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**ECO-DIDACTICS:
APPLYING ECOCRITICISM
AND ENVIRONMENTAL
ISSUES IN SECONDARY
EDUCATION**

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1. ABSTRACT AND KEYWORDS

ABSTRACT

Environmentalism is a topic which has been left aside in some many senses for a number of years. However, the birth of critical theories such as Ecocriticism has contributed to making people conscious about the importance of the environment through literature. This literary theory which was born in the 1990s aims at defending not only nature but also animals, and the environment. In this essay this theory will be explained and it will be also linked to the importance of interdisciplinarity in the L2 classroom. Apart from this, other issues such as the importance of an environmental curricula and an environmental approach to the textbooks will be dealt with since nowadays there is still a lot of work to be done in this field. As concerns the didactic unit, it will be completely focused on the importance of the environment. The activities proposed follow the task-based learning methodology and they will help to teach the L2 as a vehicle to improve the world in which we live in.

Keywords: environmentalism, Ecocriticism, ecology, recycling, deforestation, nature.

RESUMEN

La ecología es un tema que hasta hace muy pocos años ha sido relegado a un segundo plano. Sin embargo, el nacimiento de teorías literarias como la ecocrítica ha contribuido a la concienciación de las personas sobre la importancia del medio ambiente. La ecocrítica, que nació en los 90, tiene como propósito principal defender no solo la naturaleza sino la fauna y el medioambiente. En este trabajo trataremos de explicar esta teoría así como la importancia de la interdisciplinarietà, que no solo es relevante en este aspecto sino a la hora de aprender una segunda lengua. Además trataremos otros aspectos como la importancia de un curriculum que incluya una educación medioambiental y un análisis de como los libros de texto tratan este tema y desde la perspectiva que lo hacen. Aun así hay todavía mucho trabajo por hacer. Con respecto a la unidad didáctica es necesario señalar que se centrará en en la importancia del medioambiente. Las actividades propuestas siguen la metodología del aprendizaje por tareas para que el alumnado aprenda la segunda lengua como vehículo para mejorar el mundo que les rodea.

Palabras clave: ecología, ecocrítica, ecología, reciclaje, deforestación, naturaleza.

2. STATE OF THE ART

2.1 INTRODUCTION

Environmentalism is a philosophy or perspective which already has an enormous presence in our everyday life; people are becoming more and more conscious about the importance of the environment. However, this consciousness must have a basis. This basis is in the hands of the future generations and their education in this aspect must be provided by their teachers and family.

In other countries, people have been working on this issue in order to teach children and teenagers about the importance of what surrounds them. However, in Spain, this issue has been left aside perhaps because education at school has been focused on other aspects. Notwithstanding, institutions, text-books, teachers and parents are dealing with this topic and are educating their children from this green perspective. Nonetheless, even though some teachers are working hard on this issue, there is still a lot of work to be done.

In the national curriculum we can find that environmental issues are gaining more presence. This is a very important step since some years ago, it was not even mentioned. In a very short period of time, the methodology and the topics used for the L2 classroom have suffered great changes which have improved the way in which students learn English. There are still some aspects which still need to be revised, but in general terms, the process of learning a L2 is less monotonous now than a few years ago.

As already mentioned, the importance of the environment and the ecology will be the main key of the didactic unit and the state of the art. However, the origin of this, that is, the justification for the choice of this topic is more theoretical: Ecocriticism constitutes the real basis for the development of the didactic unit. However, in a 3rd year of compulsory secondary education, students are not ready to be taught about critical theories but they can start to think about the importance of literature in order to change the world. For this reason, they have to read about Dr. Seuss and talk about the influence that this author had on denouncing deforestation. This is one of the main tasks in the didactic unit, but apart from this there are others related to recycling, pollution, global warming, and other ecological aspects. Thus, Ecocriticism is the centre around which the state of the art revolves.

Therefore, the state of the art will start with a description and explanation of Ecocriticism. It will be broadly explained by means of some of the bibliography and the research carried out by the author. Understanding Ecocriticism and the branches that

it embraces is complex and for this reason a brief definition to conceptualize it is needed. Even though the definition provided by Cheryl Glotfelty summarizes and provides us with a general view of what Ecocriticism is, we need to understand the roots of the movement, the debate about the origin of it, the main names and why it is becoming so important nowadays. However, to begin with a simple and general definition, it must be said that green studies are “the study of the relationship between literature and the physical environment” (Glotfelty, 1996: xviii). This definition can be found in the introduction of *The Ecocriticism Reader*, a very important manual to understand this theory. It is important to mention that due to the fact that this movement is still being consolidated, some differences can be found in those manuals which aim at establishing the basic theory of Ecocriticism. One example is Rebecca Douglas in ‘Ecocriticism and Middle English Literature’, who defines ecocriticism as “reading with attention to treatments of nature, land, and place, informed by a desire to understand past and present connections between literature and human attitudes regarding the earth” (1998: 138).

Since Ecocriticism is a critical theory that I have studied in the last two years of my BA degree, it is appropriate for me to continue researching on this topic. However, this time the topic will be approached from the perspective of the L2 classroom and the possible applications that this current topic would have for secondary education. Ecocriticism is an important way to make students aware of the importance of the environment and the preservation of it. For this reason, applying Ecocriticism in the classroom is, to some extent, a challenge because it is a complex critical theory and it must be adapted to the student’s interests and aims, and of course it must be taught in a very attractive way to catch their attention. Nonetheless, the possible activities, projects, and explanations provided in the classroom will be dealt with later on. Thus, the use of the topic of the environment in the L2 classroom will be approached from the perspective of the Earth Day celebration. In fact, it will be on that final day when the students are expected to finish and present the final project they have to carry out.

The section of the didactic unit will deal with the importance of Interdisciplinarity. Within Ecocriticism this topic has been widely highlighted, just as it is when dealing with new methodologies in secondary education. Indeed, this is how ecocriticism and secondary education are going to be linked in this project. Many efforts are being made nowadays to join all the subjects in the curriculum through different topics. In the didactic unit presented there are several attempts to show this since the students are not going to learn only English itself; instead the language will be a tool to talk about another topic, in this case the environment. In order to achieve

this, the students will do some exercises which have to do with history, biology, or literature among others.

Another important issue that will be dealt with is the design of a syllabus with a stronger presence of environmental education. There are an abundance of scopes which can be studied and practiced but it is often difficult to cover them all. In the didactic unit proposed below some of them are explained to the students but some others have been left aside. Since this didactic unit has been made to be finished on the Earth Day (22nd April) the exercises and explanations are focused on issues such as the pollution of the environment, the greenhouse effect and deforestation. Other important points such as overpopulation or animals do not a strong presence here due to lack of time. For this reason, it would be a good idea that a little of each topic be included in each unit throughout the whole year. This would be the most complete approach to the topic. The advantages and disadvantages of this will be explained.

To finish pinpointing the different points in this project, a comparison between two different textbooks of the same level will be made concentrating on their contents regarding environmental education. Attention will be focused on the environmental topics that they deal with as well as the final tasks that they propose.

2.2 UNDERSTANDING THE ORIGIN OF ECOCRITICISM...

As mentioned above, Ecocriticism is “the study of the relationship between literature and the physical environment” (Glotfelty, 1996: xviii). However, in order to understand this critical theory, we need to know the reasons that have converted this study into the important movement which it is nowadays.

The origins of Ecocriticism are to some extent difficult to establish due to different reasons. On the one hand, some scholars accept that the real seeds of Ecocriticism were sown in the 19th century, together with the birth of the American movement of “Nature Writing” and the need for cultural independence from the “Green letters” movement which was being developed in England. Notwithstanding, “Nature writing” is a sort of symbolic genesis of current Ecocriticism because it is considered that the creation of the Association for the Study of Literature and Environment (ASLE) is the real origin of the movement. Therefore, it can be asserted that Ecocriticism, as a critical theory, was born in America during the 1990s and that it became a movement whose main aim was not only to expand on its theory but also to encourage active participation in the defence of nature, animals, and the landscape.

To understand these seeds of Ecocriticism, it is necessary to understand the ideals of Nature writing. As already mentioned, this movement was born in the 19th century in America. Its main precursors were three important American writers:

Margaret Fuller, Ralph Waldo Emerson, and Henry David Thoreau. These three authors belonged to the transcendentalist movement that took place in New England. This literary movement was important because it achieved cultural independence from the European model. In fact, it was a revolutionary movement which captivated different writers, essayists, philosophers, and intellectuals. As transcendentalists, their main goal was to keep innovating and establish a path different to the canonical one.

The most important publication of this genre was made by Ralph Waldo Emerson, who in 1836 published his essay *Nature*. It is said that with this essay the basis for transcendentalism was established: Thus he forged a belief system that upholds a non-traditional appreciation of nature. Other relevant publications for the movement were *Summer on the Lakes* (1843) by Margaret Fuller and *Walden* (1854) by Henry David Thoreau. The former deals with the encounter with the American landscape. It is based on Fuller's travelling experiences to the Great Lakes region. The latter is a reflection upon living in natural surroundings and abandoning society in order to find oneself. In this work, Thoreau explains his experiences over the course of two years in a cabin built by himself. His aim in doing this was to gain a more objective perception of society through personal introspection.

These three masterpieces of the transcendentalist movement are essential in order to understand the genre of nature writing. In fact they help the readers to find themselves through the natural landscape. They do not make a specific denouncement of any damage done to the natural world but they do encourage a more valuable treatment of it due to the fact that we, as human beings, need to be in contact with Mother Nature. Thus, this sense of reflection upon nature is the main goal of one of the sessions in the didactic unit. It does not make sense to provide the students with one of these texts and try to make them think about the importance of personal introspection, however, they will be provided with the keys to understanding an easier text which is related also to the natural world: Dr. Seuss' *The Lorax*. It will help them to think about the importance of the environment and the natural landscape.

Therefore, Nature writing was the seed that would blossom many years later into the ecocritical theory. Although it has been mentioned that Ecocriticism was born with the creation of ASLE, it is necessary here to bring to the fore figures such as Perry Miller, a lecturer who worked in Harvard and wrote very important essays for the movement such as *Nature's Nation*. Nonetheless, the foundation of ASLE and the birth of Ecocriticism had a parallel development. In order to bring this to light Scott Slovic, Michael Branch, and Cheryl Glotfelty met together and attended several conferences. The education they had received at home was based on environmental issues so their connection with the green world was something with which they had been instilled

since their childhood. They noticed that there were many people who thought like them and they aimed at creating a mechanism which received the support of people with the same ideals. This was the birth of ASLE which continued with the publication of ISLE (Interdisciplinary Studies in Literature and Environment).

Together with the creation of ASLE and the journal, some works were also published. Among them we can find *The Ecocriticism Reader*, a collection of essays dealing with nature, the environment and the landscape and their relation to some literary works. These essays were edited by Harold Fromm and Cheryl Glotfelty (two of the main names of the movement). The publication of this book served to help people to understand Ecocriticism and the functions that it would realize in our society. In fact, the value of this work rests not only on its “didactic” function but also on the importance of new concepts such as ecofeminism or animistic literature. In Spain a similar work was published: *Ecocríticas* (2010) whose main aim was to show the objectives of the movement to Spanish speakers and also to guide it towards Spanish and Hispano-American literature.

Another important issue to be developed was the choice of a name for this critical theory. Even nowadays there is still some controversy in this respect. Many names have been proposed in order to designate this theory. Among them we can find: “literary environmental theory”, “green cultural studies”, “green letters” and even “ecopoetics”. They all aim at comprehending the importance and the elements included within Ecocriticism but the truth is that the name of “Ecocriticism” is the one chosen to name the movement. It was firstly coined by William Rueckert in his article “Literature and Ecology: An Experiment in Ecocriticism”, written in 1978. Since that moment other names such as the ones mentioned above were proposed but as already stated, they only refer to a particular part of the movement. The word “ecocriticism” at the beginning only dealt with the mere application of ecological concepts to literary studies. Nowadays this concept is much wider and embraces other issues. Only the passage of time will determine the concept that survives but at the end of the day this name is the one which is gaining currency. It provides it with an identity, and this is important but at the same time, the identity and the bearing will rest on the literary theory and the ideals it represents.

Ecocriticism as a critical theory is treated by some scholars as a controversial topic because of its possible identification as a left-winged movement, as Juan Ignacio Oliva asserts:

Ecocriticism [...] has been compared with Ecology and political and social movements whose ideals were anti-establishment, “green” or left-winged. It is not our intention to assert that the philosophy of its components does not take

part at some extent, in the ecologist ideology or its social tendencies. However, the field of Ecocriticism does not establish its limits in public-political issues but rather it promotes the reading of the traditional literary basis that are related to nature, centralization, and searching by means of literature a sustainable model of relation between the human beings and the place we are living in. (Oliva 2012: 10)

Notwithstanding, Ecocriticism is a theory which is also connected to environmentalism, materialism, pastoralism, pedagogy, and post-colonialism among others. In fact, it is an umbrella which embraces different possibilities because it is creating an important theoretical corpus based on different ideologies which not only have to do with Europe and America but also with Asia.

In relation to the different scopes that Ecocriticism comprises, there is a very special and current one: ecofeminism. Nature and the environment have received continuous abuse from the very beginning of the scientific revolution and capitalism. This abuse is on a par with the one received by women. The innovative coin of ecofeminism was coined by Françoise D'Eabonne who set the basis for this revolutionary movement which establishes a clear parallelism between women and nature. As Carolyn Merchant in her work *The Death of Nature* explains:

The ancient identity of nature as a nurturing mother links women's history with the history of the environment and ecological change. The female earth was central to the organic cosmology that was undermined by the Scientific Revolution and the rise of a market-oriented culture in early modern Europe. (1983: xx).

Ecofeminism was developed in the third part of the 20th century and it received great support from many women all around the world. Nonetheless it achieved a real identity in 1980 after the conference "Women and Life on Earth", which took place in Massachusetts. This conference consisted of a denunciation of the abuse and violence that patriarchal society makes on women and relates it to the destruction of the environment and natural resources. In fact, 1980s was a prolific decade as regards women's struggle for liberation¹.

Ecofeminism has had different waves but it was in the second in which women developed the ideals of those matriarchal societies of the ancient times where women were a strong symbol of life. Thus, the parallelism between women and the natural

¹ Further information on ecofeminism can be found in Torres Barriga (2014: 15).

world has had some consequences such as the introduction of concepts like “mother Earth”.

Ecofeminism is one of the most famous and important fields of Ecocriticism. Even though it is not fully developed in the didactic unit due to the fact that it is focused on environmental issues, ecofeminism deserves to be mentioned because of the importance it has within what we also call “green letters”.

Once the main fields of the movement have been introduced, it is interesting to see how Ecocriticism has been developed in Spain. As Marrero (2010) asserts it is true that the ecocritical approaches to the literature written in Spanish are more usual in Hispano-American literature than in Spanish literature. In Spain there is no literature dealing specifically with Ecocriticism. However, there is an author whose literature is to some extent related to the environment, and this is the case of Miguel Delibes, who used rural metaphors and continuous references to nature.

In Hispano-American literature there is a wider range of authors and works which are closer to green letters. Among them we can find the so called: *Novela de la tierra* whose main author is Jose Eustasio Rivera. The most representative work from this Hispano-American movement was *The Vortex* (1924). In this shocking novel Rivera aims at denouncing the destruction of the Amazon rainforest. At the same time the author describes the magic which inhabits the regions in the Colombian jungle. This magic can be found in the rich biodiversity and the lifestyle of the inhabitants. This novel denounces the working conditions of the workers in the rubber factories. However, the author is able to show the students the tremendous conditions of the jungle and the treatment of the human being to nature by means of extremely shocking and graphic metaphors. This novel could have been included within the didactic unit due to its close relationship with the topic of deforestation and the sense of denouncement. However, it contains a very elegant and refined prose which has a high dose of metaphors and poetry which can be difficult to be understood.

In Spain the most important and ambitious attempt at theorizing and explaining ecocriticism in Spanish comes with the publication of *Ecocríticas: literatura y medioambiente*. It is a group of essays, articles and interviews written by the most important authors of the movement in Spain. This manual is a very complete one. It is considered the first guide of Ecocriticism in Spain, so that it deserves attention because this work opens the doors towards a new form of analysis in our country. Thus, this book is quite didactic and provides an appropriate introduction to Ecocriticism.

2.3 THE IMPORTANCE OF INTERDISCIPLINARITY

The role of interdisciplinarity acquires more importance in this work due to the fact that Ecocriticism is a theory which tries to integrate within it as many fields as possible. Nevertheless, apart from the critical theory, interdisciplinarity is also important from the point of view of the L2 classroom. In the didactic unit there are several exercises dealing with different subjects apart from the mere linguistic ones because it is my aim that students have as wide a view as possible.

