinator · Türkiye · Activities 1 & 2

Gaziantep University (GAUN)

Partner · Türkiye · Activity 3

Özlüce Anatolian Imam Hatip High School

Project partner · Türkiye

University of Burgos

Project partner · Spain

University of Rome Tor Vergata

Partner · Italy · Activity 4

Vilnius University

Partner · Lithuania · Activity 5

A note on scope. This C1 volume compiles the five C1 activities developed and piloted within the project to date. Like the other volumes, it is designed to grow: further C1 activities from partner institutions can be added using the same structure and design.

How to Use This Toolkit

Each activity plan follows the same predictable structure as the rest of the EcoLingua series, so you can move between levels and activities with ease.

The Structure of Each Activity Plan

In Section 4, each of the five activities opens as an expandable panel containing a consistent sequence: a **language and ecological objective** pair, an **at-a-glance information strip** (partner, time, skills, SDGs), a **stage-by-stage procedure** with suggested timings, the **target vocabulary and structures**, the **interactive tasks** used, and **follow-up and assessment** notes.

What Makes These C1

The C1 activities are pitched at an academic, evaluative register and at genuinely complex, systemic content. Expect to teach:

- **Academic hedging & evaluation:** *the evidence suggests... / it could be argued that... / this is arguably the most defensible option...*
- **Discourse markers of formal argument:** *by contrast, nevertheless, it follows that, in this respect...*
- **Speculative & advanced conditionals:** *were we to adopt X, the long-term consequences might...*
- **Mediation & reporting language:** summarising, reconciling, and relaying others' positions accurately.
- **Formal genres:** academic essay, policy brief, opinion article, report, panel contribution, and structured debate.

A Few Working Principles

- **Content is genuinely complex.** These are systemic, values-laden topics. Give learners time to grapple with the ideas before demanding polished language.

- **Teach the nuance, not just the vocabulary.** What defines C1 is qualification, concession, and evaluation — model how advanced speakers soften, weigh, and reconcile claims.
- **Extended production is the goal.** Debates, panels, and cafés rehearse the thinking; the essay, brief, or report is where it is consolidated and assessed.
- **Adapt freely.** Timings, groupings, and homework are suggestions — a starting point for your own advanced classes, not a script.

Activities at a Glance

The five C1 activities in this toolkit, organised by partner institution and linked to their Sustainable Development Goals. Each targets CEFR C1 and pairs a systemic environmental theme with an advanced, academic language focus.

#	Activity	Partner	Ecological Theme	Language Focus	SDG
1	Circular Economy: Rethinking Waste & Resources	BAUN · Türkiye	Circular economy · resource systems	Academic register · hedging · policy design	SDG 11 · 12
2	The Future We Want: Youth Visions for Sustainability	BAUN · Türkiye	Climate futures · scenario planning	Advanced & speculative conditionals · futures literacy	SDG 11 · 13
3	The Ethics of Climate Engineering	GAUN · Türkiye	Geoengineering · environmental ethics	Evaluative language · discourse markers · panel debate	SDG 13 · 16
4	Is Ecotourism Worth It?	Rome Tor Vergata · Italy	Sustainable tourism · ecosystems	Persuasive rhetoric · collaborative writing	SDG 14 · 15
5	World Café: Environmental Responsibility	Vilnius · Lithuania	Shared environmental responsibility	Mediation · argumentation · reporting language	SDG 13 · 17

Progression across the five. The set opens by re-framing waste as a systemic design problem (Activity 1), projects that thinking into the future (Activity 2), confronts the ethical limits of technological fixes (Activity 3), tests a contested real-world case (Activity

4), and closes with collaborative, mediated deliberation (Activity 5). Across all five, academic hedging, evaluative language, and formal genres recur and deepen.

Methodological Framework

The C1 activities share a common pedagogical foundation, distinguished by their emphasis on critical and futures thinking, mediation, and academic genre.

Core Approaches

CLIL

Content is genuinely academic — systems, ethics, scenarios, contested cases — and demands the full range of C1 academic language to engage with it seriously.

Task- & Project-Based Learning

Each lesson drives toward a substantial outcome: a policy proposal, a 2050 scenario, an ethical position, a community questionnaire, a synthesised café report.

Critical & Futures Thinking

Learners interrogate assumptions, weigh trade-offs and values, and imagine and evaluate alternative futures — moving beyond argument to judgement.

Mediation & Deliberation

In line with the CEFR Companion Volume, learners relay, reconcile, and build on others' contributions — the World Café and panel formats make mediation central.

Sustainability Competence: GreenComp

The activities align with GreenComp, especially **critical thinking**, **problem framing**, **futures literacy (exploratory and anticipatory thinking)**, and **political agency**. At C1, learners evaluate competing solutions on ethical as well as practical grounds and articulate defensible collective positions.

The C1 Language Profile

At C1, learners produce clear, well-structured, detailed discourse on complex subjects and control a range of formal registers. The toolkit foregrounds:

- **Academic hedging:** *the evidence suggests... / it could be argued that... / this may, to some extent...*
- **Evaluative language:** *a compelling case / a questionable assumption / a significant limitation*
- **Discourse markers:** *by contrast, nevertheless, it follows that, in this respect*
- **Speculative & advanced conditionals:** *were this adopted, it might... / had we acted sooner, we would now...*
- **Formal genres:** academic essay, policy brief, opinion article, report, panel contribution.

Why this matters. These resources let learners do what C1 demands: engage seriously with complex, contested environmental questions — qualifying claims, weighing values, mediating between views, and writing and speaking in the genres of academic and civic life.

Lesson Sequence Planner

A suggested order for teaching the five activities as a short advanced module on systems, futures, ethics, and shared responsibility. Each activity also stands alone.

Suggested Teaching Order

Lesson 1

Circular Economy: Rethinking Waste & Resources · BAUN

Establish the academic register: **hedging** and **evaluative language** for reasoning about systems, through jigsaw reading, policy design, and an eco-startup pitch.

Lesson 2

The Future We Want · BAUN

Project systemic thinking forward. Learners design contrasting 2050 scenarios and pitch a vision using **advanced and speculative conditionals**.

Lesson 3

The Ethics of Climate Engineering · GAUN

Confront the ethical limits of technological solutions through a **role-play panel debate**, foregrounding evaluative language and discourse markers.

Lesson 4

Is Ecotourism Worth It? · Tor Vergata

Test the reasoning on a contested real-world case through structured debate, then design a community questionnaire — a 90-minute extended lesson.

Lesson 5

World Café: Environmental Responsibility · Vilnius

Consolidate through collaborative, **mediated deliberation**: rotating café rounds, moderation, and a synthesised report — a two-lesson mini-module, virtual-exchange ready.

