Human Sustainability
Online Lesson Plan Pack

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B2 Lesson 1 - Human Sustainability

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are reasonably computer literate

Materials

1. Infographic of the world condensed to 100 people.
2. Infographic of sustainable development goals
3. Language of agreeing and disagreeing table.

Classroom Software

Zoom/ Skype/ Google Docs/ Internet browser

Abbreviations

T - Teacher
S - Student
Ss - Students
TL - Target language

Lesson Aim:	**Speaking Skills:** 1. to practice giving opinions about sustainability. 2. to agree and/or disagree. 3. to review and practice vocabulary related to sustainability.	
Lesson Structure	**Skills - Speaking**	
Level:	**B2**	
Duration:	**60 minutes**	
Age of Learners:	**Adults**	
Target Language:	**• Agreeing and disagreeing:** ○ Yes, I agree. ○ I think so too ○ Absolutely not ○ I don't agree ○ I suppose that's true, but ○ I get your point, but	**• Vocabulary related to sustainability:** ○ Education ○ Universal school meals ○ Food waste ○ Employment ○ Access to health care ○ Equity
Group Size:	**4-12 learners**	

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	Lead-in	Share **Material 1.** As a group, T asks ss to look at the image and read the information. T puts ss in pairs into breakout rooms and asks them to share their ideas to the questions with their partner. *1. What three things surprise you the most?* *2. What do you think are the most important issues to improve?* *3. What do you think are the biggest problems people face in your area?* T monitors by moving around the breakout rooms and gives feedback about interesting points discussed by ss when everyone returns to the main meeting room.	To introduce the topic and activate schemata.	T → Ss S ↔ S T ↔ Ss
10 mins	Pre - Speaking	T writes "Human Sustainability" in the chat and elicits ideas from ss about what it is and what is involved. T confirms that access to services, nutrition, knowledge, skills, health, and education are needed to maintain and improve human life in society. Share **Material 2.** T asks ss to look at the image of the 17 goals that the UN adopted in 2015. T asks ss to look at goals 1 and 2 and elicits vocabulary related to these goals. Examples: 1. *No poverty - education, equity, sustainable employment.* 2. *Zero hunger - universal school meals, food waste.*	To generate interest in the topic and introduce the TL.	T → Ss Ss ↔ Ss T ↔ Ss

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
		Task 1 T puts ss into breakout rooms and asks them to brainstorm vocabulary for the different sustainable development goals. T monitors ss by moving around the breakout rooms. When everyone has returned to the main meeting room, T elicits vocabulary from ss and writes it on the whiteboard. T concept checks unknown vocabulary with ss.		Ss ↔ Ss T ↔ Ss
10 mins	While Speaking Part 1	Share **Material 3** for the ss to use while doing their task. **Task 2** T puts ss into breakout rooms in pairs and asks them to choose 3 goals together from Material 2 that they think should be prioritized in the area where they live. They must try to agree with each other about which 3 goals are most important and then share ideas of initiatives or projects that could help. T monitors the breakout rooms and notes down any errors with the TL.	To introduce the TL, give guided practice of the TL, and accuracy speaking practice.	T → Ss Ss ↔ Ss
15 mins	While Speaking Part 2	T closes the breakout rooms and gives feedback by writing the errors on the whiteboard and eliciting the correct answers from the ss. T puts pairs together in breakout rooms to create groups of 4. T instructs ss that they must repeat the exercise in their larger groups and they must all try to agree on which 3 goals are most important and ideas of initiatives or projects that could help. T monitors the breakout rooms and notes down interesting points raised by the ss and errors.	To give further practice of TL and accuracy speaking practice.	T ↔ Ss Ss ↔ Ss

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
15 mins	Post Speaking	T closes the breakout rooms and elicits feedback from the groups about which 3 goals they chose, why, and their solutions to help. T writes examples of effective English produced in class in the chat and praises ss. T then writes any relevant errors in the chat and asks ss to reply with what they think is correct. T asks ss to discuss the following questions in their groups. • *Which of the sustainable development goals do you feel most optimistic about?* • *Which one do you think will be the most difficult to achieve?* T monitors and gives feedback about the points they have discussed.	To provide ss with fluency practice.	T ↔ Ss T → Ss Ss ↔ Ss T ↔ Ss
5-10 mins	Filler	Hot seat. Write the chosen word in a private chat to a s who has to describe it to the rest of the group without saying the word.	To recycle vocabulary	Ss ↔ Ss

Material 1:

Look at the image and read the information. Discuss these questions with your partner.