To begin with I will talk about the importance of interdisciplinarity within Ecocriticism and the different fields that the green letters try to integrate. Even though Ecocriticism is a literary theory, it aims at embracing different scopes such as biology, economy or even law.

Thus, the characteristic which really differentiates Ecocriticism from other theories is its so called interdisciplinarity. This is the combination of two or more academic disciplines in order to obtain a wider perspective on the topic. It is not a new concept at all, but, within the field of humanities, its use is not as common as it should be. Due to this, Ecocriticism aims at changing this conception of working literature. Its proposal is a broader one. Its intention is to work on literary texts from different perspectives so that the analysis will be richer.

The clearest evidence that Ecocriticism is an interdisciplinary theory is the name itself. Ecocriticism is made up of the word “eco” which is related to the field of biology, the branch of science related to nature and by the word “criticism”, which deals with literature, with the canon, and with those characteristics that help us to define and classify a text.

One of the most important combinations of Ecocriticism with other subjects has had as an outcome the concept of environmental justice. This kind of Ecocriticism denounces the artificial separation of nature and environment. Indeed, it is important to explain this concept. When talking about environmental justice one must take into account the fact that this is not something that only has to do with literature but also with activism. Within the different trends that deal with environmental justice, the most famous one is that focused on the preservation of wild nature. This has to do with Rousseau and the romanticism and can be exemplified with the examples taken from the transcendentalist movement and their defence of the wilderness. The most important names related to this were William Cullent Bryant, Ralph Waldo Emerson, Henry David Thoreau, or Margaret Fuller.

The mixture of environmental justice, Ecocriticism, and literature could contribute effectively to an improvement on the environmental crisis. There may be

some disagreement with this idea and some scholars may be sceptical towards the active function of literature in this field. However, there are several examples that show us how literature can interfere in the real world in order to improve it. An example of this is the novel written by Harriet Beecher Stowe, *Uncle Tom's Cabin*. This masterpiece contributed to the abolishment of slavery in America. Perhaps, novels such as *Ecotopia* by Ernest Callenbach will help to change the mind of people in order to take action for the environment. This is an issue that only the passage of time will decide.

The study of literature and its role within society is something that cannot be neglected, in fact it is literature which reveals the principles of the people from past eras and through the study of literature we are able to witness their attitude towards any topic, in this case, nature.

Therefore, Ecocriticism represents a huge step in cultural studies. It provides us with a better understanding of the world surrounding us. Notwithstanding, Ecocriticism is still a theory which is in the process of being created and it lacks a consistent theory. Thus the problems common to other theories, the contrary positions of their supporters or detractors, are not present here given that for the time being there are shared thoughts and ideologies on this movement. This is widely accepted by scholars working on Ecocriticism. The clearest example is that of one of its pioneers, Lawrence Buell who accepts that Ecocriticism has not produced such a deep impact on methodology, in such a way as formalism and deconstruction have done. Nonetheless, if the role that it develops in the future is similar to the one of feminism or post-colonialism, that is, if Ecocriticism is able to contribute to academic research in the long run, this will be highly positive.

As regards the role of interdisciplinarity in the field of Ecocriticism several aspects have been mentioned. However, there are some others such as the economical one which have not been included in this section. Nevertheless, its relationship with secondary education will be included in this explanation. As mentioned above, students cannot be taught Ecocriticism as a mere literary theory, but they can start thinking about their own ability to improve the environment. This is the reason why the most important tasks of the didactic unit are closely related to this field.

On the one hand, students will have to carry out research on Dr. Seuss and his most environmental work *The Lorax* (1971). Then, they will work on it and the ideal that the author aims at transmitting for the reader. This will be useful for them not only from the environmental point of view, but also because they will learn to research autonomously on those issues they are interested in.

On the other hand, the students will have to work in groups for the final task. Each group will watch a film or a documentary which presents information about the environment and its preservation. Each film approaches the topic from a different perspective. Thus, the students will reflect for example on the consequences of experiments realized by the army in the ocean which gave birth to Godzilla. They will not be doing an ecocritical analysis of the film, but they will take into account the consequences and problems of destroying sea-fauna.

Another animistic perspective which will be developed in the lesson plan will be dealt with from the religious point of view with the film *Noah*. In this film the students will pay attention to the behaviour of the animals, and the behaviour of human beings towards them. However, the most important question will take place towards the end of the film, when Noah has to make a decision about the existence of humanity.

Another example is that in the final task the students will be told to watch the film *The Day the Earth Stood Still*. This is a remake of a sci-fi film from the 1960s. It was chosen not because of its cinematographic quality but rather because of the message it aims at transmitting. Students will reflect on the fact that sometimes human beings believe that they are the centre of the universe. In this film some figures from outer space will arrive on Earth in order to show us that this is not totally true. As we have already said, this is a sci-fi film, but again, the most important thing is the message it aims at transmitting.

Interdisciplinarity is also applied to this didactic unit because apart from the literary and cinematographic perspective, one of the main goals is to work with the different fields of environment. This didactic unit was designed to be presented on the Earth Day (22nd April). For this reason within the sessions of this didactic unit several issues can be included. In this case the greenhouse effect, global warming, the deforestation of the Amazon rainforest, or the importance of recycling have been included. However, there are other issues that could also be dealt with but have not been covered because of the lack of time. This is the case of overpopulation, the depletion of the ozone level and water pollution, among others. Since each one of these topics needs very specific vocabulary, it is difficult to cover them all in five sessions. However, the most important and current ones have been chosen.

In the last section of this state of the art, several methodologies of the same level (for the 3rd year of compulsory secondary education) will be compared in order to know their environmental approach and the topic they deal with in their units.

2.4 DESIGNING ENVIRONMENTAL EDUCATION CURRICULA

This section of the paper will be devoted to describing the importance of designing a syllabus in which environmentalism has a stronger importance. As mentioned in previous sections, nowadays textbooks for secondary education include information and interesting activities dealing with the different aspects of the environment but sometimes this is not enough due to the fact that they do not cover all the aspects that environmentalism could embrace. For this reason, my aim in this section is to propose a different way of working with this issue in order to make the students aware of the importance of the environment, dealing with this topic for a longer period of time.

To begin with, it is necessary to point out that this environmentally focused curriculum would not deal only with the subject of English as a foreign language. For better results it would be necessary for other subjects such as natural sciences, or a second foreign language (which in some cases could be French or German) would be coordinated in order to complement each other and make the project as complete as possible from those different fields.

As Erik Thulstrup asserts,

Given the potential benefits, provision of quality environmental education to all children may have far-reaching consequences for the national development process, improving not only the state of the environment and the utilization of natural resources, but also of health, nutrition, family planning, agriculture, forestry, tourism and industry (2000: V).

Although the main issue in this curriculum would be the environment, there are other important aspects which students can learn to improve in order to be better adults in the future.

Apart from this, in order to design this curriculum some other aspects should be taken into account. Not all environmental problems are the same all around the world. Depending on the climate, economies and other aspects some regions give more importance to one aspect or another. For this reason the curriculum used in any part of the world must follow the idea of “think global, act local” in order to embrace as many environmental topics as possible to have a wider knowledge but at the same time, providing more attention to the environmental issues which concern the students’ reality.

In order to create the most complete educational programme from this perspective and in order to make it effective for the students, it must include topics such as:

- Reduction of uncontrolled population growth; this is a controversial topic which some people may find difficult to deal with. Nonetheless, it is highly relevant

due to fact that nowadays there is such a large number of people in the world and the resources are so badly distributed that there are millions of people living in poverty.

- Improvement of health, especially in prevention of water borne and other infectious diseases; this might be one of those problems closely related to overpopulation. In those countries with low-economical resources people may find strong difficulties to access basic elements such as water. Besides, in some cases, if they do have access, the water is so polluted that they are put in contact with different diseases.
- Efficient use of natural resources and materials; this is a topic which is more related to the atmosphere in which the students live. Sometimes people in developed countries are not aware of the commodities they have and they waste these benefits unconsciously.
- Introduction of energy efficient technologies in industry and agriculture; this issue could be developed together with other areas such as natural sciences and technology. In this case students would be learning about the importance of living in an environmentally efficient society.
- Energy conservation programmes in building construction, traffic and households; this is another topic which is closely related to the developed world in which students live, thus, it closely concerns their behaviour as current and future citizens.
- Reduced indoor air pollution in poor countries; the pollution of the air is not only a matter concerning poor countries but also developed ones. However, in a developed country some measures are taken against air pollution.
- Reduced emissions of greenhouse, acid rain and ozone depletion gasses; this is related to the previous topic which dealt with the conservation of energy. This topic is also explained in the didactic unit and even though it may seem a less important topic, students should be taught about the importance of the ozone layer.
- Source reduction of wastes (waste minimization in industry, agriculture, and in households); this topic concerns the students' lives because they produce waste every day. However, the environmental impact of this production can be reduced if the students take the habit of recycling. This topic is also present in the didactic unit.
- Awareness of the damage associated with the incorrect use of agrochemicals; perhaps not all the students are in close contact with the countryside but those who are will know about the use of agrochemicals in order to improve the

quality of products. Nonetheless, they might not know the consequences of using this, not only for the flora but also for the fauna and even for ourselves.

- Improvement in manufactured products' durability; this is one of the most surprising topics for students. Planned obsolescence is very common nowadays. Students must learn about the products they are using and how they are programmed to have a shorter life.
- Elimination of excessive packaging in industrialized countries; even though this may seem a minor problem, it is true that it is very present in our lives and at the same time it has consequences for the environment and for ourselves due to the fact that sometimes this excessive packaging is not recycled.
- Conservation of natural habitats and wildlife, protection of species; this is a topic which is not included in the didactic unit. However it has the same importance as all the previous ones. It is closely related to the use of agrochemicals and the toxicity they have for wild life. Apart from this, students can learn about the protection of several species all around the world and the extinction of some others.
- Introduction of environmentally sound policies and investments for a sustainable national development; this measure is one of the most important ones due to the fact that thanks to it the current status of the environment can be improved or can degenerate (Bol, 2000: 17-28)

Even though in this list we can find a lot of elements that could be included in the curriculum and it may seem that it would take long to deal with them all, at the end of the day the reality is that with good organization they could all be covered in a term. Nevertheless, for them to be covered more effectively, the cooperation of the teachers is essential.

The activities proposed for each one of these topics can be complemented with other activities which would help the students not only to learn the contents of their subjects better but more willingly. Some examples would be the introduction of some practical activities such as laboratory experiments in other subjects or even in the L2 one or outdoors excursions to environmental centres, waste treatment plants, industry, or agriculture to get in touch with nature.

Students cannot be expected to improve their behaviour towards nature and to become environmentally responsible with the exclusive support of textbooks and lectures. Nonetheless, these activities are sometimes neglected due to the cost they may entail but the teachers can always find interesting low-cost activities for the students to improve their attitudes towards this field.

Therefore, it is clear that it is necessary to create didactic units based on interdisciplinary and problem-solving approaches which should be adapted to the local needs of the surroundings of the students but which at the same time must be linked with global issues. As Bojana Bol asserts in *Environmental Issues in Secondary Education*:

Work on practical environmental problems always require a multidisciplinary approach, and thus the cooperation between teachers of different subjects. Programs for teacher training which involve an interdisciplinary group of experts from environmental research and development institutions, local industries, agriculture, forestry, health care and social sciences, need to be developed (3).

For this reason it is important that teachers also have training in these matters in order to provide the students with the best and most current information. Apart from this, a strong cooperation between the teachers must be developed. This is being done nowadays in bilingual programmes and the results are very positive. Students notice when the teachers are coordinated between them and this provides a positive reinforcement for their work. Thus, it would be a good idea that the teachers of those subjects which could be related to environmentalism join forces in order to prepare more innovative and efficient programmes.

Unfortunately the problem sometimes is that the environmental subject is a non-priority subject. "The potentials of environmental education are often overlooked in research, planning and implementation of international environmental and health programs." says Bol (4). Indeed, this subject has been overlooked in secondary education in Spain until recently. However, little by little and with the help of different associations who have made people aware about the importance of the environment, it has been introduced in the curriculum but there is still a lot of work to be done.

Therefore the presence of environmental education in the curriculum is extremely important because if the people of the future are better educated from the environmental point of view they will choose more effective policies and will make better investments or avoid environmental disasters that have been taking place due to irresponsibility or arbitrariness. It is also true that some of these disasters could not be avoided under any circumstance, but even the measures taken in order to solve them could be more effective if people are more aware about the importance of such a serious issue. Thus, "only informed consumers, producers and citizens have a choice of doing the environmentally right things" (5).

Notwithstanding, in order to train students in problem solving for the remediation of environmental problems and for a better planning, the curriculum must give future citizens the opportunity to experience all the dimensions of environmental

problem solving. Thus, the importance of diversity, which is highly relevant these days, also acquires an important role.

The didactic unit proposed aims at developing the ideas proposed in this paper. It is not only proposed as a topic in order to learn a second language but rather, it is the second language which helps the students to understand better the importance of the environment. This means that the foreign language is the vehicle for the students to deal with important issues and in this topic, the issue is the world around us. It would be ideal that this was a project to be developed in at least one term; however the main aim of this paper, rather than specifically describing how the programming of that term would be done, is to show the idea, that from the environmental point of view, we want to transmit to the students.

This didactic unit has been created with updated material taken from textbooks that are being used nowadays. However, those books may have some contents which are not updated. In a topic such as the one we are dealing with, this is extremely important because in environmental education, the curriculum should be updated with new discoveries, experiences and the most important aspect, with new methodological approaches. This implies effort and cooperation between different teachers.

Different teachers, researchers and educators have reached the conclusion that environmental education must have as its a main purpose “training world inhabitants who are both capable and willing to choose lifestyles and behaviour which allow the environment to maintain itself as a productive and supportive ecosystem” (41). This means that learners must be trained to become environmentally literate citizens who can make decisions and solve problems for a positive contribution to the environment.

2.5 HAS THE ENVIRONMENT ENOUGH PRESENCE IN THE L2 CLASSROOM?

This section of the paper will be devoted to comparing two textbooks from the same level that have been used to teach the L2 in the school in which I developed my practicum. They will be compared from the environmental point of view and how they deal with the topic as well as the different issues they present. They both belong to the same level, the 3rd year of compulsory secondary education. One of them is more recent than the other but they both belong to the same publishing house: Burlington books. The first book, from which many of the activities in the didactic unit have been taken, is *Real English* (Addison & Marks, 2010). The book with which this will be compared is *Burlington Passport* ((Marks & Darby, 2007). A third book will also be relevant in this case due to the fact that some of the activities in the didactic unit have been taken from there. Several aspects from this third one will be mentioned but since

it does not have a unit completely devoted to environmental issues, it will be analysed from a different perspective.

The most relevant book for this study, *Real English*, is the most complete one from the environmental point of view. It deals with this issue in topic 2 with its unit “Clean-up time”. This topic is completely focused on recycling and it includes a wide range of vocabulary dealing with the topic. Apart from this it is also important to mention that it includes an abundance of background information concerning the topic. This information is included in the teacher’s book. It is extremely useful in order to create a debate or open the student’s eyes at the importance of recycling and thinking about the environment. An example of this takes place at the very beginning of the topic where in order to explain to the students the different elements that can be recycled as well as the time it takes for them to become decomposed, the teacher could explain the following information to the students:

Background information:

Food waste

Banana peel and other food waste doesn’t take as long to decompose as many man made products. But they are still very bad for the environment. When food decomposes in landfills, it produces methane gas, one of the major contributors to global warming. Everyone is talking today about the methane gas produced by sheep and cows. But the landfills are the largest producers of methane gas in the world.

Glass

Although glass takes millions of years to decompose, it is one of the easiest materials to recycle. That is because glass is mainly made from sand and it’s easy to break it into little pieces. The recycling process takes these little pieces and melts them to make new glass bottles. It takes less energy to melt the recycled glass than to make new glass, so recycled glass is good for the environment.

This chart with background information appears at the very beginning of the topic (Addison & Marks, 2010: 26) and it must be dealt with when the students have had a debate about the different elements that can be recycled. Thus it completes the information that the students might previously have on this topic.

Once the students have been given this input, they are provided with several vocabulary activities which include real data about the type of waste that a family produces in the UK. This will help them not only to improve their vocabulary on the

different elements that can be recycled but also they can think about their own families and their behaviour towards this topic.

When the vocabulary and the activities on it have been dealt with, the students have to read a text dealing with recycling. Apart from this they will have to answer some comprehension questions. This reading activity is proposed as a linker between the vocabulary and the grammar explanation.

It's not just rubbish

Did you know how much rubbish you throw out in one week? A family in London participated in an experiment to find out.

The Margolis family kept their rubbish for a whole week to find out what they were throwing out. In one week, they produced over 34 kilos of rubbish! A lot of rubbish was plastic, paper, cans, and aluminium. These materials don't belong in the rubbish; they belong in recycling bins. But like many families in the UK, the Margolises aren't too good about recycling. Lucy Margolis, the daughter says "it's troublesome; the kitchen bin is so much closer than the bottle bank".