Recycled Language Across the Module

Language point	Introduced	Recycled & extended in
Academic hedging & evaluation	Activity 1	Activities 3, 4 & 5

Language point	Introduced	Recycled & extended in
Advanced & speculative conditionals	Activity 2	Activity 3
Discourse markers of formal argument	Activity 3	Activities 4 & 5
Persuasive rhetoric	Activity 4	Activity 5
Mediation & reporting language	Activity 5	—

Activity Plans

The five C1 activities in full. Click any panel to expand its complete plan — objectives, procedure, target language, tasks, and follow-up.

1

Circular Economy: Rethinking Waste & Resources

BAUN · Türkiye — ~60 min + homework — SDG 11 · 12

Partner: Balıkesir University (BAUN)

Time: ~60 min + homework

Reading · Speaking · Writing

SDG 11 · 12: Sustainable Cities · Responsible Consumption

LANGUAGE OBJECTIVE

Use academic register, hedging, and evaluative language to analyse a systemic model and to design and justify policy in formal written and spoken form.

ECOLOGICAL OBJECTIVE

Contrast the linear (take-make-dispose) and circular (reduce-reuse-regenerate) models and evaluate circular-economy solutions through real case studies.

Approach

A CLIL lesson combining jigsaw reading with project-based learning. Learners move from concept to critique to design, adopting an academic register throughout and practising the language of hedged, evaluative claims.

Procedure

5 min

Circular or Linear?

Learners classify real examples as linear or circular, activating prior knowledge of the two models before the input stage.

Read

Academic Text (Jigsaw)

A demanding academic text is divided across groups; each becomes expert on one section and teaches the others, practising summary and reporting.

Analyse

Case Studies

Learners evaluate real circular-economy case studies, weighing strengths and limitations with evaluative language.

Language

Hedging Builder

A guided builder helps learners qualify claims appropriately — *the evidence suggests..., this may, to some extent..., it could be argued that...*

Design

Policy Design + Eco-Startup Pitch

Groups design a circular-economy policy or a startup concept and pitch it, defending their reasoning under questioning.

HW

Academic Writing

A formal essay or policy brief consolidating the analysis in an academic, hedged register.

Target Language

Hedging: the evidence suggests, it could be argued that, arguably · **Evaluative:** a compelling case, a significant limitation, a viable model · **Vocabulary:** circular economy, linear model, regenerate, resource loop, cradle-to-cradle, systemic

Follow-up & Assessment

Assess the pitch (clarity, defence under questioning) and the written brief (academic register, hedged evaluation, coherent design). Extension: map a circular redesign of one product students use daily.

2

The Future We Want: Youth Visions for Sustainability

BAUN · Türkiye — ~60 min + homework — SDG 11 · 13

Partner: Balıkesir University (BAUN)

Time: ~60 min + homework

Speaking · Writing · Reading

SDG 11 · 13: Sustainable Cities · Climate Action

LANGUAGE OBJECTIVE

Use advanced and speculative conditionals and the language of prediction and vision to imagine, describe, and defend a future scenario persuasively.

ECOLOGICAL OBJECTIVE

Develop futures literacy: envision contrasting 2050 scenarios and reason about the choices that lead to sustainable rather than degraded futures.

Approach

A scenario-planning and futures-thinking lesson. Learners move from contrasting images of 2050 to their own designed scenario, then pitch and defend a vision using the speculative language the future tense of argument requires.

Procedure

5 min

Future Images

Two contrasting 2050 visions — a green city vs. climate collapse — prompt the question: which future do you imagine, and which is more likely?

Build

Scenario Builder

Groups construct a detailed 2050 scenario across domains (energy, cities, food, mobility), reasoning about causes and consequences.

Create

Future Headlines

Learners write news headlines from their 2050, compressing a complex vision into vivid, precise language.

Language

Language Builder

Guided practice of advanced conditionals and speculative modals — *were we to...*, *this would...* / *by 2050, cities might well...*

Pitch

Vision Pitch + Reflection

Groups present and defend their vision; the class reflects on which futures are desirable, likely, and within our power to shape.

Target Language

Conditionals: were we to adopt..., this would... / had we acted sooner... ·

Speculation: might well, could conceivably, is likely to · **Vocabulary:** scenario, foresight, tipping point, resilience, transition, regeneration

Follow-up & Assessment

Assess the pitch for persuasive use of speculative language and the coherence of the scenario. Extension: a written "letter from 2050" homework.

Partner: Gaziantep University (GAUN)**Time:** ~60 min + homework**Speaking · Listening · Writing****SDG 13 · 16:** Climate Action · Peace, Justice & Strong Institutions**LANGUAGE OBJECTIVE**

Use hedging, evaluative language, discourse markers, and the language of ethical reasoning to argue a role-based position in a formal panel debate.

ECOLOGICAL OBJECTIVE

Evaluate the promise and peril of geoengineering — carbon capture, cloud seeding, solar radiation management — and the questions of who decides and who bears the risk.

Approach

A role-play panel debate grounded in critical pedagogy and ethical reasoning. Learners adopt stakeholder roles and argue in a formal register, then defend a position not necessarily their own.

Procedure

10 min**Roles**

Four stakeholder roles — Scientist, Government Official, NGO Representative, Citizen-Youth Activist — each with background, prepared arguments, and targeted preparation questions.

15 min**Panel Debate**

A four-round structure (Present → Challenge → Respond → Synthesis) with speaker timers, a formal-register language bank, and a panellist peer-vote.

15 min**Speed Debate**

Learners are randomly assigned a stance (pro/con) on one of five geoengineering topics and must argue the position they are given — building flexibility and counter-argument.

10 min**Predictions**

A builder combining condition + possible outcome + evaluative/ethical closing to produce speculative C1 predictions about geoengineering.

5 min + HW

Reflection & Essay

A 300-word essay — "*Geoengineering is too risky to be our climate solution — agree or disagree?*" — with a follow-up research task pointing to the Oxford Geoengineering Programme.

Target Language

Evaluative & ethical: a morally fraught option, a disproportionate risk, on balance · **Discourse markers:** by contrast, nevertheless, it follows that ·

Vocabulary: geoengineering, carbon capture, solar radiation management, cloud seeding, moral hazard, governance

Follow-up & Assessment

Assess the panel contribution (register, evidence, ethical reasoning) and the essay (structured argument, hedged evaluation). Extension: research a real geoengineering proposal and evaluate its governance.

**Partner:** University of Rome Tor Vergata**Time:** ~90 min (extended lesson)**Reading · Listening · Speaking · Writing****SDG 14 · 15:** Life Below Water · Life on Land**LANGUAGE OBJECTIVE**

Use persuasive rhetoric, rhetorical strategies, and precise environmental vocabulary to debate a contested case and to write collaboratively.

ECOLOGICAL OBJECTIVE

Evaluate whether ecotourism protects or harms ecosystems and communities, weighing economic, ecological, and social dimensions.

Approach

A 90-minute TBL/CLIL project lesson on a genuinely contested case. Learners build the concept, engage authentic input, debate, and then turn outward to their own community through a questionnaire.

Procedure

10 min**Concept Map**

Learners build an ecotourism word web from clickable terms, work with a dictionary definition and eco-destination visuals, and take an initial stance poll.

20 min**Article + Video (Pre-Task Input)**

Authentic article and video input present the case for and against ecotourism, with comprehension and note-taking to gather evidence.

Prep**Debate Preparation**

Groups organise arguments and evidence for and against, preparing rhetorical strategies for the debate.

Debate**Debate Arena**

A structured debate on whether ecotourism is worth it, with a post-debate stance poll to measure shifts in opinion.

Create

Community Questionnaire + Reflection

Groups design a questionnaire to survey their own community's views on responsible travel, and reflect on the debate.

Target Language

Rhetoric: it would be naïve to assume..., one cannot ignore the fact that..., this raises the question of whether... · **Vocabulary:** ecotourism, carrying capacity, greenwashing, conservation, local livelihoods, ecological footprint

Follow-up & Assessment

Assess debate contributions (rhetoric, evidence) and the questionnaire (design quality, register). Extension: collect and report real questionnaire responses.

Partner: Vilnius University**Time:** 2-lesson mini-module (+ homework)**Speaking · Listening · Writing****SDG 13 · 17:** Climate Action · Partnerships for the Goals**LANGUAGE OBJECTIVE**

Use mediation, argumentation, and reporting language to facilitate, contribute to, and synthesise a multi-round collaborative discussion.

ECOLOGICAL OBJECTIVE

Explore who bears responsibility for the environment — individuals, governments, corporations — and build shared, reasoned positions collaboratively.

Approach

The World Café method: learners rotate between question tables, building on each group's ideas, with a moderator at each table. Designed as a two-lesson mini-module and ready for virtual exchange between partner classes.

Procedure

Lesson 1 · prep**Question Pool + Group Setup**

The class votes on four or five discussion questions on environmental responsibility; groups and moderators are assigned a week ahead.

Toolkit**Moderator's Toolkit**

Moderators receive facilitation and mediation language to keep discussion moving, draw others in, and summarise fairly.

Café**Rounds & Rotation**

Groups rotate between tables in timed rounds; each round builds on the previous group's contributions, mediated by the table moderator.

Record**Cornell Notes**

Learners capture ideas, questions, and a summary using the Cornell note-taking structure, practising reporting language.

Synthesis & Reflection

Groups synthesise the café's conclusions into a report; individual reflection consolidates the learning.

Target Language

Mediation: if I understood you correctly..., building on that point..., to bring these views together... · **Reporting:** the group concluded that..., several participants argued... · **Vocabulary:** stewardship, accountability, collective action, responsibility, stakeholder, governance

Follow-up & Assessment

Assess moderation and mediation quality, contribution to rounds, and the synthesis report. Extension: run the café as a virtual exchange with a partner-country class.

Differentiation & Inclusion

Even at C1, confidence with academic register, extended argument, and mediation varies widely. These strategies keep everyone contributing while stretching the most able.

Supporting Developing Learners

- **Keep the language banks open.** The hedging, evaluative, and mediation frames stay available throughout — advanced register is a repertoire that can be scaffolded and rehearsed.
- **Pre-load the content.** Jigsaw reading, fact input, and role backgrounds mean learners argue from supplied ideas rather than generating complex content and language simultaneously.
- **Assign discourse roles.** Moderator, summariser, devil's advocate, and reporter distribute the load in panels and cafés and guarantee a defined contribution from each learner.
- **Model the move, then fade it.** Demonstrate a fully hedged, evaluative turn before groups produce their own, then remove the model.

Extending Stronger Learners

- **Require genuine mediation.** Ask them not just to argue but to reconcile two opposing contributions into a synthesised position.
- **Raise the source demand.** Have them evaluate the reliability and framing of a source before drawing on it.
- **Shift the genre.** Ask them to recast a spoken panel argument as a written policy brief or opinion article, attending to register.

Inclusion by design. The activities span reading, structured debate, role-play, futures work, and collaborative deliberation, so learners with different strengths each find an entry point. The World Café and panel formats in particular make space for quieter

learners through defined roles and rotation. All interactive tasks run at the board, on shared devices, or on paper where technology is limited.

Assessment Tools

Assessment across the C1 toolkit is criteria-referenced and genre-aware, valuing the quality and nuance of argument as much as accuracy, and reasoned judgement as much as knowledge.

What to Look For

Speaking / Panel / Café

- Argues in an appropriate academic register
- Hedges and evaluates claims with nuance
- Mediates: relays and reconciles others' views
- Uses discourse markers to structure argument

Writing (essay / brief / report)

- Genre conventions observed (essay, brief, report)
- Clear, cohesive, well-developed argument
- Accurate advanced structures and conditionals
- Qualified, evidenced claims — not assertion

Reading / Listening

- Synthesises complex, multi-source input
- Distinguishes claim, evidence, and value judgement
- Detects framing, bias, and rhetorical strategy

Critical & Ethical Reasoning

- Weighs competing values and trade-offs
- Reasons about futures and consequences
- Reaches a nuanced, defensible position

Built-in Evidence

Each activity yields a substantial assessment artefact: the **policy brief and pitch** (Activity 1), the **2050 scenario and vision pitch** (Activity 2), the **panel contribution and ethics essay** (Activity 3), the **debate and community questionnaire** (Activity 4), and the **café synthesis report** (Activity 5). Together they form a portfolio of C1 environmental discourse across academic genres.

Self- & peer-assessment. Panel peer-votes, stance polls before and after debate, and moderator feedback all serve as peer assessment. A reflective exit note — "*The most persuasive counter-position was... / My view shifted because...*" — makes learning visible and feeds the next lesson.

Vocabulary & Language Banks

The core lexis for each activity, with a C1-level example sentence modelling the target academic register. Project these during production or hand them out as reference cards.