Thirty four kilos doesn't seem like rubbish but multiply 34 by 52 weeks and you get 1,768 kilos of rubbish in one year. The Margolises are only one family. While they were throwing out their 34 kilos of rubbish, other families all over the UK were doing the same thing. According to experts, in one year the British fill enough rubbish bins to go from the Earth to the moon!

People are producing more and more rubbish every year, but no one wants to live near mountains of rubbish, so people are recycling more. In 2001-2002, people in the UK recycled 12% of their rubbish. In 2007-2008, it was 34%.

So did this experiment affect the Margolis family? After the experiment Mrs Margolis said, "I'd love to recycle more... But it just never seems so simple."

As we have said, this reading activity (28) is a link for the student to get in touch with the grammar they have to deal with in the topic. In this case the students will deal with the past simple and past continuous. The activities and explanations proposed in my didactic unit for the grammar have been inspired from this textbook. As regards grammar, the method with which it is explained may seem very traditional to some extent. Nevertheless, it is very important not to leave grammatical aspects aside due to the fact that it is necessary to improve students' L2 level. This means, nowadays teachers must leave aside the grammar-translation method which has been used for a great amount of years. However, the grammatical aspect must not be

forgotten because it is as necessary as the vocabulary. Due to this, the teachers can explain and practice grammar with the students from a more communicative point of view.

An important aspect from this book, not only regarding grammar but all the skills in general, is the fact that it includes cultural activities with real information about real facts. It also includes other cross-curricular activities which may deal with other subjects such as History or Science. An example of this type of cultural activity can be found in session 2 of my didactic unit.

One of the most interesting aspects of this textbook is the fact that in each section there are activities to practice speaking and listening skills. In this sense it is more communicative than the one which will be analysed later on. It provides the students with the opportunity of practising these skills which at the end of the day are the ones which shows them the usefulness of learning an L2.

Once the grammar has been reviewed, the students will practice the reading skill fully. They will be provided with a text and some skimming and scanning questions. Apart from that, they are provided with some vocabulary and false friend tips in order to understand the text properly. As with the previous text, this one is an introduction to an extended explanation on the past simple and past continuous and the use of both tenses when they are in the same sentence. It is interesting that in order to explain grammar, this textbook uses the methodology of PPP (Presentation-Practice-Production). First of all students are presented with a text they have to comprehend, then the teacher provides them with a brief explanation about the topic they are dealing with, which in this case is the past simple and the past continuous. Finally students have to produce and reproduce what they have been learning by doing several activities.

Apart from this, the section of this book titled “Real English” is also important. This section is a very interesting one which may be used as a reinforcement and extension activity for the students. Here the students will find some new words which complement the ones they previously knew. An interesting type of activity included here is “word builder”(30):

Word Builder

Some words can be both a noun and a verb. Decide if the words in bold are nouns or verbs.

1.
 - a. The tornado caused a lot of **damage**
 - b. Pollution and rubbish **damage** our environment.
2.
 - a. Tomorrow we are going to **plant** flowers in our garden.
 - b. This **plant** needs some water.
3.
 - a. Did the dog **rescue** the baby from the fire?
 - b. The **rescue** was difficult and took several hours.

With this type of activity the students will discover the particularities of the English language. Apart from this, they will also do listening exercises which will include pronunciation tips.

Say it right

Listen and repeat:

1. Des-**troy**
2. **Da**-mage
3. Pol-**lute**
4. **Res**-cue

After this section we can find the speaking and writing one. Again the students will continue to practise both skills and they will do so guided by the teacher. In this section they have to compare images and they have to put into practice the skills they have been learning throughout the topic.

To finish with the topic, the students will be provided with some new words which may not have anything to do with the topic they are dealing with but which are different in American and British English. They are also provided with some interesting tips such as the one below:

Did you know?

Some British and US English differences are very confusing:

- Football in the UK is soccer in the USA. Football in the USA always means American football.
- Don't order chips at a restaurant in the USA. You'll get crisps. Chips in the UK are French fries in the USA. Crisps in the UK are potato chips in the USA.

To finish this book also includes a “check your progress” and a “self-evaluation” section to help the students to become aware about the contents they have been learning. They will have the chance to fill-in several questionnaires about the contents, the methodology, and other issues such as the use of English. The questionnaires that can be found in the didactic unit below have been inspired from the ones in this book, but they have been modified in order to adapt them.

As already seen, this book devotes a whole unit to the importance of the environment focused on the perspective of recycling, a habit that can be done by the students without effort. It leaves aside other important matters of environmentalism that have been included in the didactic unit below. The fact that it only deals with recycling may be a disadvantage due to the fact that students can get fed up of studying the same issue throughout the topic. For this reason, in the didactic unit proposed in this project, the students deal with other issues and they do so from different perspectives, including the literary one.

The other book with which *Real English* is going to be compared is *Burlington Passport* (Marks & Darby, 2007). As was mentioned at the beginning of this section, it also belongs to the same level (3rd year of compulsory secondary education). It has several positive aspects which represent an advantage towards the previous book. However to some extents it may appear to be quite simple.

This book deals with environmentalism in unit five, titled “The world around us”. One of the advantages of this book with the other is the fact that it deals with more topics apart from recycling. It talks about environmental organization and also about animals.

In order to introduce the unit, it provides the students with some photos on Greenpeace, the World Wildlife Fund (WWF), and other organizations. Next to these images there are some texts describing the aims of each organization and the students have to match the image with the text. The teacher's book proposes speaking about other environmental organizations that the students may know and explain their

functions. The teacher can also ask the students if any of them or their families belong to any environmental organization. This is good activity to warm-up.

The next section in this book will be devoted to the vocabulary of the unit. Here the students will learn words such as hedgehog, snail, shark, or dolphin. The problem of this section is that the students are given these words but it does not provide them with any activity to develop and learn them. The only activity it proposes seems to be quite childish for children at this level (Marks & Darby, 2007: 60):

Which of the animals in exercise 2...

1. Haven't got any legs?
2. Live under the ground?
3. Live in or near the water?

At first sight it is clear that this book has a lower level than the previous one. The reading section, which is the following one is also less difficult. Not only is the text shorter but the vocabulary is more accessible.

Penguins in jerseys

Can you imagine a penguin wearing a jacket? Strange but true! Hundreds of volunteers haven't stopped knitting for weeks – ever since a conservation group discovered Australia's blue penguins were in danger from a recent oil spill. The volunteers have already sent 1,000 emergency jerseys to the Australian island of Tasmania. A conservation organization provided the knitting pattern. They have also put the knitting instructions on their website for people to use.

"The jerseys have come from all over the world – we have received some awesome designs," a volunteer told us.

The penguins haven't got accustomed to their jerseys yet, but they are necessary for protection from the oil. The jerseys help keep the penguins warm and make sure they don't absorb the oil when they try to clean themselves.

"The penguins only have to wear the jerseys until we've cleaned them properly," the volunteer explained. "But it takes a long time to clean all of the penguins, so the knitters have really helped us."

Many of the knitters were pensioners. Some of them knitted in their favourite football team colours, while others chose more typical penguins colours. The collection includes a black-and-white jacket, complete with bow tie.

The questions proposed to check if the students have properly understood the text are also very specific and straight to the point. In the reading text from the other textbook these skimming and scanning questions were accompanied by a listening comprehension activity or with a conversation or a debate.

The grammar presented in this textbook deals also with tenses. In this case the students will be dealing with the present perfect simple. As previously mentioned, it is important to keep dealing with grammar, however, the approach proposed by this book is very traditional. It includes some tips for further information such as the use of “for” and “since” but the exercises are not very communicative. This characteristic is shared by both books. However, in the previous one a listening comprehension and interaction activity were also proposed.

The next section is an extension one where the students will learn further verbs in order to practice the present perfect. They will also see the different uses of the past simple and the present perfect. The advantage on grammar that this book has is the use of different tips such as the following one (64):

Word Building: Nouns and verbs

Some words can be either a noun or a verb. Nouns often come after a, an, some, any, or the. Verbs often come after to, can, or the subject of the sentence.

The activities included in this section are again quite traditional and not very communicative. But still they are useful in order to practice grammar. However, they would be more complete if they were complemented with another type of activity.

The sections of speaking and listening come together in this textbook. Again they are quite brief and do not contain much information. In the listening section the students deal with phonology and practice different phonemes. This exercise is similar to the one proposed in the previous book. However, the positive aspect is that for the speaking activity it includes useful tips for the students to make more complete sentences (66):

Useful English:

- We can see that...
- Originally, ...
- Since then...
- However, ...
- So now,
- As a result of, ...

One of the advantages of this textbook is the way in which the writing activity is presented. To begin with, it provides the students with a sample of a text which has the same length as the one they will have to do. Apart from this, some tips are provided such as examples of sentences which can be useful to open and to conclude the text. It also explains the paragraph structure and provides students with different ideas to create a better written composition and it also makes use of a brainstorm.

To end the unit, the students are provided with a section titled “passport to the world”. There are some cultural aspects which can be found here. In this case, as we are dealing with the environment and animals, the students will learn about the importance of some species all over the world. Here is an example (68):

The Apes in Gibraltar

Wild Barbary apes live on the Rock of Gibraltar. They aren't in cages and they sometimes take people's food or bags. According to the legend, the British can only rule Gibraltar while the apes are there.

Even though this book includes also a review section as a reinforcement activity for the students it is not as complete as the previous book which includes auto evaluation sheets, questionnaires and other interesting ways to check the student's progress apart from the exam.

This has been the analysis on the textbooks from a didactic point of view and the way in which they approach environmental issues. It is clear that environmentalism is being introduced little by little into the current educational system, but there is a lot of work to be done.

2.6 CONCLUSION

The steps that environmentalism is developing, not only in the L2 classroom, on which this project is focused, but also in everyday life, has great meaning which can be

described as the improvement of the current and the future society towards a better world.

In this section, the subject of Ecocriticism has been reviewed and explained. It has been the anchor which sustains the ideas that have been developed further. This critical theory is becoming more and more important every day and this is being demonstrated with the works realized not only all around the world but also in our own country. This represents a huge step towards an improvement of society. As already stated, Ecocriticism is merely the analysis of literature from the perspective of nature. However, the most intrinsic purpose of this theory is to create a better world through literature mixed together with other disciplines. Therefore, the general conclusion from the first part of this Master's thesis is that Ecocriticism is a theory which is not the same as other theories. It calls for innovation and approaches literature from a different perspective. Nonetheless, the most important issue Ecocriticism deals with is the aim to change and improve society while simultaneously making people aware of the necessity of a change in our attitudes towards the future.

The most effective way to improve society in terms of environmental issues is to educate the future generations in order to take decisions regarding the environment in each of its fields. Just as with many other issues, the teacher has the key to open the minds and the eyes of the students towards a better perspective and point of view. It should be the aim of the teacher to educate the students to become citizens in the future.

As English teachers, we usually have to develop two different tasks at the same time. On the one hand, we must teach the students the language itself through grammar, vocabulary, expressions, and many other linguistic features. On the other hand, we must do this by means of different tools provided by different topics proposed sometimes by the text book and some other time proposed by the teacher. The didactic unit below, has as one of its main objectives to use the best aspects of the textbook and to compliment them with other activities proposed by the teacher. They will be more useful for the students since they will discover that with more communicative activities, they can interact better than with the traditional ones. For this reason, it must be one of our main aims to teach the language so that the students employ it as a vehicle to learn new topics or deal with new issues.

Thus, the teacher must take on the main role, that of a leader within the classroom. However, the teacher must also pay attention to the students' requirements because at the end of the day the teacher is at the entire disposal of the people he/she is in front of. Once the teacher has won over the students, it is time to teach and educate them to be better adults for the future society in which they will

live. There are many aspects in which they can be taught but environmentalism and the world around them is a topic which has been left aside for many years and it is time to get updated from this perspective and above all it is time to educate people to take this as seriously as it should have been taken.

3. DIDACTIC UNIT

3.1 JUSTIFICATION

When dealing with the acquisition of a second language the teacher gives the students the main keys to understanding and to producing it. In order to do this, the teacher will use different fields of vocabulary to make the students as proficient as possible when dealing with the second language. One of the fields which is becoming more relevant today is the one related to the environment. Some years ago text books did not take this field into account, in fact, in some institutions teachers keep using books which are not up to date. For this reason, and in order to make the students as proficient as possible in English (General objective 'a' of the Royal Decree 1651/06) this didactic unit based upon the task learning language method has been created. Thus, the main goals of this lesson plan will be the consciousness of the students about the environment and their fluency when studying a L2, which in this case is English.

It is of the utmost importance that students are able to communicate in English. For this reason, several communicative activities have been proposed. Apart from that, students will also practice autonomous research (General Objectives of Stage 'g' of the Royal Decree 1631/06) and cooperative work.

It is also important to mention that students will practice five skills of the L2: listening comprehension, writing, reading comprehension, speaking and interaction. As an attempt to make each session as complete as possible, students will practice interaction and listening comprehension in almost every session. The fact that they are able to communicate properly is one of the main objectives. Notwithstanding, some important fields of the language such as phonetics or grammar will not be forgotten.

3.2 BACKGROUND INFORMATION AND CONTEXTUALIZATION

Regarding the characteristics of the secondary school, it must be mentioned that this lesson plan has been designed for a very specific classroom: the 3rd Grade of Compulsory Secondary Education in the C.D.P. Andrés de Vandelvira (Jaén). This secondary school is situated in a city called Jaén. It has a medium-to-high socio-economic level. There are only slight differences between the students from a socio-economic point of view, so we could say that they all have the same status. It is important to mention that this is a private school but it does not follow any religious doctrine. This didactic unit must be developed in April, the week before the Earth Day (22nd April) in order to make this day the day in which students present their final task.

The group for which this lesson plan has been designed consists of twenty students (12 girls and 8 boys). Even though almost all the students are Spanish, there is

one from Morocco. They all have a good predisposition to carry out the activities proposed by the teacher. In general terms, they all are highly motivated with their second language. However, sometimes the teacher must be extremely dynamic since they get bored easily. That is why the activities proposed below are quick to develop. Some of the students have travelled abroad to learn English. Apart from this they are preparing the *Trinity College Exams* to obtain what in the the Common European Framework of Reference for Languages (CEFR) corresponds to A2.

As regards the organization of the classroom, the desks are arranged in a U-shape. This organization allows the students to communicate with each other and at the same time the teacher can keep control of the classroom. This arrangement also favours communication between the students and the teacher as well as the formation of groups.

Another important point when contextualizing the lesson plan is the previous knowledge of the students. As this lesson plan is proposed to be developed when the course is well advanced, it has been conceived as a review unit in many aspects. However it will include some other things that students do not know. At this moment of the year the students are in the third term so they have already seen these aspects:

- Grammar: present and past simple, present and past continuous, some modal verbs such as *can*, *could*, or *have to*, comparative and superlative adjectives, and the present perfect. From the grammatical point of view, they have still to review the future tense with *will* and the present passive voice.
- Writing: up until this moment of the year, the students have worked on descriptions, interviews and biographies. They have still to work on personal hopes for the future.
- Reading: when doing a reading activity, students have read about different topics throughout the academic year. They have worked on skimming and scanning as well as with the identification of the main idea in a paragraph and this is what they will have to do in the reading activities of this lesson plan.
- Vocabulary and speaking: Up until this moment of the year, students will have worked on several topics such as hobbies, feelings, shopping, housework, sports, films... This vocabulary has been useful for them to practice the speaking skill. In this didactic unit they will talk about a very important matter: the Earth and the environment.

Therefore, after having learnt these issues mentioned above it is now necessary to focus on the topic which this lesson plan develops. Students should be able to recognize the problems concerning the environment and they will attempt to propose

solutions. Hence students are expected to become aware of the importance of the environment and to improve their expression and understanding in their L2.

3.3 COMPETENCES

Linguistic competence:	The students will practice the language skills (reading comprehension, listening comprehension, writing, speaking and interaction) to be able to improve their L2 as well as to talk about the topic proposed by the teacher.
Mathematical competence:	The students will read about percentages and they have to think of them to answer several questions.
Knowledge and interaction with the physical world:	They will read about the importance of deforestation and they will also have to mention different types of trees according to the knowledge acquired in other subjects such as biology.
Treatment of information and digital competence:	In order to develop their final task, the students will have to make a digital poster with information on a film or documentary. Apart from this, ICT's will have a strong presence in the classroom.
Social competence and citizenship:	The students will learn about different recycling programmes in the world. This will make them compare their country with other ones from an environmental point of view.
Cultural and artistic competence:	The students will learn that recycling can be useful to create art. This idea will be developed in one of the activities.
Learning to learn:	The students will be asked to research on information about Dr. Seuss <i>The Lorax</i> . Their task will consist of looking for information at home to explain it in the classroom the next day. This competence will also be developed in the final task.
Autonomy and personal initiative:	The students will use their personal initiative to develop the final task. They will be given a film that they have to watch in its original sound track with subtitles. and they have to research and think about it with some ideas provided by the teacher.