ACT 1

Circular Economy

circular economy n.

an economic model that keeps materials in use through reuse and regeneration

"It could be argued that the circular economy offers a more resilient model than the linear one it seeks to replace."

cradle-to-cradle adj.

designed so that materials are continually recycled into new products

"A cradle-to-cradle approach, the evidence suggests, can substantially reduce material waste."

regenerate v.

to restore or renew a resource or system

"Truly circular systems do not merely sustain but regenerate the resources they draw on."

systemic adj.

relating to a whole system rather than isolated parts

"Waste is arguably a systemic design problem rather than a matter of individual behaviour."

scenario n.

a plausible description of a possible future

"Were current trends to continue, one scenario for 2050 would see coastal cities under serious threat."

tipping point n.

a threshold beyond which change becomes rapid and irreversible

"Had we acted a decade earlier, several climate tipping points might have been avoided."

resilience n.

the capacity of a system to absorb shocks and recover

"A resilient city, one could argue, is better placed to withstand climate disruption."

foresight n.

the ability to anticipate and plan for future developments

"With sufficient foresight, this transition could conceivably be achieved within a generation."

geoengineering n.

deliberate large-scale intervention in the climate system

"Geoengineering, it should be noted, remains ethically contested even among its proponents."

moral hazard n.

the risk that a supposed solution encourages reckless behaviour

"Critics warn of a moral hazard: the promise of a technological fix may weaken the will to cut emissions."

solar radiation management n.

techniques that reflect sunlight to cool the planet

"Solar radiation management may lower temperatures, yet it addresses symptoms rather than causes."

governance n.

the systems by which decisions are made and controlled

"The central question is not whether we can intervene, but under whose governance we should."

ecotourism n.

responsible travel to natural areas that conserves the environment

"It would be naïve to assume that all ecotourism is genuinely sustainable."

carrying capacity n.

the number of visitors a site can sustain without damage

"One cannot ignore the fact that exceeding a site's carrying capacity undermines the very thing tourists come to see."

greenwashing n.

misleading claims that something is more eco-friendly than it is

"This raises the question of whether the label 'eco' is substance or greenwashing."

local livelihoods phr.

the ways local communities earn a living

"Well-managed ecotourism can support local livelihoods while protecting fragile ecosystems."

stewardship n.

responsible care and management of something entrusted to us

"Environmental stewardship, several participants argued, is a shared rather than an individual duty."

accountability n.

the obligation to answer for one's actions and their effects

"If I understood the group correctly, the key issue is corporate accountability."

collective action phr.

coordinated effort by many to achieve a shared goal

"To bring these views together, most tables concluded that only collective action can be sufficient."

stakeholder n.

anyone affected by or able to affect a decision

"Each stakeholder — citizen, government, industry — bears a distinct share of responsibility."

Shared Functional Language (C1)

Hedging: the evidence suggests... / it could be argued that... / to some extent... ·

Evaluating: a compelling case / a questionable assumption / on balance · **Discourse**

markers: by contrast / nevertheless / it follows that / in this respect · **Speculating:**

were we to... / this might well... / could conceivably... · **Mediating:** building on that point... / if I understood you correctly... / to reconcile these views...

Tasks & Interaction Bank

The interactive task types used across the five activities, gathered so you can borrow a format for any C1 environmental lesson. At C1 the format exists to generate qualified, evaluated, and mediated discourse.

Jigsaw Reading

ACTIVITY 1 · CIRCULAR ECONOMY

Groups become expert on one section of an academic text and teach the others, practising summary and reporting.

Hedging Builder

ACTIVITY 1 · CIRCULAR ECONOMY

Guided practice in qualifying academic claims appropriately.

Policy / Startup Pitch

ACTIVITY 1 · CIRCULAR ECONOMY

Design and defend a circular-economy policy or venture under questioning.

Scenario Builder + Future Headlines

ACTIVITY 2 · THE FUTURE WE WANT

Construct a detailed 2050 scenario and compress it into vivid headlines using speculative language.

Role-Play Panel Debate

ACTIVITY 3 · CLIMATE ENGINEERING

Stakeholder roles argue a four-round panel (Present → Challenge → Respond → Synthesis) with peer-vote.

Speed Debate (Assigned Stance)

ACTIVITY 3 · CLIMATE ENGINEERING

Learners defend a randomly assigned pro/con position, building argumentative flexibility.

Concept Map + Stance Poll

ACTIVITY 4 · ECOTOURISM

Build a word web and measure opinion before and after the debate to reveal shifts.

Community Questionnaire Designer

ACTIVITY 4 · ECOTOURISM

Groups design a survey to take the lesson's questions out to their own community.

World Café + Moderator's Toolkit

ACTIVITY 5 · ENVIRONMENTAL RESPONSIBILITY

Rotating question tables with moderation and mediation language, captured in Cornell notes.

Design principle. Every format ends in extended, qualified discourse — a defended pitch, a synthesised report, a written essay. The task creates the conditions for advanced language; the register is how learners take part.

Cross-Partner Best Practices

Recurring principles that made these C1 activities work across different classrooms and countries.

- 1 Choose content worthy of the level.** Systems, ethics, futures, and contested cases give advanced learners something genuinely difficult to think and argue about.
- 2 Teach nuance explicitly.** Hedging, evaluation, and concession are the substance of C1 — model how advanced speakers qualify and weigh, not just assert.
- 3 Make mediation central.** Panels and cafés ask learners to relay and reconcile others' views, developing the mediation skills the CEFR places at the heart of advanced use.
- 4 Force flexibility of position.** Assigned-stance and role-based debate detach argument from personal opinion and build genuine argumentative range.
- 5 Attend to genre.** Essay, policy brief, opinion article, and report each have conventions worth teaching — recasting across genres deepens control.
- 6 Take the lesson beyond the room.** Community questionnaires and virtual exchange connect classroom argument to real audiences and real stakes.
- 7 End in reasoned judgement.** The aim at C1 is not to win but to reach a defensible position — critical thinking maturing into environmental citizenship, in the spirit of GreenComp.

References & Sources

Frameworks and authentic materials drawn on across the C1 activities.

Frameworks

Bianchi, G., Pisiotis, U., & Cabrera Giraldez, M. (2022). *GreenComp: The European sustainability competence framework*. Publications Office of the European Union.

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Authentic Classroom Sources

Oxford Geoengineering Programme. *What is geoengineering?* University of Oxford. (Activity 3, follow-up research)

Cambridge Dictionary. *Ecotourism* (definition and usage). Cambridge University Press. (Activity 4)

The World Café Community Foundation. *World Café method*. (Activity 5, task design)

Activity authorship. Activities 1 and 2 were developed by Balıkesir University (BAUN, Türkiye); Activity 3 by Gaziantep University (GAUN, Türkiye); Activity 4 by the University of Rome Tor Vergata (Italy); Activity 5 by Vilnius University (Lithuania).



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Co-funded by the European Union. Views and opinions expressed are those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project managed by the Turkish National Agency — Center for EU Education and Youth Programmes (Ulusal Ajans).

EcoLingua — Digitally Enhanced Pedagogy for Integrating Environmental Issues into Language Teaching

Erasmus+ KA220-SCH Cooperation Partnership · Project No. 2024-1-TR01-KA220-SCH-000245616 · Teacher Toolkit, CEFR C1 Level.

Co-funded by the European Union. Views and opinions expressed are those of the authors only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency. Neither the European Union nor the granting authority can be held responsible for them.

Greening the *Mastery-Level* English Classroom

A practical toolkit of five C2-level activity plans that integrate environmental sustainability into English language teaching — developed and piloted by EcoLingua partner institutions across Türkiye, Italy, and Lithuania.

5 activity plans

4 partner institutions

3 countries

5 Sustainable Development Goals

About This Toolkit

This is the C2-level volume in the EcoLingua teacher toolkit series, and the capstone of the CEFR sequence from A1 to C2. Where the C1 toolkit works at the level of academic and civic discourse, the C2 toolkit demands **mastery**: learners handle specialised registers — legal, diplomatic, scientific — evaluate sources critically (including AI-generated text), negotiate and mediate under simulated real-world constraints, and produce sophisticated research and position writing.

Each activity was authored by a partner institution and built around genuinely demanding, contested content. Together they place learners in the roles of negotiators, advocates, jurists, and researchers, requiring near-native precision, nuance, and control of register.

Partner Institutions

Balıkesir University (BAUN)

Coordinator · Türkiye · Activities 1 & 2

Gaziantep University (GAUN)

Partner · Türkiye · Activity 5

Özlüce Anatolian Imam Hatip High School

Project partner · Türkiye

University of Burgos

Project partner · Spain

University of Rome Tor Vergata

Partner · Italy · Activity 3

Vilnius University

Partner · Lithuania · Activity 4

A note on scope. This C2 volume compiles the five C2 activities developed and piloted within the project to date. Like the other volumes, it is designed to grow: further C2 activities from partner institutions can be added using the same structure and design.

How to Use This Toolkit

Each activity plan follows the same predictable structure as the rest of the EcoLingua series, so you can move between levels and activities with ease.

The Structure of Each Activity Plan

In Section 4, each of the five activities opens as an expandable panel containing a consistent sequence: a **language and ecological objective** pair, an **at-a-glance information strip** (partner, time, skills, SDGs), a **stage-by-stage procedure** with suggested timings, the **target vocabulary and structures**, the **interactive tasks** used, and **follow-up and assessment** notes.

What Makes These C2

The C2 activities are pitched at mastery: near-native precision, control of specialised register, and critical evaluation of complex, contested material. Expect to teach:

- **Specialised registers:** legal, diplomatic, and scientific discourse used accurately and appropriately.
- **Concession & nuance at scale:** *while one might concede that..., it does not follow that... / this is not to deny that...*
- **Evaluative & rhetorical sophistication:** irony, understatement, emphasis, and precise qualification.
- **Critical & source literacy:** detecting bias, framing, and omission — including in AI-generated content.
- **Advanced genres:** position paper, research summary, legal submission, negotiated communiqué.

A Few Working Principles

- **Trust the difficulty.** These are genuinely hard, contested topics. At C2 the challenge is the point — learners rise to demanding content and register.

- **Simulate the real thing.** Tribunals, summits, and peer-teaching arenas ask learners to perform in authentic professional registers under realistic constraints.
- **Read critically, including AI.** C2 mastery now includes evaluating machine-generated text for bias, assumption, and omission — treat this as a core literacy.
- **Adapt freely.** Timings, roles, and homework are suggestions — a starting point for your own advanced classes, not a script.

Activities at a Glance

The five C2 activities in this toolkit, organised by partner institution and linked to their Sustainable Development Goals. Each targets CEFR C2 and pairs a complex, contested environmental theme with a specialised, mastery-level language focus.

#	Activity	Partner	Ecological Theme	Language Focus	SDG
1	Technology & Sustainability: A Double-Edged Sword	BAUN · Türkiye	Technology's ecological paradox	Concessive markers · evaluative & speculative language	SDG 9 · 12
2	Intergenerational Justice & Climate Change	BAUN · Türkiye	Climate justice & future generations	Legal register · rhetorical appeals · complex conditionals	SDG 13 · 16
3	Voices from the Summit: Simulating International Negotiations	Rome Tor Vergata · Italy	International environmental diplomacy	Diplomatic register · negotiation · mediation	SDG 13 · 17
4	Handle Electronic Waste: AI-Enhanced Research & Peer Teaching	Vilnius · Lithuania	E-waste & the circular economy	AI & source literacy · mediation · peer teaching	SDG 9 · 12
5	The Politics of Climate Agreements: Success or Failure?	GAUN · Türkiye	Global climate governance	Diplomatic rhetoric · critical evaluation · summit simulation	SDG 13 · 17

Progression across the five. The set weighs technology's ecological paradox (Activity 1), puts a generation's duty to the future on trial (Activity 2), seats learners at an international negotiating table (Activity 3), turns critical and AI literacy on the e-waste crisis (Activity 4), and closes by asking whether global climate diplomacy has succeeded (Activity 5). Across all five, specialised register, nuanced concession, and critical source evaluation recur and deepen.

Methodological Framework

The C2 activities share a common pedagogical foundation, distinguished by simulation, critical discourse analysis, and the demand for mastery-level register control.

Core Approaches

Simulation Pedagogy

Tribunals, summits, and negotiations place learners in authentic professional roles, requiring them to perform in specialised registers under realistic constraints.

CLIL & Interdisciplinary Analysis

Content draws on law, diplomacy, ethics, and technology, demanding that learners integrate knowledge across domains as they argue.

Critical Discourse & Source Literacy

Learners interrogate framing, bias, and omission in complex texts — including, at Activity 4, AI-generated content — as a core mastery competence.

Mediation & Peer Teaching

In line with the CEFR Companion Volume, learners relay, reconcile, and teach complex content to others, adapting register for different audiences.

Sustainability Competence: GreenComp

The activities align with GreenComp at its most demanding: **systems & futures thinking, critical thinking, political agency**, and **collective action**. At C2, learners do not merely evaluate solutions but negotiate, adjudicate, and advocate for them in realistic governance settings.

The C2 Language Profile

At C2, learners understand virtually everything they read or hear and express themselves with precision, nuance, and full register control. The toolkit foregrounds:

- **Specialised registers:** legal, diplomatic, and scientific discourse.
- **High-level concession & qualification:** *while one might concede that..., this in no way entails...*
- **Rhetorical sophistication:** emphasis, understatement, irony, and precise evaluation.
- **Speculative & counterfactual reasoning:** *had the accord been binding, the trajectory might have differed markedly.*
- **Advanced genres:** position paper, research summary, legal submission, negotiated communiqué.

Why this matters. These resources let learners do what C2 demands: operate as near-native users in the specialised arenas — legal, diplomatic, scientific — where the most consequential environmental decisions are actually argued and made.

Lesson Sequence Planner

A suggested order for teaching the five activities as an advanced module on technology, justice, diplomacy, and governance. Each activity also stands alone, and several span more than one lesson.

Suggested Teaching Order

Lesson 1

Technology & Sustainability · BAUN

Open with the paradox that technology both harms and helps. Establish **concessive markers** and **evaluative language** through panel debate and critical synthesis.

Lesson 2

Intergenerational Justice & Climate Change · BAUN

Raise the stakes to justice and law. A **mock tribunal** (drawing on the Urgenda case) develops legal register, rhetorical appeals, and complex conditionals.