3.4 OBJECTIVES

The general objectives of this lesson plan are the following:

- To be able to talk and write about environmental issues.
- To become conscious about the importance of the environment.
- To become familiar with the language related to recycling, deforestation, pollution and animal welfare.
- To take the most important information from a text given and to be able to produce output with that information.
- To interact with classmates in order to develop some of the activities proposed as well as doing cooperative work when the teacher requires it.
- To be able to use and distinguish between past simple and past continuous.
- To be able to express an opinion on different topics and to make descriptions.
- To develop different strategies (such as autonomous work, research, ICT's, and listening comprehension) in order to carry out a final task.

The didactic objectives mentioned above are in consonance with the following official goals:

General Objectives of the Stage of Compulsory Secondary Education (LOE 2/2006 of May, 3rd, & Royal Decree 1631/06 of December 29th)

- To assume their duties responsibly, get to know and exercise their rights respecting others; to practise tolerance, cooperation and solidarity and to utilise dialogue in order to consolidate human rights as the key principles of a pluralistic and democratic society.
- To get into the habit of working individually and cooperatively, of showing effort and becoming responsible in one's studies and to recognize these as necessary variables to succeed in school tasks and as a means of personal growth.
- To develop affective capacities within all possible spheres of their personality and social relationships, together with attitudes completely opposed to any kind of violence, prejudices and sexist stereotypes, and favouring a peaceful resolution of conflicts.
- To develop affective capacities within all possible spheres of their personality and social relationships, together with attitudes completely opposed to any kind of violence, prejudices and sexist stereotypes, and favouring a peaceful resolution of conflicts.
- To envisage scientific knowledge as an integrative one, structured in distinct disciplines. Then to make use of scientific methods to identify problems within the different fields of knowledge and experience.

- To develop attitudes of self-confidence, critical awareness, personal initiative, cooperation, curiosity, and interest; to foster learning to learn strategies and also skills to plan, take decisions and assume responsibilities.
- To acquire a basic communicative competence in, at least, one foreign language in order to understand and produce FL messages.
- To value artistic creation and also to understand and use the different modes of expression and representation of the distinct arts.

Foreign Language Objectives (Royal Decree 1631/06, Decree 231/07 & Order of August 10th, 2007)

- To comprehend global and specific information from oral texts intended for diverse communicative situations, adopting an attitude of respect and cooperation.
- To be able to produce oral texts and interact in the course of familiar communicative events not only comprehensibly and adequately but also with a certain degree of autonomy.
- To comprehend written texts previously adapted to students' proficiency level, interests and needs with the idea of scanning and skimming through them, appreciating their value as sources of information, enjoyment and pleasure, and also personal growth.
- To produce brief and simple written texts aimed at different purposes and built upon distinct topics, making use of the appropriate cohesive and coherent devices.
- To make an accurate use of the basic phonetic, lexical, structural and functional components of the FL in real communicative contexts.
- To develop learning-to-learn strategies; to be able to apply L1 knowledge and communicative skills when trying to learn a new language. To reflect upon one's own learning processes.
- To utilise learning strategies and every single means at their disposal, including the new technologies of information and communication, in order to obtain, select and offer oral and written information.
- To appreciate the value of languages as both learning tools and as sources of distinct types of information.
- To assess FLs –and languages, in general- as an instrument to gain access to other cultures, people, and countries eliminating any sort of cultural and linguistic stereotype.
- To show a receptive approach towards L2 learning and to develop a self-confident attitude in one's own capacity to learn and use a foreign language.

Didactic Objectives	State Objectives	Foreign Language Objectives
To be able to talk and write about environmental issues.	a, b, d, e, f, g, i, l (LOE 2/2006) (RD 1631/06) a, b, d	1, 2, 3, 4, 6, 7, 8, 9 (RD 1631/06)
To get conscious about the importance of the environment.		
To become familiar with the language related to recycling, deforestation, pollution and animal welfare.		
To take the most important information from a text given and to be able to produce output with that information.		
To interact with classmates in order to develop some of the activities proposed as well as doing cooperative work when the teacher requires it.		
To be able to use and distinguish between past simple and past continuous.		
To be able to express an opinion on different topics and to make descriptions.		
To develop different strategies (such as autonomous work, researching, ICT's, and listening comprehension) in order to carry out a final task.		

3.5 CONTENTS

The contents of this lesson plan follow the ones established by the Spanish legislation (RD 1631/06). They will be divided into:

- Listening, speaking, and interacting
 - Listening and understanding
 - Being able to extract the main ideas and some further information from those videos proposed by the teacher.
 - Extracting the gist of the information provided by the teacher in the L2.
 - Taking the general ideas from a listening comprehension exercise.
 - Speaking and interacting
 - Being able to express some ideas to the rest of the classroom.
 - Giving an opinion on different topics.
 - Participating in those games proposed by the teacher.
- Reading and writing
 - Understanding written texts
 - Skimming and scanning different texts provided by the teacher.
 - Being able to do research on literary issues as well as on some other topics proposed by the teacher.
 - Producing written texts
 - Producing texts on deforestation.
 - Using ICT's in order to write on the film the students have to watch for their final task.
- Linguistic awareness and reflection upon the language
 - Linguistic knowledge
 - Functions
 - Reading and producing output on environmental issues.
 - Being able to use the past simple and the past continuous as well as other tenses.
 - Grammar
 - Past simple and past continuous.
 - Linkers.
 - Vocabulary
 - Vocabulary related to recycling.
 - Vocabulary related to deforestation.
 - Vocabulary related to the greenhouse effect.

- Vocabulary related to environmental issues.
- Phonetics
 - Producing the English phonemes as accurately as possible.
- Reflection upon one's learning
 - Participating in groups actively in order to carry out cooperative work.
 - Being able to develop some of the activities in pairs.
 - Debating on the topics proposed.
- Sociocultural aspects and multicultural awareness
 - Approaching literature from an environmental point of view.
 - Knowing the attitudes of people in other countries when dealing with environmental matters.
 - Using famous people to make others aware of the importance of the environment.

3.6 CROSS-CURRICULAR ISSUES

- Environmental education: This is in fact the main goal of this didactic unit: to open the student's eyes towards the world and what surrounds them. This environmental view will be approached from different perspectives in this lesson plan. E.g.: the greenhouse effect, global warming or deforestation. The students will learn about these issues and at the same time they will be able to talk about them in English. Since one of the main objectives of the teacher is to educate students to be better human beings, this didactic unit makes the students reflect upon a very important fact which has a huge relevance nowadays apart from making them conscious about taking care of everybody's home.
- Moral and civic education (rights and duties of democratic societies): this is one of the most relevant issues developed in this didactic unit together with environmental education. As previously mentioned, the main aim of the teacher in the classroom is to educate students for a better future. Even though the main topic of this didactic unit is environmentalism, moral and civic education is also important in making students better citizens.
- Consumer education: This will be another indirect approach of my didactic unit since mass production is something that affects the environment. People are bombarded with advertising of all types of products. For this reason, this unit aims at making the students reflect upon the products they acquire, their origin, their production and other perspectives. This issue will be dealt with

when talking about deforestation and how the excessive demand of wood is one of the main causes of deforestation in the Amazon rainforest.

- Education for peace: Even though this issue is not closely related to the main topic of the didactic unit, it is dealt with in some aspects. E.g.: For the final task one group of students has to work on *Godzilla* and one of the topics they have to develop is the origin of this creature, how it was formed. This war-like origin will make them reflect upon the real consequences of war through this story.
- Multicultural education: This is another aspect that will be approached in this didactic unit since we are dealing with how people recycle in different cities of the world. Their cultures and their way of dealing with these issues will open the students' eyes towards taking care of the world surrounding them. They will also read about a huge structure which was made with recycled products and whose main aim was to attract people's attention towards the importance of recycling.

3.7 INTERDISCIPLINARITY

In an attempt to make this didactic unit as complete as possible, some activities related to other subjects in the curriculum can be found:

- Biology: Throughout the unit, activities related to ecology and environment can be found. However, there are some others which deal specifically with natural sciences. One example of this takes place when explaining facts about deforestation. Students will learn and review the names of some trees that are common in their country. Apart from this, they will also learn about the greenhouse effect and the consequences it may have. Thus, this subject has a strong presence in this lesson plan.
- Geography: This subject will also be present in this lesson plan. As already said, the students will read about different recycling programmes all around the world. Apart from this, they will also read and listen about the Amazon rainforest. So they have to know its location and some other geographical data in order to take in as much information as possible.
- Literature: Session 4 is fully devoted to literature. This lesson plan does not contain a high dose of it, however, students will get to know a very important and famous book dealing with deforestation: Dr. Seuss' *The Lorax*. They will research and learn about the author, the tale, the background and also the content. The teacher will provide them with further information on this book and will recommend them some other young adult literature similar in theme to the one explained in the classroom.

- History: Even though this subject does not have a strong relevance, students will deal with it in this lesson plan. At the very beginning of session 1, students will talk about rubbish and the time different elements take to decompose. In the same line of this exercise, the students will develop an activity about the history of rubbish in which some interesting information is provided on how people have dealt with it throughout history.

3.8 TEMPORALIZATION

This didactic unit has been designed for each session to last from fifty to fifty-five minutes each. Five sessions will be devoted to developing the whole didactic unit. Taking into account that the students devote four hours per week to their English lessons, one week will be completely devoted to the development of the first four sessions in which students will practice for the final task which will be completed the following week. However, since the main aim is for the final task to be completed on the Earth Day (22nd April), the students will have some days to develop their final task. This is explained in the following chart in which this didactic unit is adapted to a 2015 calendar:

April	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1	11	12 Session 1	13 Session 2	14 Session 3	15 Session 4	16	17
Week 2	18	19	20	21	22 Earth Day Final task	23	24

3.9 ATTENTION TO DIVERSITY

During the development of the didactic unit, some students may have problems carrying out some of the activities proposed. In the same way, the teacher can find other students whose performance in the activities can be done more effectively. For both cases some further exercises have been prepared. The first group, in which slow-learners are included, will have reinforcement activities. The second group, in which fast-learners are included, will develop extension activities.

3.9.1 REINFORCEMENT ACTIVITIES

SESSION 1

ACTIVITY 1

- Choose two correct answers:
 1. You can pollute **a river / the air / a rubbish bin**.
 2. You can collect **cans / recycling / bottles**.
 3. You can recycle **junk food / newspapers / jars**.
 4. You can plant **flowers / cartons / trees**.
 5. You can damage a **car / computer / history**.

Answers:

1. River / the air.
2. Cans / bottles.
3. Newspapers / jars.
4. Flowers / trees.
5. Car / computer.

ACTIVITY 2

- Match the clues in A to the words in B.

A

1. We make furniture from this material.
2. We use this material to make shirts and trousers.
3. We do this when we take waste and use it again.
4. We do this to flowers so they can grow.
5. We write on this material.

B

- a) Recycle
- b) Paper
- c) Plant
- d) Cloth
- e) Wood

Answers: 1: e, 2:d, 3: a, 4: c, 5: b

SESSION 2

ACTIVITY 1

- Complete the sentences with the verbs below. Use the correct form of the Past Simple.

Have – take – not drink – not fly – buy

1. I _____ jeans at the shopping centre.
2. My friend _____ my book and she didn't return it.
3. The plane _____ above our house.
4. She _____ three sandwiches because she was very hungry.
5. My dad _____ all the orange juice.

Answers: 1: bought, 2: took, 3: didn't fly, 4: had, 5: didn't drink

ACTIVITY 2

- Complete the sentences with the verbs in brackets. Use the correct form of the Past Simple or Past continuous:

1. While we _____ (clean) the house, dad _____ (come) to help us.
2. Mum _____ (break) a bottle while she _____ (cook).
3. I _____ (not talk) on my phone when the doctor _____ (arrive).
4. _____ you _____ (do) your homework when I _____ (call) you?

Answers:

1. Were cleaning / came
2. Broke / was cooking
3. Wasn't talking / arrived
4. Were you doing / called²

SESSION 3

ACTIVITY 1

- Are these sentences true or false?

² Reinforcement activities for sessions 1 and 2 have been taken from Addison & Marks (2010:25).

1. "The greenhouse effect" and "global warming" are two concepts which refer to the same thing.
2. The greenhouse effect has this name because it is similar to the process that goes on in a real greenhouse.
3. On a lower degree, the greenhouse is effective and beneficial.
4. Most radiation is absorbed by the Earth's surface but it doesn't warm it.
5. The Earth's surface and the atmosphere reflect some of the solar radiation.

Answers: 1: false, 2: true, 3: true, 4: false, 5: true

ACTIVITY 2

- Correct the mistakes in the following text:

Fix-it day at Pennypack Park

Last week, there *is*¹ a Fix-it Day at Pennypack park. Everyone in the neighbourhood *come*² to work in the park. *There is*³ a lot of work to do. While some people *collected*⁴ rubbish, others were planting trees and flowers. Other people *build*⁵ bird houses and picnic tables. During the day, we *collects* 25 bags of rubbish and we planted 50 trees and a lot of flowers. We also built 10 picnic tables and 20 bird-houses. Now, thanks to Fix-it day and all the volunteers, we *has*⁶ got a beautiful park.

Answers:

1. Was – 2. came – 3. there was – 4. were collecting – 5. were building – 6. have

SESSION 4

ACTIVITY 1

- Answer the next questions about Dr. Seuss and *The Lorax*:
 1. Which was the real name of Dr. Seuss?
 2. Was *The Lorax* special for him?
 3. Do you remember the date in which *The Lorax* was published?
 4. Is *The Lorax* printed on recycled paper?
 5. There are two films on the tale by Dr. Seuss, do you remember the year of each one?

Answers:

1. Theodor Seuss Geisel

2. Yes, it was his favourite book.
3. 1971
4. Yes
5. 1972 and 2012

3.9.2 EXTENSION ACTIVITIES

SESSION 1³

ACTIVITY 1

- What do you know about recycling? Copy and complete the rules below. Use the words in the chart:

Bottles – jars – cans – cartons – paper – recycling

Recycling rules

1. _____ go in the metal bin.
2. Plastic _____ go in the plastic bin.
3. Glass bottles and _____ go in the glass bin.
4. Newspapers, books and _____ go into the _____ bin.
5. You must wash all bottles, jars and cans before you put them in the _____.

1. Answers: Cans, 2. Bottles, 3. Jars, 4. Cartons, paper, 5. Recycling bin.

ACTIVITY 2

- Complete the dialogue with the questions below:

How many teenagers were there · Why did you do it · what did you do there · Where were they from · where were you yesterday

Mike: Hi, dad.

Dad: I was in a small town near Liverpool.

Mike: _____

³ Extension activities for session 1, 2, and 4 have been taken from Addison & Marks (2010: 27)

Dad: I taught a lesson about recycling to teenagers.

Mike: _____

Dad: Because many teenagers there don't recycle.

Mike: _____

Dad: Hundreds.

Mike: _____

Dad: They were from the local schools.

SESSION 2

ACTIVITY 1

- Read the text and answer the questions⁴

Deforestation

Deforestation is the cutting or burning down of all the trees in a forest and the conversion of forested areas to non- forest land for use such as arable land or pasture, or for urban use. Deforestation results from the removal of trees without sufficient reforestation, and results in the decline in habitat and biodiversity, in wood for fuel and industrial use, and in the quality of life.

Deforestation is a substantial contributor to global warming, and although 70 percent of the oxygen we breathe comes from photosynthesis of marine green algae and cyanobacteria, the mass destruction of the world's rain forests is not beneficial to our environment. Deforestation reduces the content of water in the soil and reduces groundwater as well as atmospheric moisture. Deforestation reduces soil cohesion, so that erosion, flooding and landslides often result. More flash floods and localised floods occur because of deforestation. This would not happen if there were forest cover.

Long-term gains can be obtained by managing forest lands sustainable to maintain both forest cover and provide a biodegradable renewable resource. Forests are also important stores of organic carbon, and forests can extract carbon dioxide and pollutants from the air, thus contributing to biosphere stability.

The effects of human-related deforestation can be mitigated through environmentally sustainable practices that reduce permanent destruction of forests or even act to preserve and rehabilitate disrupted forestland. These methods help the cause and provide sustainable growth of forests and allow lumber to become a renewable resource.

- a) What is the meaning of *deforestation*?

⁴ The text and the questions have been taken and adapted from:
<http://julieana.weebly.com/exercises.html>

- b) State one result of deforestation.
- c) In what way does deforestation contribute to global warming?
- d) How does deforestation contribute to floods and landslides?
- e) State one role of forests.
- f) How can we reduce the effects of deforestation?
- g) In your own words, explain how deforestation can be controlled.

Answers:

- a) Deforestation is the cutting or burning down of all the trees in a forest and the conversion of forested areas to non- forest land for use such as arable land or pasture, or for urban use.
- b) It makes habitat and biodiversity decline.
- c) Deforestation reduces the content of water in the soil, reduces groundwater as well as atmospheric moisture.
- d) Deforestation reduces soil cohesion, so that erosion, flooding and landslides often result. More flash floods and localised floods occur because of deforestation.
- e) Forests are also important stores of organic carbon, and forests can extract carbon dioxide and pollutants from the air, thus contributing to biosphere stability.
- f) The effects of human-related deforestation can be mitigated through environmentally sustainable practices that reduce permanent destruction of forests or even act to preserve and rehabilitate disrupted forestland.

SESSION 3

ACTIVITY 1

- Choose the correct answer:
 1. Fred rescue / rescues / rescued a small boy from the river last week.
 2. How many /any / much bottles did you find in the rubbish bin?
 3. Were students collecting / did students collect / Are students collecting rubbish at the beach at 10.00 yesterday morning?
 4. The park in our city is / have got / has got many recycling bins.
 5. Today, most people doesn't want / don't want / didn't want to pollute the planet.
 6. Paul was driving / drove / were driving in the rain at midnight last night.
 7. Did you put the jar into some / an / the carton?
 8. Do you hear / does you hear / you hearing the birds in the trees?

9. The rabbits damages / are damaging / damage the flowers in the garden right now.
10. We don't play /didn't play / wasn't playing tennis because it was raining.

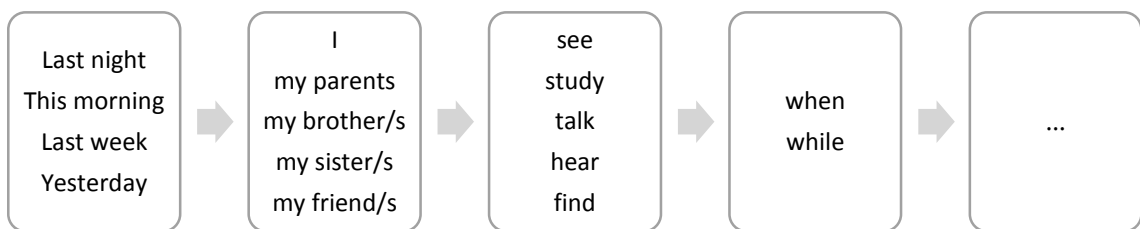
Answers:

- | | |
|-----------------------------|-----------------|
| 1. Rescued | 6. Drove |
| 2. Many | 7. The |
| 3. Were students collecting | 8. Do you hear |
| 4. Has got | 9. Are damaging |
| 5. Don't want | 10. Didn't play |

SESSION 4

ACTIVITY 1

- Write sentences with the words below and words of your own. Use the past simple and past continuous.



Possible answer:

This morning, my brothers were studying when I came home.

3.10 MATERIALS

In order to facilitate the learning process of the students, some materials and resources will be used either in the classroom or at home. They will help not only the teacher and the students but also the atmosphere, making it more motivating. Among these materials, we should find:

- The student's book: will be useful for some of the explanations as well as for the realization of some activities. There, the students can find their homework to do it at home.
- Notebook: it will be useful to write different activities, takes notes and also to evaluate the students.
- Blackboard: Even though some people may consider it obsolete, it is very useful to explain and also a support for the teacher in order to solve some possible doubts.

- Smart board and overhead projector: Here some images, videos, or presentations among other things will be shown. It will be useful for the teacher in order to present the extracts of the film, or the images, but it will also be helpful for the students when they are presenting their final task.
- Internet connection: this will be essential to look for videos, images or any other issue that the teacher might need.
- Laptop: It will be needed in the classroom and outside. The teacher will need it for many of the activities and the students for their research for the final task.
- Cards: Some of the activities that will be developed in the lesson plan are games that require the use of cards. These cards will be provided by the teacher.

4. DIDACTIC UNIT: STEP-BY-STEP ACCOUNT

In an attempt to encourage the students to learn and to be aware of the importance of looking around and taking care of the environment surrounding us, I have designed this lesson plan. It will consist of five sessions. Following the task-based methodology, in each lesson, the students will work on one field of the environment in order to acquire enough information, vocabulary and structures to develop their final task. This final task will consist of a presentation in which the students will talk about a film or documentary dealing with environmental issues.

Even though the main aim of this lesson plan is to be as communicative as possible as well as interactive, several speaking activities, authentic native English videos as well as interesting reading comprehension questions have been proposed. However, some grammatical aspects have also been included. Even though nowadays people are leaving this field aside because it is related to older methodologies, it is still essential for a better comprehension and production of the language. Therefore, one of the sessions devotes several minutes to the revision and realization of some grammatical activities.

It is also important to point out that one of the main goals of this lesson plan has been that the students practice their speaking and listening comprehension activities in almost all the sessions. For this reason, they are in most of the activities working either in groups or in pairs. Apart from this, they will also play several games in groups in order to practice the skills mentioned above in a communicative way.

Another important aspect of this didactic unit, is the fact that the teacher will use English almost all the time. The teacher will interact with the students in English, and some of the explanations will also be given in English. However, whenever the

students have doubts or they need some explanation which will be easier to understand in their mother tongue, they will be addressed in Spanish. The teacher's main aim is for the students to understand and to produce information on the topic they are dealing with, so the mother tongue will not be forbidden.

It is important to highlight also, that at the beginning of each session, there is a chart with a summary of it. In order to take a better organization of the sessions, these charts may help the teacher. There the name of the activity, the explanation about the development, the time, or the interaction patterns will be explained as well as the objectives of each of the activities.

One of the attempts when designing this lesson plan was the text-book-like organization. Each session has the same structure: the explanation of the activity, the activity itself, and the answers.

It is appropriate here to highlight that some of the activities proposed in this unit were carried out by the students for which it has been conceived. Some of the activities have been taken from the text book they were using. However, there are others invented or proposed by the author which were also carried out in the classroom.

4.1 SESSION 1

Stages	Activity	IP & time	Activity	Intentions
Presentation of the lesson plan, activities and final task.	1.	WC 5'	The T presents and explains briefly the different activities the Ss will develop through the different sessions. T will also talk them about the final task for students to start thinking about it and the possible materials they will have to use.	Familiarise the Ss with environmental issues and the vocabulary related to fields such as recycling, animal protection, pollution...
Warm-up	2.	T-S 5'	The T proposes a brainstorming session to present the different words students may know in relation with ecological issues. The T introduces new vocabulary the Ss did not previously know.	With this warm-up activity the Ss will try to think from a green perspective, they will look for different environmental solutions and will interact with each other as well as with the teacher.
Pre-reading (Pre-task)	3.	IW 9'	As a preparation for the reading task, students will learn several words related to the topic with this fill-in-the-gaps activity.	They all know the words because these have already been presented by the teacher, but with this activity they should consolidate them.

Reading (Task)	4.	GW 10'	In groups of 4 or 5, the Ss will read a text on recycling programmes in different countries. Each student will have a number assigned within the group. Once the Ss have read the text, student number 1, number 2... in each group will meet in different group to tell each other about the recycling programmes.	The Ss will have to read and understand the text (they have previously learnt the vocabulary on it) because they are responsible for the comprehension of the contents in the text by other classmates that have not read that piece of writing.
Post-reading (Post-task)	5.	IW 7'	Mock exam. Once the Ss know about the different recycling programmes, they will have to answer some simple questions proposed by the teacher.	The T makes sure the Ss have understood the text and have explained it properly to their partners.
Review and summary	6.	GW 7'	As a review, the T will talk to the Ss about other recycling programmes in other countries.	The Ss will have a wider view on the topic.
Homework	7.	IW 3'	The T will explain a couple of activities for the Ss to do at home on the vocabulary learnt during the lesson.	Reinforcement and extension activities for the Ss to make sure they know the words.

Note:

T= teacher; Ss= students; IP= Interaction Patterns; WC= whole class work; PW= Pair Work; GW= Group Work; IW= Individual Work.

ACTIVITY 1

TIME: 5'

T-S

Presentation:

To begin with, during this first section the main contents and objectives of the lesson plan will be introduced to the students as well as the evaluation and the final task they have to do in order to complete this task-based project. This presentation will only take place in this first session. Since the topic of the lesson plan deals with cross curricular issues, students need to know the main aim of the activities they will be asked to do. This warming up speech will last for about five minutes and it is a starting point. As this is a brief presentation and we need students to understand the contents and the goals, this speech will be given in Spanish.

ACTIVITY 2

TIME: 5'

T-S

Brainstorming activity

After the introduction of the topic, which will not only include recycling issues, but fields such as animal welfare, pollution, and nature in general, students will look at several images (see below). The purpose of these images is the creation of a brainstorming activity with vocabulary already known by the students and the introduction of new words. Therefore the teacher will ask for the names of the objects in the pictures and then he/she will ask them to guess the time that each of these objects for recycling take to decompose. This activity will be carried out with the whole class, and the images and the timeline will be projected on the smart board.⁵

⁵ This WC activity has been inspired and adapted from Addison & Marks, (2010: 21).



Did you know...?

Even though food waste doesn't take as long to decompose as other products, food waste produces methane gas, which contributes to global warming. Due to the great amount of food waste in landfills, they are the largest producers of this gas in the world.

The vocabulary that the teacher expects to elicit using these images is:

Words Ss may know	Words Ss may not know
Environment, save, plastic, metal, glass, paper, recycle, rubbish.	Metal bin, glass bin, paper bin, cans, rubbish bin, food waste, save, clean up, pollution, throw out, collect.

These concepts will be dealt with in the following sessions but they will be introduced to the students here so that the students will be able to start to anticipate their use in other exercises.

Words Ss might add to the list
Greenhouse effect, wire, dumping site, environmentally friendly, wood, iron, battery, compact disk.

ACTIVITY 3.

TIME: 9'

IW and T-S Reading comprehension

After this warming-up activity in which the students have learnt new words on different containers and materials, they will read about different recycling programmes in the world. However, before reading these texts, they will have to complete the following fill-in-the-gaps activity. In this pre-task activity students will come across new words that they will find in the texts. It is important that they all know these words because they have to read and comprehend the text in order to tell their partners about it later. Hence the teacher will begin by explaining the meaning of these words.

- Complete the sentences with the words in the charts. ⁶

Fizzy drinks – cardboard box – washing machine – glass bottles – aluminium cans – rubbish – electrical waste

1. Bob put the _____ in the bin for metal.
2. A large number of what is labelled as " _____ " is actually not waste at all.
3. My _____ is out of order so I'm going to a laundromat.
4. I put my empty _____ in the bottle bank for recycling.
5. What have you got in that big brown _____?
6. A lot of _____ contain artificial sweeteners.
7. Our _____ is taken away twice a week.

Answers:

⁶ Activity designed by the author. The vocabulary the Ss are not supposed to know has been taken from the texts below. These texts have been taken from Addison & Marks (2010: 126), except the one dealing with the recycling programmes in Hong Kong, which has been adapted from http://www.epd.gov.hk/epd/english/environmentinhk/waste/eco_responsibility/n_gcrp.html.

- | | |
|---------------------|-----------------|
| 1. Aluminium cans | 5. Cardboard |
| 2. Electrical waste | 6. Fizzy drinks |
| 3. Washing machine | 7. rubbish |
| 4. Glass bottles | |

Empty – full – throw out – collects – recycling bins – packaging
--

8. I drank all my coffee, and now my cup is _____!
9. _____ is the technology of enclosing or protecting products for distribution.
10. Kate decided it was time to _____ her old running shoes and get new ones.
11. The paperboy _____ the money due to him.
12. The _____ are nearly overflowing!
13. This box is _____. Can you get me another?

Answers:

- | | |
|---------------|--------------------|
| 8. Empty | 11. Collects |
| 9. Packaging | 12. Recycling bins |
| 10. Throw out | 13. Full |

This exercise can be carried out either individually or in pairs. However, due to the fact that in the next step students are going to work in groups, it is preferable that they work on their own. As regards time, nine minutes will be devoted to the realization of this activity including checking the activity with the whole class. Since this activity is not difficult to carry out, students will not have problems to complete and check it. Once this process has finished, the teacher will explain to the students what the next activity entails.

ACTIVITIES 4

TIME: 10'

T-S, S-S

This activity will consist of making groups of four or five students. Each group will receive a text containing information on recycling programmes in different countries, Zimbabwe, Germany, Hong Kong and Japan. Some groups will have the same text as there will be 7 groups and 4 texts so the teacher will make sure there is a text for each group. The members of the group will only have access to the text the teacher

provides them with, that is, they cannot read the other programmes of their fellow class mates. It is important that the teacher insists on the fact that all the members of the group understand their text, because they will have to explain it to the rest of the classroom. Consequently, the teacher will be sure that every member of the group reads, understands, and participates in the activity. Before they start reading the text⁷ which corresponds to their group (see below), the teacher will assign each member a number. Hence, once the teacher has resolved any doubts of vocabulary in the texts and once they finish the reading activity, the members labelled as number ones in each group as well as the number twos, number threes, and fours will meet in different groups to tell their partners about the country of the programme they have been reading. They will explain the content in the text, and the information they think that might be useful for the rest of the classroom, however, they will have some questions as a guide to make sure that they fully explain and understand the text (see below). As a whole, the reading activity and the sharing of the information will last for about thirteen minutes. When the students finish the speaking activity, the teacher will present the next step.

Zimbabwe

Do you want to buy a fizzy drink in Zimbabwe? This African country has got some unusual rules – but the result is cleaner streets! In Zimbabwe, fizzy drinks don't come in aluminium cans. They come in glass bottles – and those can be expensive. So when Zimbabweans want a fizzy drink, they must exchange an empty glass bottle for a full one. But what if you haven't got an empty bottle? No problem! You just pay a deposit for a new bottle and get your money back when you finish your drink and return the bottle.

Why go to so much trouble? Because reusing bottles means there is a lot less rubbish in the streets. In nearby Botswana, aluminium cans recently replaced glass bottles. As a result, the streets of Botswana are now full of empty cans!

Germany

In Germany, separating rubbish for recycling can be quite complicated! Everyone has got at least five types of recycling bins in or near their home. Each bin is a different colour to make recycling easier. A yellow bin is for packaging; a blue bin is for paper and cardboard. There is a special bin for sorting glass according to colour, a brown bin for food waste and finally, a black or grey bin for all the rest. In addition, people take their "special rubbish", such as batteries, to a recycling centre.

Many Germans think of themselves as the world champions of the environment. Is it any wonder why?

⁷ These texts have been taken from Addison & Marks (2010: 126).

Hong Kong

Close to 100,000 tonnes of glass containers are disposed of in our landfills every year. Glass is a kind of inert material and will not release harmful material to the environment on disposal. However, as glass can hardly decompose, disposal of glass containers by landfilling will exhaust our dwindling landfill space and is also a waste of valuable natural resource.

In view of this, the Environmental Protection Department (EPD) has been exploring practicable means to recover used glass containers for recycling in partnership with different sectors. Thus, the Glass Containers Recycling Programme was launched in 2008.

People separate the used glass containers from the waste stream and store the containers in collection bins. The waste glass containers collected would be turned into glass sand, which substitute natural river sand as an engineering material for the production of paving blocks.

Japan

Why do the Japanese recycle more rubbish than people in many countries? Geography may be the key. Japan is a small country with a large population. Too many people were throwing out old washing machines, TVs, fridges and air conditioners - and there weren't enough landfills to dump them in. The government had an idea. In 2001, they passed a law to reduce the amount of electrical waste. Today, whenever someone in Japan buys new electrical equipment, they must pay the shopkeeper to collect the old equipment. The shopkeeper must then pay the manufacturer to recycle the equipment.

The law has been a success. Consumers now think twice before buying new electrical equipment, there is more recycling of useful parts, and less waste goes into the ground.

These general questions will be provided for the whole classroom. Each group will have questions on the countries they do not have to talk about. This will be useful to recap information about the different recycling programmes:

Zimbabwe:

- What do people in Zimbabwe do when they want to get a fizzy drink?
- What happens in other countries like Botswana?

Germany:

- What items do German people recycle in their country?
- How many types of recycling bins do they have?

Hong Kong:

- Which problem do landfills have with glass in Hong Kong?
- Which solutions have they been looking for?

Japan:

- Why are the Japanese so concerned about recycling?

- Have Japanese people accepted the law to recycle electric waste?