Lesson 3

Voices from the Summit · Tor Vergata

Move from the courtroom to the negotiating table. A **summit simulation** develops diplomatic register, negotiation, and mediation toward a communiqué.

Lessons 4–5

Handle Electronic Waste · Vilnius

A multi-lesson module turning **AI and source literacy** on the e-waste crisis, culminating in peer teaching and a community action plan.

Lesson 6

The Politics of Climate Agreements · GAUN

Close by evaluating whether global climate diplomacy has worked. A **summit-and-verdict** format synthesises the module's registers into critical judgement.

Recycled Language Across the Module

Language point	Introduced	Recycled & extended in
Concessive & evaluative markers	Activity 1	Activities 2, 3 & 5
Legal & rhetorical register	Activity 2	Activities 3 & 5
Diplomatic & negotiation register	Activity 3	Activity 5
Critical & AI source literacy	Activity 4	Activity 5
Mediation & peer teaching	Activity 4	Activities 3 & 5

Activity Plans

The five C2 activities in full. Click any panel to expand its complete plan — objectives, procedure, target language, tasks, and follow-up.

1

Technology & Sustainability: A Double-Edged Sword

BAUN · Türkiye — ~65 min + homework — SDG 9 · 12

Partner: Balıkesir University (BAUN)

Time: ~65 min + homework

Speaking · Listening · Writing

SDG 9 · 12: Industry & Innovation · Responsible Consumption

LANGUAGE OBJECTIVE

Use concessive markers, evaluative expressions, and speculative conditionals to argue a nuanced, two-sided case and synthesise it in research writing.

ECOLOGICAL OBJECTIVE

Evaluate the paradox that technology is at once a driver of environmental harm and a source of solutions, resisting simple optimism or pessimism.

Approach

A panel debate leading to critical synthesis and research writing. The framing — *solution or risk? savior or saboteur?* — forces genuinely two-sided argument and the concessive, evaluative language that mastery requires.

Procedure

Lead-in

Savior or Saboteur?

Learners confront the double-edged framing and stake out an initial, deliberately provisional position.

Panel

Panel Debate

A structured panel weighs technology's benefits and harms across domains, using concessive markers and evaluative expressions to qualify every claim.

Synthesise

Critical Synthesis

Learners move beyond either/or to a synthesised, conditional position — *technology can prove decisive, provided that...*

HW

Research Writing

A research-based essay consolidating the argument in an academic register with hedged, evaluative claims.

Target Language

Concessive: while it may be true that..., this does not entail... · **Evaluative:** a decisive advantage, a considerable liability, on balance · **Speculative:** were innovation to outpace regulation, the consequences might... · **Vocabulary:** innovation, rebound effect, planned obsolescence, decoupling, techno-optimism

Follow-up & Assessment

Assess the panel contribution (balance, concession, evaluation) and the research essay (synthesis, register, sourcing). Extension: a case study of one technology that is both problem and solution.

Partner: Balıkesir University (BAUN)

Time: ~75 min + homework

Speaking · Reading · Writing

SDG 13 · 16: Climate Action · Peace, Justice & Strong Institutions

LANGUAGE OBJECTIVE

Use legal-academic register, rhetorical appeals (ethos, pathos, logos), and complex conditionals to argue a case in a simulated tribunal.

ECOLOGICAL OBJECTIVE

Examine whether the present generation owes an enforceable duty of care to future generations, drawing on real climate litigation.

Approach

A mock tribunal grounded in simulation pedagogy and critical discourse analysis. Learners argue a real legal question in an authentic legal register, drawing on landmark climate litigation such as the Urgenda case.

Procedure

5 min

Lead-in

A provocative quotation elicits immediate legal and evaluative language — *the assertion that we merely "borrow" the Earth presupposes a duty of care difficult to operationalise in positive law.*

Read

Legal Cases

Learners study real climate cases (e.g. Urgenda v. the Netherlands) to extract precedent, principle, and argument.

Prep

Tribunal Preparation

Teams prepare submissions for prosecution, defence, and the bench, marshalling evidence and rhetorical appeals.

Perform

Mock Tribunal + Justice Scale

The tribunal is held; a live justice-scale weighs the strength of the arguments, and a verdict is reasoned.

5 min + HW

Reflection & Position Paper

A 600-word position paper argues the case in formal written register.

Target Language

Legal register: the burden of proof, a duty of care, to hold accountable, on the grounds that · **Rhetorical appeals:** ethos / pathos / logos · **Conditionals:** had the state acted, the harm would not have... · **Vocabulary:** intergenerational equity, liability, precedent, accountability, standing

Follow-up & Assessment

Assess the tribunal submission (legal register, rhetorical appeals, use of precedent) and the position paper. Extension: research a current climate lawsuit and evaluate its prospects.

Voices from the Summit: Simulating International Environmental Negotiations

University of Rome Tor Vergata · Italy – multi-lesson simulation – SDG 13 · 17

Partner: University of Rome Tor Vergata

Time: multi-lesson simulation

Speaking · Listening · Writing

SDG 13 · 17: Climate Action · Partnerships for the Goals

LANGUAGE OBJECTIVE

Use diplomatic register, the language of negotiation and concession, and mediation to represent a position and reach a negotiated outcome.

ECOLOGICAL OBJECTIVE

Understand the competing interests, trade-offs, and coalition-building that shape international environmental agreements.

Approach

A simulated international environmental negotiation modelled on inter-governmental summit format. Learners represent delegations with distinct interests and must negotiate toward a joint communiqué — the register of diplomacy in action.

Procedure

Brief

Delegation Briefings

Teams receive the position, priorities, and red lines of the country or bloc they represent, and prepare an opening statement.

Open

Opening Statements

Delegations present their positions in formal diplomatic register, establishing interests and areas of potential agreement.

Negotiate

Negotiation Rounds

Delegations bargain, form coalitions, make and withdraw concessions, and mediate between competing demands across timed rounds.

Draft

Joint Communiqué

The summit drafts and adopts (or fails to adopt) a negotiated agreement, capturing compromises in precise, formal language.

Reflect

Debrief & Reflection

Learners step out of role to analyse what enabled or blocked agreement, and the language that moved the negotiation.

Target Language

Diplomatic register: my delegation is of the view that..., we would be prepared to..., with respect, we cannot accept... · **Negotiation:** concession, common ground, in principle, subject to · **Vocabulary:** multilateralism, ratification, binding commitment, common but differentiated responsibilities, communiqué

Follow-up & Assessment

Assess the delegation's performance (register, negotiation, mediation) and the quality of the final communiqué. Extension: compare the simulated outcome with a real agreement such as the Paris Accord.