ACTIVITY 5

TIME: 10'

Comprehension questions on previous activity IW

In order to prove that the students have all understood their own information and that provided by their partners, they will have to answer a series of questions as a sort of mock exam. The questions will deal with general and specific information (skimming and scanning) which students may have found in the texts. There will be questions that the students will answer with a simple but complete sentence but they will also have to answer another type of question such as multiple choice ones. The students should be able to complete this activity in more or less seven minutes. This activity will be collected by the teacher to check it at home. The mark obtained in this exam will not be relevant for the final mark. It will be a classroom mark.

Comprehension questions

1. Why do people in Zimbabwe exchange bottles?

2. When did the Japanese government pass the law to reduce the amount of electrical waste?

3. When was the Glass Container Recycling Programme launched?

4. Why do German people think they are the world champions of the environment?

5. In which type of container can you find fizzy drinks in Botswana?
 - a) Plastic bottles containers.
 - b) Aluminium cans containers.
 - c) Glass bottle containers.
6. Glass can be converted into...
 - a) Iron
 - b) Blocks
 - c) Sand
7. The key for the Japanese to recycle more than other countries is...
 - a) Geography
 - b) Money
 - c) Cleanliness
8. Do German people take their special rubbish such as batteries to a recycling centre?
 - a) Yes
 - b) No
 - c) They don't care

Answers:

- | | |
|--|---|
| 1. Because they do not exchange bottles, they have to pay a deposit. | 4. Because they are very conscious about recycling. |
| 2. In 2001. | 5. B |
| 3. In 2008. | 6. C |
| | 7. A |
| | 8. A |

ACTIVITY 6

TIME: 7'

To complete the lesson and to reinforce the vocabulary the students have learnt in the classroom other interesting recycling programmes from other countries could be introduced. This is the case of Curitiba, in Brazil, or Saint Paul, in the USA. The teacher can show the following links to the students for them to learn different perspectives about recycling all around the world.

- Curitiba uses waste as a resource: <http://wwf.panda.org/?204414/Curitiba-waste-as-resource>
- Saint Paul waste reduction: <http://www.stpaul.gov/recycle>

ACTIVITY 7

TIME: 3'

Teacher's explanation of the homework

Since by this time, the end of the lesson is being reached, the teacher will ask the students to do some exercises⁸ at home as homework. These activities will help them to improve and reinforce what they have learnt in the classroom. There will only be a couple of activities so they will not get too stressed.

- Complete the dialogue with the words below:

Cans – rubbish bins – paper – bottles – glass – waste – recycling bin – carton – jars.

Doug: What have you got in that big brown _____¹?

Bob: I've got empty water _____² in it.

Doug: What are you doing with them?

Bob: I'm taking them to the _____³. There's a bin for plastic bottles and another one for _____⁴ bottles and _____⁵.

Doug: Good for you! What other things do you recycle?

Bob: Well, there is a bin for metal. I put empty _____⁶ in it.

Doug: Do you also recycle old newspapers?

Bob: Of course I do. There's a bin for _____⁷ too.

Doug: Do you recycle everything?

Bob: No. I can't recycle all types of _____⁸. I put some things in the _____⁹.

Answers:

⁸ Both exercises that students will be asked to realise as homework have been taken from Addison and Marks (2010: 22)

1. Carton
 2. Bottles
 3. Recycling bin
 4. Glass
 5. Jars
 6. Cans
 7. Paper
 8. Waste
 9. Rubbish
- Complete the puzzle (the grey squares) according to the clues and find the hidden word.

1. People write on this.
2. A fizzy drink comes in a can or in one of these.
3. You make cartons from this.
4. You make bottles and jars from this.
5. You put this in rubbish bins.
6. Old newspapers can go in this.
7. You make clothes form this.

1													
2													
3													
4													
5													
6													
7													

Answers:

1					P	A	P	E	R				
2			B	O	T	T	L	E					
3	C	A	R	D	B	O	A	R	D				
4				G	L	A	S	S					
5				W	A	S	T	E					
6	R	E	C	Y	C	L	I	N	G		B	I	N
7							C	L	O	T	H		

4.2 SESSION 2

Stages	Activity	IP & time	Activity	Intentions
Checking homework	1.	5' WC	The T revises and checks the contents learnt the previous day and the activities that the Ss were supposed to do at home.	The T will be aware of the acquisition of the new vocabulary of the Ss.
Warm-up	2.	3' WC	The T, together with the whole class develops a brainstorming activity on the greenhouse effect. The T provides a brief explanation on how it works.	This brainstorming will be developed in Spanish because the first aim is to see if the Ss know about it and the effects it may have.
	3.	5' WC	The T introduces vocabulary related to the greenhouse effect.	Once the Ss have understood the characteristics of the greenhouse effect, the T will introduce the vocabulary related to it. This will be useful for the development of the next activity.
	4.	5' PW	The Ss will read some extracts from a text and they have to match them to a diagram which describes the greenhouse effect.	With this reading activity the Ss will reinforce their knowledge on the issue. As they will be working in groups they will not need so much time to do the exercise.
	5.	7' WC	The T plays a video in which the greenhouse effect is explained in a simple	The aim of this exercise is for the Ss to watch and listen to a video about the process of the

			way.	greenhouse effect.
Grammar (explanation and activities)	6.	7' WC	The T explains past simple and past continuous to the Ss. It will not be done in a traditional way, but rather trying to make the Ss guess the rules to use them by means of examples.	Since the Ss have already studied the past simple and past continuous tenses, the T will not use the PPP (Presentation, Practice and Production) methodology but rather a variation of it in which the Ss themselves will learn the rules through examples.
	7.	5' GW	In groups of threes, the Ss will do some activities proposed by the teacher to observe their progress and to solve the possible doubts that may have risen.	The Ss will do some activities that will help them to improve and solve possible doubts.
Game for grammar practice	8.	20' GW	The Ss will practice both tenses with "Everyday hazards" a game to be played in groups of 4. The Ss will create stories using both tenses.	The Ss will practice both tenses and their uses by means of this speaking activity that will be worked on in groups.
Homework	9.	3' WC	The T will explain some exercises on grammar for the Ss to do at home. They will be useful for practising both tenses and their uses at home.	The Ss will be asked to do some homework at home to continue practicing these grammatical issues. These will be brief exercises since the purpose is not to overwhelm them.

ACTIVITY 1

TIME: 5'

T-S

The second session of this lesson plan will begin with the correction of the activities that students were asked to do the previous day. Since they were very simple and students have had enough practice with the vocabulary, they should be corrected very quickly. Thus, only five minutes will be devoted to the realization of this. Possible problems or doubts will be solved by the teacher.

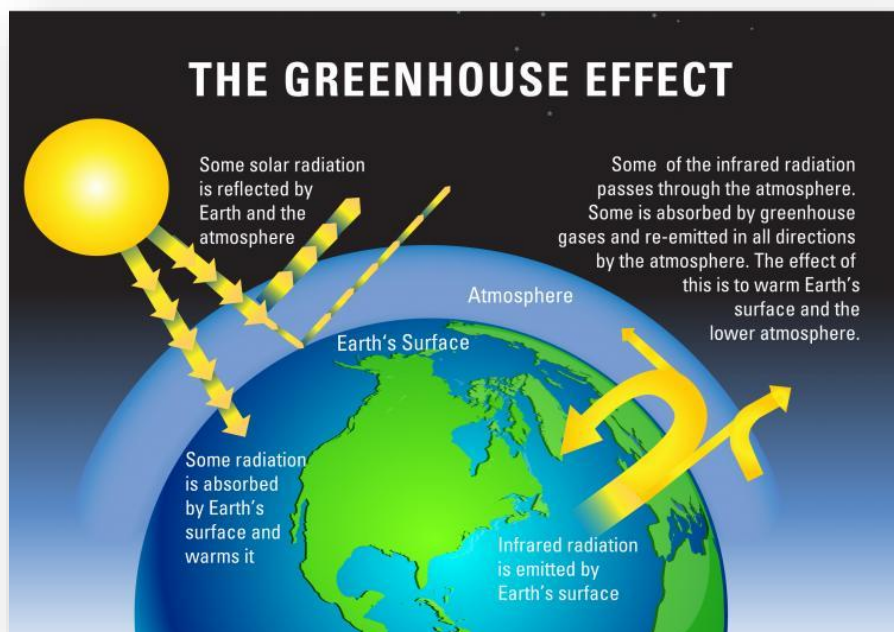
ACTIVITY 2

TIME: 3'

T-S

Warm up activity on the greenhouse effect

To begin with, the teacher will recap on some ideas about this phenomenon. Students will be asked about it, if they know the causes and consequences, the process etc. This will be done in Spanish since the teacher wants to make sure that the students know about the topic. Once the teacher is aware of the knowledge of the students on the topic, the students will be provided with an explanation about it in English. The following image can also be shown to illustrate the greenhouse effect.



ACTIVITY 3

TIME: 5'

T-S

Vocabulary exercise

Together with this image, the teacher will include some vocabulary necessary for the explanation of the process as well as for the understanding of the text that students will have to read in the next activity. Some of these words may be: *solar radiation*, *infrared radiation*, *rise*, *heat*, *atmosphere*, *trapped*. The introduction to the vocabulary together with the presentation of the images will take five minutes approximately.

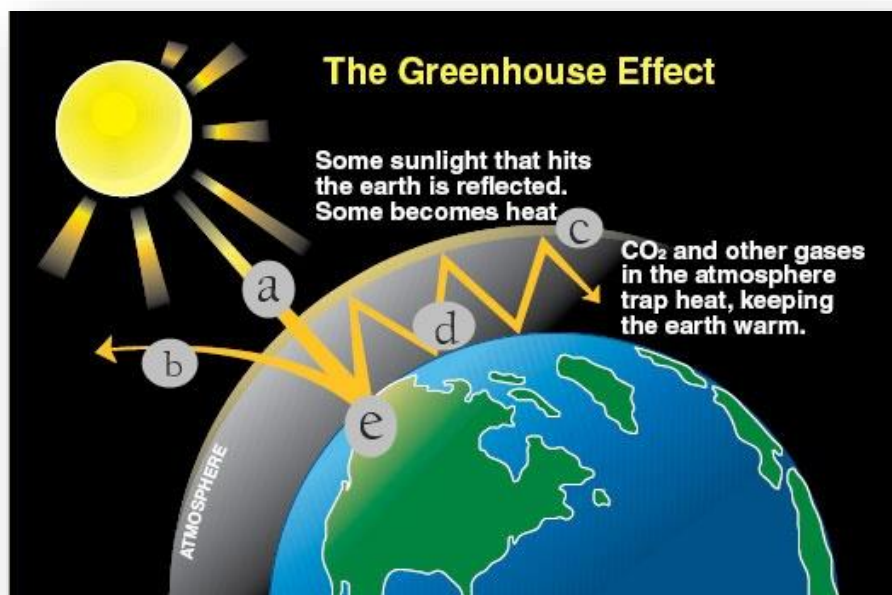
ACTIVITY 4

TIME: 5'

SS

After this brief explanation, the students will work in pairs. The activity that the students will have to do is a reading comprehension. They already know the vocabulary and they will work in groups so this activity will be easy for them. The aim is for them to order the processes of the greenhouse effect according to the diagram.

- Match the diagram with the steps below.



1. Radiation from the Sun travels through the atmosphere.	2. The Earth's surface and the atmosphere reflect some of the solar radiation.	3. The Earth's surface absorbs most of the solar radiation and temperature raises.
4. The Earth's surface releases heat in the form of infrared radiation. Some of the infrared radiation travels out of the atmosphere.	5. Some heat is absorbed by the greenhouse gases and is trapped in the atmosphere and the Earth's temperature rises.	

Answers: a) 1, b) 4, c) 2, d) 5, e) 3

ACTIVITY 5

TIME: '7'

IP: SS

Listening comprehension

First of all, students will be handed out a photocopy with true/false questions for them to read and to prepare themselves for the listening comprehension. The teacher will read these sentences with the students to make sure they understand their meaning. The students, in pairs, will then be told to watch and listen to a video: about the greenhouse effect narrated by a native speaker who talks about it in a very easy and comprehensible way. Images will help them to understand it better. The video is short enough for them not to get bored⁹. When they finish watching the video, they should be able to complete the true or false activity:

- Check if these sentences are true or false:
 1. The ice is melting only in the North Pole.
 2. It is cold inside a greenhouse.
 3. Without the greenhouse effect, temperatures on our planet would be around minus 15 degrees Celsius.
 4. Small particles in the air are not useful for the greenhouse effect.

⁹ The link to access the video is: https://www.youtube.com/watch?v=BPJJM_hCFj0 . It can be also found in the section "works cited".

5. Humans cause pollution when we produce carbon dioxide, methane, and nitrous oxide.

Answers: False, 2. False, 3. True, 4. False, 5. True

The script of the listening comprehension is shown below in case it might be helpful for the teacher. However, students will not have access to it.

○ *What is the Greenhouse effect? Global ideas. (Transcript)*

"Our climate is changing and temperatures in general are increasing on the planet. Sea levels are rising, the ice is melting at the North and South Poles. One reason for this is just the greenhouse effect, but what is the greenhouse effect?"

A greenhouse is normally something useful. It helps us grow things like tomatoes out of season that's because it's nice and warm inside a greenhouse. The sunlight enters and visible light penetrates the glass. This is partly absorbed by the plants and the soil and partly reflected on the outside as invisible heat radiation. As a result, temperatures rise inside the greenhouse.

The planet Earth obtains warmth in a similar fashion, which is fortunate because otherwise we could not survive. Without the natural greenhouse effect, temperatures in our planet would be around minus 15 degrees Celsius, and not the average 15 degrees Celsius above freezing of.

Sunlight penetrates the gas layer of the atmosphere. It's partly absorbed and partly reflected just like in a greenhouse. Small particles in the air ensure that a percentage of the reflected radiation is sent back to Earth. However, human cause a lot of pollution by producing large amounts of carbon dioxide, methane and, nitrous oxide. The small particles increase in number and the result is just like a greenhouse with the glasses too thick. So an increased amount of radiation is sent back to Earth and the heat is unable to scape, causing temperatures to rise constantly on our planet."

ACTIVITY 6

TIME: 5'

T-S

Grammar: Past simple and past continuous (1)

The next step in the lesson plan is an important one. Sometimes teachers aim at making their lessons as communicative as possible and some important aspects such as the grammar are left aside because it reminds them of the traditional grammar-based method. Nonetheless, in this lesson plan, grammar will be dealt with in a communicative way.

Since students already know the past simple and the past continuous, the teacher is not going to repeat the rules and structures. However, it will be students who will have to recognize them in the examples provided by the teacher.

Yesterday, Lucy collected all the newspapers. Then **she threw** them into the recycling bin.

Yesterday at 7.00, the workers were collecting the rubbish.

Last year, Lucy didn't take the bottles to the recycling bin.

Luy wasn't taking the bottles to the recycling bin **at 4.00**.

Did they keep all their rubbish **two weeks ago**?

Were they cleaning the park **an hour ago**?

Students will be asked to read the sentences and detect the differences between them as regards tenses. They will be asked if they know when they have to use each tense and the main differences. When they have recognized the tense used in each sentence, the different uses, and the usual time expressions accompanying the tenses they will do two exercises that will help them to improve their knowledge on this grammatical aspect. This revision of this grammatical structure, as well as the exercise that accompanies it will also be helpful to solve some doubts that students may have about these past tenses. Complete the paragraph with the verbs in brackets using the Past Simple.

Electric Man

What _____ artist Paul Bonomini _____ (do) with 3.3 tonnes of old electrical equipment? He _____ (create) a 7-metre sculpture. The sculpture _____ (look) like a big monster. Bonomini _____ (use) old mobile phones, fridges, vacuum cleaners and washing machines. He even _____ (make) teeth from old computer mice! The artist _____ (decide) to show how much electrical waste we create. He _____ (want) it to be frightening because he _____ (not want) people to forget it.



Answers: 1. Did... do, 2. Created, 3. Looked, 4. Used, 5. Made, 6. Decided, 7. Wanted

8. Didn't want

ACTIVITY 7

TIME: 7'

T-S and S-S

Grammar: Past simple and past continuous (part 2)

The teacher can illustrate this grammatical point further with some background information about the sculpture included in the previous exercise and its author:

- The WEEE Man is a sculpture created by Paul Bonomini and it stands for “electrical waste and electronic equipment”.
- The waste used in the sculpture shows how much electronic waste an average person in the UK creates in a lifetime.
- It includes five fridges, thirty five mobile phones, and five sandwich toasters as well as parts of a computer, a washing machine, and some other elements.
-
- Write questions using the Past Continuous with the words below.
 1. You/ do / your homework/ at 6 pm yesterday
 2. Your best friend /do / sport / at 7 am yesterday
 3. You / use / the computer / at 10 pm yesterday
 4. You / talk / on the phone / last night
 5. Your parents / watch / TV / at 8 pm
 6. Your mum /cook /dinner / at 9 pm last night

Answers:

1. Were you doing your homework at 6 pm yesterday?
2. Was your best friend doing sport at 7 am yesterday?
3. Were you using the computer at 10 pm yesterday?
4. Were you talking on the phone last night?
5. Were your parents watching TV at 8 pm?
6. Was your mum cooking dinner at 9 pm last night?