4

Handle Electronic Waste: AI-Enhanced Research & Peer Teaching

Vilnius University · Lithuania – multi-lesson (45 + HW + 45 min) – SDG 9
· 12

Partner: Vilnius University

Time: Lesson 1 (45 min) + homework + Lesson 2 (45 min)

Reading · Speaking · Writing · Mediation

SDG 9 · 12: Industry & Innovation · Responsible Consumption

LANGUAGE OBJECTIVE

Use AI and source literacy to critically evaluate machine-generated content, and mediation to teach complex material to a different-level audience.

ECOLOGICAL OBJECTIVE

Investigate the e-waste crisis — planned obsolescence, rare earth extraction, the right to repair — and propose community-level solutions.

Approach

A multi-lesson TBL/CLIL/PBL module foregrounding AI literacy. Learners research with AI assistance, then critically evaluate the AI's own output for bias, assumption, and omission — a defining C2 mastery competence — before teaching what they learn to a B1-B2 audience.

Procedure

10 min

Force-Fitting

A creative warm-up combining unrelated objects, framing the three pillars of responsible consumption.

15 min

E-Waste Lab

Groups choose an electronic item and use an AI prompt builder to research how to recycle, prolong, or declutter it, reading AI responses critically.

20 min

AI Literacy

Learners annotate AI-generated text for values, assumptions, and missing information, and answer auto-scored C2 critical-reading questions.

HW

Presentation Builder

Learners script a peer-teaching presentation, adapting C2 content for a B1-B2 audience — mediation in practice — against a quality checklist.

30 min

Peer Teaching Arena

Timed presentations, a community-solutions board, and peer evaluation across five criteria.

15 min

Reflection

Metacognitive prompts (AI vs. traditional research, mediation challenge, AI bias) and a 300-word personal e-waste action plan.

Target Language

Critical evaluation: the response privileges..., it tacitly assumes..., it omits any mention of... · **Mediation:** to put this more simply..., in other words, for a general audience... · **Vocabulary:** e-waste, planned obsolescence, rare earth elements, right to repair, WEEE Directive, digital carbon footprint

Follow-up & Assessment

Assess the critical annotation of AI text, the peer-teaching presentation (accuracy, register-adaptation), and the action plan. Extension: audit and report on the class's own device replacement habits.

The Politics of Climate Agreements: Success or Failure?

Gaziantep University (GAUN) · Türkiye – multi-lesson simulation – SDG 13
· 17

Partner: Gaziantep University (GAUN)

Time: multi-lesson simulation

Speaking · Reading · Writing

SDG 13 · 17: Climate Action · Partnerships for the Goals

LANGUAGE OBJECTIVE

Use diplomatic rhetoric and critical-evaluative language to assess the record of international climate agreements and defend a judgement on them.

ECOLOGICAL OBJECTIVE

Evaluate whether landmark climate agreements have succeeded or failed, and why global climate governance is so difficult.

Approach

A UN-summit and critical-evaluation format. Learners inhabit the politics of international climate agreements, then step back to deliver a reasoned verdict on whether the regime has succeeded — diplomacy meeting critical judgement.

Procedure

Brief

The Record So Far

Learners examine the history and outcomes of major agreements (e.g. Kyoto, Paris), gathering evidence of success and shortfall.

Represent

Summit Positions

Delegations articulate national interests and the tensions — equity, financing, enforcement — that shape agreement.

Debate

Success or Failure?

A structured evaluation weighs the achievements and failures of the climate regime, using critical-evaluative and diplomatic language.

Judge

Reasoned Verdict + Writing

Learners deliver and defend a judgement, then consolidate it in a formal evaluative essay or briefing.

Target Language

Diplomatic rhetoric: a landmark yet flawed accord, honoured more in the breach..., a qualified success · **Critical evaluation:** the agreement fell short of..., its significance lies less in... than in... · **Vocabulary:** ratification, non-binding, emissions target, climate finance, enforcement mechanism, common but differentiated responsibilities

Follow-up & Assessment

Assess the summit contribution (diplomatic register, evidence) and the evaluative essay (balanced judgement, defensible verdict). Extension: evaluate the most recent COP outcome against the module's criteria.

Differentiation & Inclusion

Even at C2, learners differ in confidence with specialised register, sustained argument, and performance under simulation. These strategies keep everyone engaged while stretching the most able toward genuine mastery.

Supporting Learners Who Need It

- **Provide register models.** Sample tribunal submissions, diplomatic phrasings, and annotated AI critiques give learners authentic exemplars to work from before they perform.
- **Pre-load the case.** Legal briefs, delegation dossiers, and fact sheets mean learners argue from supplied material rather than generating specialised content and register at once.
- **Assign roles by demand.** Chair, rapporteur, lead advocate, and fact-checker distribute the load across a simulation and give each learner a defined, achievable contribution.
- **Scaffold the write-up.** Genre frames for the position paper, communiqué, and evaluative essay support learners in producing sophisticated written outcomes.

Stretching the Strongest

- **Demand register precision.** Require accurate legal, diplomatic, or scientific register — and hold learners to the nuance and understatement C2 permits.
- **Interrogate the sources.** Ask them to evaluate the framing and reliability of every source, including AI output, and to argue with the gaps they find.
- **Take the harder role.** Assign the least sympathetic delegation or the weaker side of the case, and require a compelling argument regardless.

Inclusion by design. Simulation formats with defined roles — tribunal, summit, peer-teaching arena — give every learner a place and a purpose, including quieter students, who often excel as rapporteurs, fact-checkers, or writers. All interactive tasks run at the board, on shared devices, or on paper where technology is limited.

Assessment Tools

Assessment across the C2 toolkit is criteria-referenced and register-aware, valuing precision, nuance, and critical judgement as the marks of mastery.

What to Look For

Simulation Performance

- Controls a specialised register (legal / diplomatic)
- Concedes and qualifies with precision
- Negotiates, mediates, and reconciles positions
- Uses rhetoric with nuance, not excess

Writing (paper / communiqué / essay)

- Genre and register precisely matched to task
- Sophisticated, well-supported argument
- Accurate complex and counterfactual structures
- Nuanced, defensible judgement

Critical & Source Literacy

- Detects framing, bias, and omission
- Evaluates AI-generated content critically
- Synthesises multiple, complex sources

Reasoning & Mediation

- Weighs competing interests and values
- Adapts complex content for other audiences
- Reaches a nuanced, defensible verdict

Built-in Evidence

Each activity yields a demanding assessment artefact: the **research essay** (Activity 1), the **tribunal submission and position paper** (Activity 2), the **negotiated communiqué** (Activity 3), the **AI-text critique, peer-teaching presentation, and action plan** (Activity 4), and the **evaluative essay/briefing** (Activity 5). Together they form a portfolio of C2 environmental discourse across specialised genres.

Self- & peer-assessment. Peer-evaluation scoreboards, justice scales, and negotiation debriefs make judgement visible and shared. A reflective note — *"The most consequential*

concession was... / My verdict rests on..." — consolidates learning and feeds the next lesson.