This activity is useful since students are going to make questions with the past continuous tense. They can work in pairs and ask a partner to keep on practicing the speaking skills. Some possible answers could be:

1. Yes, I was. / No, I wasn't. I was watching TV.
2. Yes, he/she was. / No, he/she wasn't. He/she was getting dressed.
3. Yes, I was. / No, I wasn't. I was studying for a test.
4. Yes, I was. / No, I wasn't. I was having dinner.
5. Yes, they were / No, they weren't. They were talking.
6. Yes, she was. / No, she wasn't. She was reading a book.¹⁰

¹⁰ The activities about the grammar of the unit have been taken from Addison and Marks (2010: 28)

ACTIVITY 8

TIME: 5'

T-S and IW

When the students have completed these exercises, the teacher will explain the rules used when both tenses appear in the same sentence. The procedure will be the same. Some examples will be shown to students and they will have to recognise the rules because they already know them.

Juan was passing the factory **when he saw** something.

While the teenagers were talking around the neighbourhood, **they saw** a lot of rubbish.

Some students were visiting the metal factory **while other students were talking** to people in the neighbourhood.

Once the main rules have been explained as well as the uses of “while” and “when”, students will be asked to complete the exercise below to practice the use of both tenses. Since the activity is short, students will not spend more than two minutes doing it. In this case, they will work individually, but they can ask their doubts to their partners or the teacher. Approximately another 3 minutes will be spent correcting the exercise on the board.

- Copy and complete the sentences below. Use the Past Simple or past continuous.
 1. I _____ (walk) down Elm Street when I _____ (see) a big rat.
 2. While we _____ (wait) for the teacher, I _____ (hear) a lot of noise from the factory.
 3. I _____ (look) at the rubbish behind the shops while Cindy _____ (talk) to the shop owners.
 4. I _____ (write) in my notebook when someone _____ (take) my camera.

Answers:

- | | |
|-------------------------|------------------------------|
| 1. Was walking, saw. | 3. Was looking, was talking. |
| 2. Were waiting, heard. | |
| | 4. Was writing, took. |

ACTIVITY 9

TIME: 20'

Game to practise the past tenses revised

Students will now play a game to continue practicing both tenses while at the same time they develop their speaking skills. The name of the game is *Everyday hazards*¹¹. It is a story-telling-like game with which students will be practising the simple past and past continuous as they compose story lines with the information given. They will not have a fixed story line so they are free to link the events in any logical way. Students will work in groups of three or four with the following sets of cards:

Fiona 	In the mall	Hanging around	Walked into a huge Christmas tree	Looking at two people fighting	So... The end
Tina 	In the street	Riding a moped	Fell into a pothole	Looking at a good-looking traffic order	So... The end
 Dan	In a park	Riding a bike	Ran over a jogger	Going too fast	So... The end
Brad 	At the zoo	Looking at the ducks	Fell into the pond	Leaning over the rail	So... The end ¹²

¹¹ This game has been taken from Chin & Zaorob, (2001:15)

¹² The cards have been adapted from Chin & Zaorob, (2001:16).

○ Procedures of “everyday hazards”¹³:

1. Before class, the teacher should cut out one set of cards for every group of three or four students. One set will belong to the information on Fiona, the other on Tina, the third on Dan and the last on Brad.
2. The teacher will begin to model the language by telling the class a funny accident, drawing their attention to the simple past and past continuous forms in the story. Eg.

*Fiona **was hanging** around in the mall last Saturday. She suddenly **walked** into a huge Christmas tree right in the middle of a hall, knocking down the tree and decorations, because she **was looking** at two people fighting and she **didn't see** where she was going. She quickly **picked up** the tree, and **pretended** to be the mall's decorator, because she **felt** everyone was looking at her.*

3. The teacher will divide the class into groups and hand out the material.
4. The activity:
 - Players shuffle the cards and deal them out evenly.
 - Players take turns laying down their cards, one at time, in the centre of the table to compose four story lines. Everybody may compose and change the stories.
 - Rules of the game:
 - Players may only begin a story line if they have a character card to lay down.
 - They may add cards to any existing stories on the table provided that the stories continue to make sense.
 - They may change the sequence of cards within any story line or move cards from one story to another in order to accommodate new cards.
 - The player who wants to lay down a *So ... The end* card will have to invent the end of the story. This may be done at any time during the game, and other players may continue inserting other cards in the middle of the story, but they may not change its ending.
 - If a player cannot lay down any of his or her cards, he or she says *I pass*.

¹³ The procedures of the game have been directly quoted from Chin & Zaorob, (2001:15).

- The winner is the first player to get rid of all his or her cards.

These rules will be a mere outline for the teacher. When explaining them to the students, the teacher should speak in Spanish for a better understanding and also in order to save time. The teacher will observe the different groups to solve problems and to check if the students have understood the rules and the uses of both tenses.

ACTIVITY 9

TIME: 3'

T-S

Homework explanation

The teacher will now ask the students to do the following activities at home on the contents of this session. As students have worked enough on this grammar point, the exercises will aid to recap on all the information.

- Copy and complete the timeline with the verbs in brackets. Use the past simple affirmative.

The History of Rubbish	
500 BC	The city of Athens _____ (open) a site for rubbish outside the city.
1200 BC	People in Britain _____ (burn) their rubbish or _____ (throw) it in the streets.
1300 BC	The first rubbish workers _____ (begin) working in London. They _____ (take) the rubbish outside the city.
Late 1800s	People in Britain _____ (put) their rubbish in rubbish bins. Women and girls _____ (have) the job of looking for glass and metal in the rubbish for recycling.
1977	The first recycling bins for bottles _____ (appear) in Britain.

Answers:

- | | | |
|-----------|----------|-------------|
| 1. Opened | 4. Began | 7. Had |
| 2. Burned | 5. Took | 8. Appeared |
| 3. Threw | 6. Put | |

- Match A to B to make sentences:

A

1. Bethany saw a lot of rubbish
2. While some people were cleaning the beach
3. Some teens were writing in their notebooks
4. The students were testing the air
5. While Dean was taking the paper to the recycling bin,

B

- a. drivers were cleaning the sea.
- b. while others were taking pictures.
- c. when they discovered the cause of the pollution.
- d. Jake and Steve were collecting bottles.
- e. while she was walking past the factory.

Answers:

- | | | |
|------|------|------|
| 1. e | 3. b | 5. d |
| 2. a | 4. c | |

4.3 SESSION 3

Stages	Activity	IP & time	Activity	Intentions
Checking homework	1.	5' WC	The T revises and checks the contents learnt the previous day and the activities that the Ss were supposed to do at home.	The T will be aware of the acquisition of the new vocabulary of the Ss.
Warm-up	2.	16' WC & IW	The T introduces the concept of deforestation, which is the topic that will be dealt with today.	Each session contains a different topic, but they are all connected to environmental issues, so in session number three, the Ss will be told about deforestation. The T will start with a very famous song that deals with the topic in order to motivate the Ss.
			The T will do a listening comprehension exercise with a song on the topic.	
	3.	7' WC	The Ss will correct the activities with the teacher and doubts will be solved. The Ss will be asked about the vocabulary they may know on the topic that they may have learnt in other subjects (cross-curricular contents)	
Listening	4.	12' IW	The Ss will listen to a short video on Amazonian deforestation.	The T proposes a listening comprehension exercise in which the causes and effects of deforestation take

	5.	6' IW	The Ss will answer some questions on the aural text.	place in a very important place: The Amazon rainforest.
Homework	6.	6' WC	The T will ask the Ss to do some research on information about Dr. Seuss and one his works, <i>The Lorax</i> . They will encouraged to look for other literary works dealing with the environment. Apart from this, they will be asked to do a small piece of writing on deforestation.	The T encourages the Ss to research individually on a topic that will be developed in the next session.

ACTIVITY 1

TIME: 5'

T-S

Correction of homework

The third session in this didactic unit will be devoted to a very important aspect of the environment: deforestation. This session and the next one will deal with this topic. Nonetheless, session 3 will approach deforestation from a realistic point of view and in the next session this topic will be developed by using a famous literary text. Notwithstanding, the session will start with the teacher and the students correcting the homework questions from the previous day.

ACTIVITY 2

TIME: 16'

T-S

Listening Comprehension

The teacher will introduce the next activity. It will be the listening comprehension of a song by Michael Jackson: *Earth Song* (<https://www.youtube.com/watch?v=XAi3VTSdTxU>). As a warm-up for this song, the teacher will ask the students if they know anything about this singer, if they have ever listened to any of his songs and if they know anything about his life story. Then, the teacher will try to focus their attention on the aspects of this singer which are related to this topic. Other songs such as *Heal the world* will be mentioned, since it is also related to the topic. Students will be asked if they know other singers or songs whose theme is to some extent related to the Earth.

After this speaking activity, students will be given copies of the lyrics of the song with some missing words. They will listen to it and they will have to attempt to fill-in the gaps. However, rather than understanding every single word, the main aim of this exercise is that students should be able to understand the general message of the song, the topics that it describes and they should be able to discuss them in the next activity. Then the students will be given a list of the missing words, all mixed up, and the teacher can solve any doubts about what they mean. The students will then listen to the song again to make sure they have inserted the correct words.

○ Michael Jackson – *Earth Song*

What about _____¹
 What about _____²
 What about all the things
 That you said we were to gain...
 What about killing _____³
 Is there a time
 What about all the things
 That you said was yours and mine...
 Did you ever stop to _____⁴
 All the blood we've shed before
 Did you ever stop to notice
 This crying Earth, this weeping shore?
 What have we've done to the world
 Look what we've done
 What about all the _____⁵
 That you pledge your only son...
 What about flowering fields
 Is there a time
 What about all the dreams
 That you said was yours and mine...
 Did you ever stop to notice
 All the children dead from war
 Did you ever stop to notice
 This crying _____⁶, this weeping
 shore?

I used to dream
 I used to glance beyond the _____⁷
 Now I don't know where we are
 Although I know we've drifted far

Hey, what about _____⁸
 (What about us)
 What about the seas

(What about us)
 The heavens are falling down
 (What about us)
 I can't even breathe
 (What about us)
 What about apathy
 (What about us)
 I need you
 (What about us)
 What about _____⁹'s worth
 (ooo, ooo)
 It's our planet's womb
 (What about us)
 What about animals
 (What about it)
 Turned kingdoms to _____¹⁰
 (What about us)
 What about elephants
 (What about us)
 Have we lost their trust
 (What about us)
 What about crying whales
 (What about us)
 Ravaging the seas
 (What about us)
 What about forest trails
 (ooo, ooo)
 Burnt despite our pleas
 (What about us)
 What about the holy land
 (What about it)
 Torn apart by creed
 (What about us)

What about the common man
(What about us)
Can't we set him _____¹¹
(What about us)
What about children dying
(What about us)
Can't you hear them _____¹²
(What about us)
Where did we go wrong
Someone tell me why
(What about us)
What about baby boy
(What about it)

What about the days
(What about us)
What about all their joy
(What about us)
What about the man
(What about us)
What about the crying man
(What about us)
What about Abraham
(What about us)
What about death again
Do we give a damn

Answers:

1. Sunrise
2. Rain
3. Fields
4. Notice
5. Peace
6. Earth
7. Stars
8. Yesterday
9. Nature
10. Dust
11. Free
12. Cry

ACTIVITY 3

TIME: 7'

T-S

The teacher will now check that the activity has been done correctly and try to explain the vocabulary of the rest of the song that the students may not know. The students should not have many doubts. However, it may be necessary to explain the meaning of words such as: "shed", "weeping", "pledge", "creed", and "forest trail". Once their doubts have been solved, students will be asked to discuss the main topics of the song. Then the teacher will ask them if they know the names of different types of trees in English, their leaves, and some other data they may know because they have studied them in other subjects such as biology. This short speaking activity is a cross curricular one, since we are introducing aspects from other subjects in the lesson. Some words that students might mention are: "oak", "birch tree", "chestnut tree", "holly", "ash", "willow", or "holm oak".

ACTIVITIES 4 AND 5

TIME: 18'

T-S and IW

Listening comprehension and activities

This activity is a listening comprehension. Before listening to the aural material, students will be provided with the following questions on the topic¹⁴. that they will be asked to read as preparation for the listening comprehension.

Questions:

1. With what name is the Amazon rainforest also known as?
 - a. Grandmother
 - b. Mother
 - c. Great Mother
2. Between 1850 and 1920...
 - a. 51 million hectares of land was cleared from the forest.
 - b. 50 million hectares of land was cleared from the forest.
 - c. 15 million hectares of land was cleared from the forest.
3. The lungs of the planet provide us with...
 - a. 30% of the oxygen on Earth.

¹⁴ This video has been taken from this link: <https://www.youtube.com/watch?v=wxy5k88lZil>

- b. 40% of the oxygen on Earth.
 - c. 20% of the oxygen on Earth.
- 4. The causes of deforestation are...
 - a. Ranchers.
 - b. Rangers and logging.
 - c. Ranchers, logging, and fire.
- 5. Fire regimes are capable of eradication the remaining forests in less than...
 - a. 50 years.
 - b. 15 years.
 - c. 80 years.
- 6. Does deforestation help global warming?
 - a. Yes.
 - b. No.
 - c. Maybe.
- 7. Is the government taking part on this issue?
 - a. No
 - b. Yes, they are currently working on this.
 - c. They are happy about deforestation.

The students will now listen to the transcript but they will not have access to it. While they are listening to the narration they will complete the 7 questions with which they have been provided. These will then be checked with the teacher. The possible doubts they may have will be solved with the whole group.

ACTIVITY 6

TIME: 6'

T-S

Introduction for the following lesson and explanation of homework

These last minutes of the lesson will be devoted to explaining and introducing the activities programmed for the next session. Students will be asked to write their opinion on deforestation in a short composition of fifty words and apart from this, they are going to be working on Dr. Seuss' *The Lorax*, which deals with the problem of deforestation, but which is approached from a less dramatic perspective than the previous activities, students may enjoy the story. Apart from that, the students will watch the most important scenes from the film, that is, those related to the topic that is being developed in these couple of sessions. of the film based on Seuss's work will be watched in this session. Students will then be told that they will have to look for information about this author and his work for homework. They will have to look for

summaries of *The Lorax* or even other works related to environmental issues such as Ernest Callenbach's *Ecotopia*.

4.4 SESSION 4

Stages	Activity	IP & time	Activity	Intentions
Checking homework and handing-in written work.	1.	5' WC	The Ss will hand in their written compositions about deforestation. They will be corrected by the teacher and the marks they get from this will be taken into account for the evaluation. The T will also check their research on information about Dr. Seuss' <i>The Lorax</i>	The Ss will acquire more independence when researching about a topic.
Background information and anecdotes.	2.	3' IW	The Ss will be told about several anecdotes on the tale written by Dr. Seuss and the further adaptations that were made.	The Ss will know about the background of the tale by Dr. Seuss. The Ss are not going to read it but they will have some information about it to be more prepared for the viewing of the film.
Games	3.	10' GW	As a review of the vocabulary seen until this moment, the T will develop a game with the Ss: "Bingo!" The Ss will be given some cards with images on the issues they have been studying. The whole development of this game will be explained below.	The Ss will not only listen and pay attention to the T but also they will speak with their classmates at the same time they are reinforcing their vocabulary.

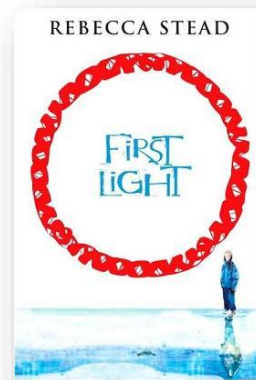
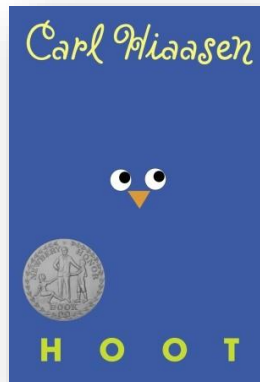
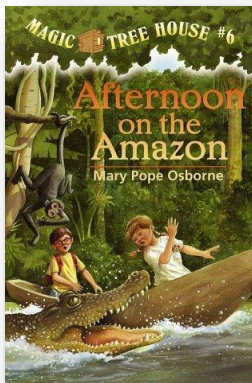
Pre-viewing activities	4.	5' PW	The Ss will be provided with some activities which will contain vocabulary and structures that they might need in order to understand the film as a warm-up to its viewing.	The viewing of this film as not only a listening comprehension exercise but also a way of approaching deforestation in a less dramatic way. This story is a sort of fable which contains a moral and the Ss have to be aware of it.
Viewing extracts of a film.	5.	20' GW	The Ss will see several extracts of the film in which the problems with the environment take place and the solutions the characters find.	
Post-viewing activities and homework	6.	15' IW	In order to see if the Ss have understood the film, they will have to answer some short questions on the events that take place in the film. They will do this as homework. The Ss will be provided with some ideas for the final task.	

ACTIVITY 1 AND 2

TIME: 8'

T-S

The students will be asked to talk about the information they have been researching on the previous day at home. They were told to look for information about Dr. Seuss' *The Lorax*, such as the summary of the story, the characters, the elements appearing in it, the possible connections this story may have with reality as well as other short stories related to the topic, in short, any information that could be helpful for a better development of this session. The teacher will complement the information brought by the students with explanations, images and other works dealing with the environment. Some examples could be the novels, *Afternoon in the Amazon* by Mary Pope Osborne, which deals with the adventures of a couple of siblings in the Amazon rainforest. Rebecca Stead's *First Light*, which belongs to young adult science fiction and is about global warming and tells the story of Peter, who lives in Greenland and who experiences the effect of global warming closely. Another example that can be proposed to the students could be *Hoot* by Carl Hiaasen. This is another example of young adult literature which deals with the fight against the destruction of a colony of burrowing owls.



As an introduction to the contents that will be dealt with in this session as well as to complete the information brought by the students, the teacher will explain some other things about *The Lorax*, some discussion and questions may also follow. This is the first step for the student to understand the meaning of this tale which at the end of the day is a fable on nature and the environment.

Some anecdotes about Dr. Seuss' *The Lorax*

- Dr. Seuss' real name is Theodor Seuss Geisel.
- This book was Dr. Seuss' personal favourite of all his books.
- The author wrote almost the whole tale in one afternoon. He was inspired by a herd of elephants while he was visiting East Africa
- He created a story dealing with economic and environmental issues without being dull.
- *The Lorax* was published in 1971, long before "going green" was mainstream.
- It is a rhyming tale in which we will discover a valley of Truffula Trees and Brown Bar-ba-loots, and how the harvesting of the tufted trees changed the landscape forever.
- It has been printed on recycled paper since it was first published.
- In 1972 the book was adapted as an animated musical for television.
- In 2012 Universal Studios created a film based upon this book.



ACTIVITY 3

TIME: 10'

G-W

As a revision of the vocabulary seen until this moment and in order to warm up for the viewing of the film the students will deal with a communicative activity. The teacher will prepare a bingo game for them in which some words learnt up until this moment will appear.

Procedures and rules of the game¹⁵:

- The students will be divided into groups of six or seven making three groups of four students. Each group will be given pieces of paper cut into the same size as the images of the cards of the vocabulary bingo.
- They will be told that they have to cover the images that the teacher mentions randomly with the pieces of paper.
- The teacher will have the same images on some cards to show the students the words they have to cover when they come out. This will be done the first times, then the teacher will not show any images and students will have to remember the image.
- The first group which covers all the images will be the winner. This will be repeated till one of the groups shouts bingo three times, then they will be the winners of the game.

As already said, this game will be a warm-up activity for the students before watching the extracts on “The Lorax”. The aim is to make students work in groups as well as to communicate with each other and with the teacher in English. Apart from this, they will also review the main words seen in this lesson plan. Nonetheless, they will not do this with a list of words but having fun with this activity. These are the cards which will be used:

¹⁵ This game is entirely of my own invention, although I have taken images found on the internet to make collages for the bingo cards in this game (see bibliography).



ACTIVITY 4

TIME: 5'

PW

Once the students have finished playing this game, the teacher will provide them with the following exercises to do in pairs. As with the previous activity, they will continue with the warm-up to viewing the film. Even though the film will be watched with English subtitles, the students need to know and remember some concepts that might appear when viewing the extracts of the film.

- Match the concept with its meaning¹⁶

Greed		A building or group of buildings with facilities for the manufacture of goods.
Factory		To make foul or unclean, esp. with harmful chemical or waste products; contaminate
Smog		A person that is unpleasant, inconvenient, or annoying
Weary		to lie or wait in hiding
Pollute		Excessive or overly strong desire, esp. for wealth, profit, or possessions; avarice.
Deforestation		Get tired of something or somebody
Nuisance		To remove the trees and forests
Lurk		Smoke or other gases that pollute, combined with fog in an unhealthy or irritating mixture.

Answers:

- Greed → Excessive or overly strong desire, esp. for wealth, profit, or possessions; avarice.
- Factory → A building or group of buildings with facilities for the manufacture of goods.
- Smog → Smoke or other gases that pollute, combined with fog in an unhealthy or irritating mixture.
- Weary → Get tired of something or somebody
- Pollute → To make foul or unclean, esp. with harmful chemical or waste products; contaminate.
- Deforestation → To remove the trees and forests.
- Nuisance → A person that is unpleasant, inconvenient, or annoying.
- Lurk → to lie or wait in hiding.

¹⁶ Activity created by the author. The definitions have been taken from <http://www.wordreference.com/>

- Fill the gaps with the words in the box:

Mass production – machinery – business – citizen action – glance - shutters

1. _____ is the name given to the method of producing goods in large quantities at low cost per unit.
2. A _____, also known as an enterprise or a firm, is an organization involved in the trade of goods, services, or both to consumers.
3. Tennessee _____ is a non-profit, community-based public interest and consumer rights organization.
4. The subsidiary industries, such as the manufacture of _____ and wire fabric, are of considerable importance.
5. Janine always closes her _____ at nights.
6. He had a _____ at the newspaper headline.

Answers:

1. Mass production
2. Business
3. Citizen action
4. Machinery
5. Shutters
6. Glance

When the students finish doing these activities in pairs, the teacher will check them with the whole classroom and at the same time will also solve some possible doubts that may appear.

ACTIVITY 5

TIME: 17'

The next activity will be the viewing of some extracts of the film. The students will have the chance to watch the whole film at home. However, the parts they will watch in the classroom will be the introduction and the problem of deforestation. As the end of the film is a happy one they will have the chance to see a quick preview, but most of the time will be devoted to the issue of deforestation.

ACTIVITY 6

TIME: 11'

When students have finished watching the extracts of the film, they will be provided with some questions on the general ideas they have listened to, not only with the film but also with the information provided by the teacher and their own classmates.

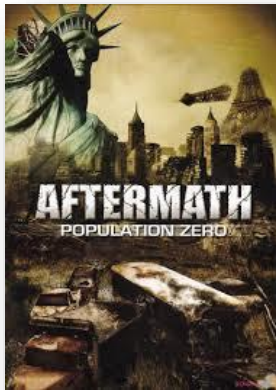
- Who wrote *The Lorax*?
- Was this tale special for the author?
- When was it published?
- Can you talk about the main characters you have seen in the film?
- What do you think about The Lorax? Do you like his behaviour with nature?
- According to you, which message does the film aim to transmit?
- Did you enjoy the film? Why?

The teacher will explain to the students that these questions must be answered at home. They will be answered according to the information provided during the whole session. The students will be told that they have to be careful and pay attention to the questions because for the final task, they will be doing something very similar.

After having provided the students with these questions, the teacher will not go through them as they deal with the topic that has been developed during the whole session. Nonetheless, the teacher will ask the students to organize themselves into groups of four people. As in the classroom there are twenty students, five groups will be made.

The teacher will give them four titles of films and documentaries dealing with nature¹⁷ and the environment. They will be given the plot of each one of them. Some of the films are very well known as is the case of *Godzilla* or *Noah*, some others are less well-known but still very interesting. The students will choose those in which they are interested in. The titles are:

- *Aftermath: Population Zero* (2008) National Geographic.



- Do you think that the way in which the documentary tells the story is shocking?
- Do you think this could be real, or does this contain doses of sci-fi?
- What do you think is the message this documentary wants people to receive?

Have you ever wondered what the world would be like without humans? This is a shocking and interesting documentary on the capacity of nature to regain her territory if humans suddenly stopped existing.

¹⁷ As these titles are part of the final task and this will be developed in session 5, the whole information about the film and documentaries will be included there. However, it is the students who have to carry out this information.

- *An Inconvenient Truth* (2006) Davis Guggenheim.



- Does this documentary contain political ideas?
- Do you think it is useful to make people conscious about the climate change?
- What do you think is the message this documentary wants people to receive?

An Inconvenient Truth is a documentary on the campaign created by Al Gore, one of the candidates for president of the USA to make the issue of global warming a recognized problem worldwide.

- *Godzilla* (2014) Gareth Edwards.



- Could you talk about the origins of this monster?
- Do you think that this film aims to criticize the behaviour of human beings with nature?
- Can you imagine what Godzilla represents in this film?

Everybody knows the origins of the world's most famous monster. In this film it is pitted against malevolent creatures, who reinforced by humanity's scientific arrogance, threaten our very existence. However, what about if we look at this from the point of view of nature?

- *Noah* (2014) Darren Aronofsky



- What do you consider the best scene of this film?
- Can you explain this film in terms of nature?
- By the end of the film, Noah has to make a difficult decision, do you agree with him? What would you have done?

Leaving aside the religious issues, this film perfectly represents the human being as the most powerful of the species since when the downpour finishes, it is Noah who decided that life must continue as it was in the past. As in the previous case, this film must be seen with the eyes of nature and judge it from that perspective.

- *The Day the Earth Stood Still* (2008) Scott Derrickson.



- What do you think about the behaviour of human beings against the alien visitor and the robot? (when they still did not know their intentions)
- Do you consider this as a warning for human beings?
- Can you approach this film from a naturalistic point of view?

This film is a remake of the 1951 classic science fiction film about an alien visitor and its huge robot counterpart visiting the Earth. Even though the remake is not a masterpiece (the teacher would recommend the students to

watch the classic one) it is still enjoyable and entertaining. Nonetheless, the most important thing about this film is the final message and its philosophy dealing with a change in human behaviour.

Once this information has been provided to the students they will choose the film or documentary they want to work upon. Each group will be provided with a set of questions on the film or documentary they have chosen. These questions will be a guide for them to complete the final task in which their main aim is to describe their film from the naturalistic point of view, the message, the aim, the main idea that the film or documentary wants the audience to receive. To realize this work, students will have to watch the film or documentary at home, in its original version and with English subtitles. The teacher will provide them with a copy of the film they have to watch. They will be warned about cheating by watching it in Spanish. As they have to talk about the details of the films they will not know them unless they watch the film in English.

As this lesson plan is eco-friendly, the students will be asked to do their works virtually. They will be provided with a wide variety of tools to make beautiful, shocking and interesting presentations such as Prezy, Power Point, PictoChat, or Calameo.

4.5 SESSION 5

Stages	Activity	IP & time	Activity	Intentions
Checking homework	1.	5' WC	The Ss will correct their exercises about the film together with the T. The T will solve any possible questions and doubts on the activities or the film.	To check to see if students were paying attention the precious day to the film and the activities done in the classroom.
Final task: presentations	2.	40' GW	The Ss will present their research on the films they have been watching. They will be using ICT's. Each group will talk for twenty minutes.	With this task the students take the main role of the classroom, they will be practicing the listening comprehension as well as the speaking activity together with their partners and showing their work.
Self-evaluation and feedback for the teacher.	3.	10' IW	The Ss will complete some questions on the contents of the unit and they will express their opinions on the way they have been working.	This self-evaluation will be a sort of mock exam. It will help the students to see their progress and at the same time they will become aware of the questions they might be asked in the exam. This self-evaluation will include some questions about the teacher and the methodology to see if they liked this topic or not.

ACTIVITY 1

Time 5'

T-S

This session will be different to the rest of the sessions due to the fact that it is now when the students are going to develop their final task. As seen in the section on temporalization, this session will not take place immediately after the previous one. This has been done on purpose for the students to have time enough to develop their final task. Thus, they will have a week to work on it.

Therefore, this session will start with the correction of the homework that students were asked to do at home about *The Lorax*. Since they were short questions, it will not take long to deal with all of them. Apart from this, the teacher will solve any possible doubts that may arise.

ACTIVITY 2

TIME: 40'

GW

This activity has been labelled as group work since all the students will be interacting with each other either when presenting the activity or when they ask their classmates about their films or works.

As explained previously, this activity will not be done immediately after session 4. As students have to watch the films, research information and some other aspects, they will have a week to work on it.

Five groups of four students will talk about their film and documentaries. Each student will have one minute and fifteen seconds approximately to talk. Thus, each group will have from five to seven minutes. However, since it may take longer due to some complications with the ICT's or other students asking questions, this activity will be developed in forty minutes approximately.

ACTIVITY 3

TIME: 10'

T-S

When the students have finished their presentations and all the questions and doubts have been solved, the teacher will give them a short questionnaire in which they will have to answer some questions not only on the topic they have been working on but

also about the explanations and methodology of the teacher. This is not the exam of the didactic unit. That will be done in the next session. The purpose of this questionnaire is basically to get some feedback from the students and know about their interests as well as the way in which they like working in the classroom.

Questionnaire 1.

1	2	3	4	5
With difficulty		OK		Easily

Things I can do in English	Mind the Environmental Gap
I can read and understand texts from different genres.	
I can write short texts for my teacher about things I know.	
I can understand simple messages (letters, e-mails...)	
I can speak to my friends or teacher in English.	
I can have dialogues with my friends or my teacher and I can do simple role-plays.	
I can understand my teachers' instructions and expressions.	
I can understand conversations in English or when English people speak in films, or on videos / DVDs in my English lesson.	
I can write sentences.	
I can talk about recycling and the behaviour of people towards it.	
I know the causes and consequences of deforestation	
I know about different recycling programmes in other countries.	
I can talk about the importance of the environment.	
I have learned new vocabulary on the topic mentioned above.	
I can use the past simple and past continuous.	
I can research autonomously on different topics.	

Questionnaire 2.

I agree with the following sentences...	1 (I don't agree)	2	3	4	5 (I agree a lot)
I have enjoyed the topic.					
This topic has been interesting for me.					
I am more aware about the environment.					
I like the exercises proposed by the teacher.					
I have understood the explanations of the teacher.					
I like doing presentations in front of the classroom.					
I have learned and had fun at the same time.					

5. EVALUATION

5.1 EVALUATION CRITERIA

The students will be assessed according to the following aspects:

- If students are able to talk and write about environmental issues.
- If students have become conscious about the importance of the environment.
- Whether or not students are familiar with the language related to recycling, deforestation, pollution and animal welfare.
- Whether or not students can take the most important information from a text given and be able to produce output with that information.
- If students can interact with their classmates in order to develop some of the activities proposed as well as doing cooperative work when the teacher requires them to do it.
- Whether or not the students are able to use and distinguish between past simple and past continuous.
- If students are able to express their opinion on different topics and to make descriptions.
- If students can develop different strategies (such as autonomous work, researching, ICT's, and listening comprehension) in order to carry out their final task.

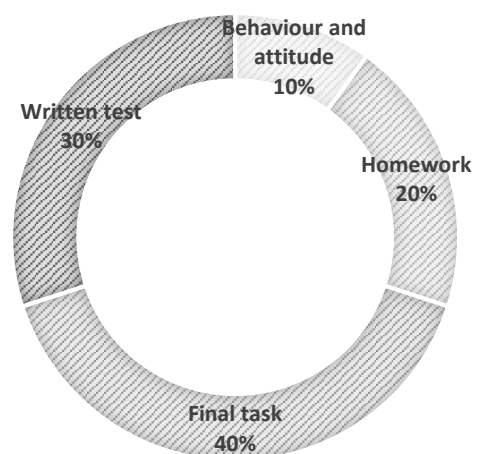
5.2 INSTRUMENTS OF EVALUATION

- Teacher's classroom diary.
- Correction of tasks and homework.
- Successful development of the final task.
- A writing composition on deforestation.
- A written test.

5.3 MARKING CRITERIA

In order to evaluate the students, several aspects will be taken into account. The most important one will be the realization of the final task, which will be awarded a total of 40% of the final mark. The written test will be also important but to a lower degree since it is worth 30%. The main purpose of this exam is that students should not relax when studying the contents. 20% will be devoted to the correction and handing-in of the homework. Finally, the classroom diary and the notes about the behaviour and the attitude of the students will cover 10% of the final mark.

MARKING CRITERIA



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Decree 231/07, of July the 31st, which establishes the arranging and the teachings corresponding to compulsory Secondary Education in Andalusia

Order of August 10th, 2007 (BOJA number 171) by means of which the curriculum corresponding to compulsory Secondary Education in Andalusia is developed.

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6.4 INTERNET RESOURCES

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- <http://www.foodtech.hu/trendek/megiscsak-uveg20130109> [Retrieved: 01/05/2015]
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6.4.3 IMAGES USED FOR SESSION 4 IN ORDER OF APPEARANCE

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