Vocabulary & Language Banks

The core lexis for each activity, with a C2-level example sentence modelling the target specialised register. Project these during production or hand them out as reference cards.

ACT 1 Technology & Sustainability

rebound effect n.

when efficiency gains are offset by increased consumption

"While efficiency improves, the rebound effect means that savings are frequently, if not inevitably, eroded."

decoupling n.

separating economic growth from environmental harm

"Whether genuine decoupling is achievable remains, to put it mildly, contested."

planned obsolescence n.

designing products to fail or date quickly

"Planned obsolescence is arguably less a flaw than a feature of the prevailing model."

techno-optimism n.

faith that technology will solve environmental problems

"A measure of techno-optimism is warranted; unqualified faith is not."

duty of care phr.

a legal obligation to avoid causing foreseeable harm

"The court held that the state owed a duty of care extending to future generations."

intergenerational equity n.

fairness between present and future generations

"Intergenerational equity, however compelling in principle, is notoriously difficult to enforce."

precedent n.

an earlier case used to decide later ones

"Urgenda set a precedent that has since been invoked in jurisdictions well beyond the Netherlands."

standing n.

the legal right to bring a case

"A threshold question is whether future generations can be said to have standing at all."

multilateralism n.

cooperation among many states toward shared ends

"My delegation remains committed to multilateralism, notwithstanding the impasse."

common but differentiated responsibilities phr.

the principle that states share duties unequally by capacity

"Any accord must honour the principle of common but differentiated responsibilities."

binding commitment phr.

an obligation that is legally enforceable

"We would be prepared to support the text, subject to a binding commitment on finance."

communiqué n.

an official statement issued after negotiations

"The final communiqué papered over differences that the negotiations had failed to resolve."

e-waste n.

discarded electronic devices and components

"E-waste is the fastest-growing waste stream in the world, yet it remains largely invisible."

right to repair phr.

the principle that owners should be able to repair their devices

"The right-to-repair movement challenges a business model predicated on disposability."

rare earth elements n.

scarce metals essential to modern electronics

"Demand for rare earth elements exposes the ecological cost of the devices we treat as clean."

AI literacy phr.

the ability to use and critically evaluate AI systems

"C2 AI literacy requires not fluency with the tool but the capacity to see what it omits."

ratification n.

formal approval that makes a treaty binding on a state

"Signature is one thing; ratification, and the domestic will it requires, is quite another."

non-binding adj.

not legally enforceable

"The pledges, being non-binding, amounted to aspiration rather than obligation."

climate finance n.

funding to help states mitigate and adapt to climate change

"The credibility of any accord hinges on whether promised climate finance materialises."

enforcement mechanism n.

a means of ensuring commitments are honoured

"Absent a credible enforcement mechanism, targets function largely as statements of intent."

Shared Functional Language (C2)

High-level concession: while one might concede that... / this is not to deny that... / notwithstanding... · **Evaluation:** a qualified success / decisive yet incomplete / on any reasonable reading · **Counterfactuals:** had the accord been binding, the trajectory might have differed · **Critical reading:** the text privileges... / it tacitly assumes... / it is silent on... · **Diplomatic / legal:** my delegation is of the view that... / on the grounds that... / with respect, we cannot accept...

Tasks & Interaction Bank

The interactive task types used across the five activities, gathered so you can borrow a format for any C2 environmental lesson. At C2 the format is a professional arena; the register is the performance.

Panel Debate + Critical Synthesis

ACTIVITY 1 · TECHNOLOGY & SUSTAINABILITY

A two-sided panel resolved into a synthesised, conditional position rather than a winner.

Mock Tribunal + Justice Scale

ACTIVITY 2 · INTERGENERATIONAL JUSTICE

Prosecution, defence, and bench argue a real climate case in legal register toward a reasoned verdict.

Summit Negotiation + Communiqué

ACTIVITY 3 · VOICES FROM THE SUMMIT

Delegations negotiate, form coalitions, and draft a joint agreement in diplomatic register.

AI-Text Critical Annotation

ACTIVITY 4 · ELECTRONIC WASTE

Learners annotate AI-generated text for values, assumptions, and omissions — AI literacy as core skill.

Peer-Teaching Arena

ACTIVITY 4 · ELECTRONIC WASTE

Learners mediate C2 content for a B1-B2 audience, assessed on accuracy and register-adaptation.

AI Prompt Builder

ACTIVITY 4 · ELECTRONIC WASTE

A structured builder for research prompts, with critical reading of the responses.

Summit + Reasoned Verdict

ACTIVITY 5 · CLIMATE AGREEMENTS

Represent, deliberate, and then step out of role to deliver a defensible judgement on the regime.

Success/Failure Evaluation Grid

ACTIVITY 5 · CLIMATE AGREEMENTS

Weigh achievements against shortfalls with critical-evaluative language.

Peer-Evaluation Scoreboard

ACTIVITIES 4 & 2

Structured peer assessment across explicit criteria during presentations and tribunals.

Design principle. Every format is a professional simulation whose currency is precise, appropriate register. The task creates the arena; mastery of language is how learners succeed within it.

Cross-Partner Best Practices

Recurring principles that made these C2 activities work across different classrooms and countries.

- 1 Set genuinely demanding content.** Justice, diplomacy, and technological paradox give mastery-level learners material worthy of their range.
- 2 Simulate real arenas.** Tribunals, summits, and peer-teaching sessions demand authentic professional registers and reward precision over volume.
- 3 Make critical & AI literacy explicit.** Evaluating sources — including machine-generated text — for bias and omission is now part of what C2 mastery means.
- 4 Prize nuance over assertion.** The C2 move is concession, qualification, and understatement — reward the argument that acknowledges its own limits.
- 5 Foreground mediation.** Adapting complex content for other audiences and reconciling opposing positions are central mastery skills, not afterthoughts.
- 6 Ground argument in real cases.** Urgenda, the Paris Accord, the e-waste crisis — authentic material raises the stakes and the standard.
- 7 End in reasoned judgement.** The aim is not to win but to reach and defend a nuanced verdict — critical mastery in the service of environmental citizenship, in the spirit of GreenComp.

References & Sources

Frameworks and authentic materials drawn on across the C2 activities.

Frameworks

Bianchi, G., Pisiotis, U., & Cabrera Giraldez, M. (2022). *GreenComp: The European sustainability competence framework*. Publications Office of the European Union.

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Urgenda Foundation v. State of the Netherlands (2019). Supreme Court of the Netherlands. (Activity 2, case material)

United Nations. *Paris Agreement* (2015) & UNFCCC process. United Nations Framework Convention on Climate Change. (Activities 3 & 5)

WEEE Directive (2012/19/EU) & global e-waste monitoring. European Union / UN partners. (Activity 4)

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