1. What three things surprise you the most?
2. What do you think are the most important issues to improve?
3. What do you think are the biggest problems people face in your area?

Source: https://twistedsifter.com/2015/01/if-the-world-were-100-people-infographic/

Material 2:

1. Make a list of vocabulary related to the sustainable development goals.
2. Choose the 3 goals that you think should be prioritised where you live. You and your partner must agree.
3. Discuss ideas to help achieve these 3 goals.

Source: https://sustainability.biologists.com/blog/sustainable-development-and-the-concept-of-sustainability/

Material 3:

Agree	Disagree	Partially Agree
Absolutely	Absolutely not	I get your point, but...
Yes, I agree	I don't agree	I agree with you up to a point, but ...
Exactly	I don't agree at all	That's true, but maybe we should also consider...
Me too	I totally disagree	I'm not so sure about that because...
That's right	I find it hard to agree with that	That's partly true, but I also think that...
I think so too	I just don't see it that way	I suppose that's true, but...

B2 Lesson 2 - Environmental Sustainability

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are reasonably computer literate

Materials

1. Images of the environmental problems
2. Texts about inventions helping the planet
3. Questions about texts in Material 2.
4. Answer key to Material 3.
5. Discussion questions.

Classroom Software

Zoom/ Skype/ Google Docs/ Internet browser

Abbreviations

T - Teacher
S - Student
Ss - Students
TL - Target language

Lesson Aim:	**Reading Skills** 1. To read for gist and summarize main ideas. 2. To read for details to find specific facts. **Speaking Skills** 1. To give their opinions about environmental issues.
Lesson Structure	**Skills - Reading & Speaking**
Level:	**B2**
Duration:	**60 minutes**
Age of Learners:	**Adults**
Target Language:	**• Vocabulary related to environmental problems:** ○ Floods ○ Droughts ○ Forest fires/wildfires ○ Global warming ○ Climate change ○ Endangered animals ○ Plastics in the oceans ○ Rising sea levels ○ Deforestation ○ Loss of habitat
Group Size:	**4-12 learners**

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
15 mins	Pre- Reading	Share **Material 1.** In the main meeting room, T asks ss to look at the pictures and describe what they can see by writing their ideas in the chat. T uses the virtual whiteboard to share the vocabulary and ideas from the chat and elicit related vocabulary. T concept checks any unknown or difficult vocabulary. T asks ss: *"What is being done to help solve these environmental problems?"* Ss share their ideas with the group.	To activate schemata and elicit known and unknown vocabulary from ss.	T ↔ Ss Ss ↔ Ss
10 mins	While Reading - Gist	Share **Material 2A with Student A and Material 2B with Student B.** T puts ss into pairs in breakout rooms. Student A has to read their texts and summarize the main ideas to Student B. Student B has to read their texts and summarize the main ideas to Student A. T monitors by moving around the breakout rooms. T closes the breakout rooms and asks Student As to give feedback about Student Bs' texts and Students Bs to give feedback about Student As' texts. Ss feedback their answers.	To practice reading for gist and summarizing the ideas in their own words.	Ss ↔ Ss T ↔ Ss

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	While Reading - Detail	Share **Materials 2A, 2B,** and **Material 3.** T puts ss back into breakout rooms and asks them to complete the questions about all 4 inventions. T monitors by moving around the breakout rooms. Note down any difficulties caused by any of the questions to go through together in the main meeting. T closes the breakout rooms and shares the answers on the screen. T encourages peer correction for any errors or clarification of answers.	To practice reading for detail with skimming and scanning skills.	T ↔ Ss Ss ↔ Ss
5 mins	Post Vocabulary	T puts ss into pairs in breakout rooms to return to Material 2A and 2B and identify any unknown or less familiar vocabulary. Ss are encouraged to guess the meaning from the context and clues first and then check their answers using the internet. T demonstrates with these examples from the texts: • *in conjunction* • *deploy* • *accumulated* T monitors by moving around the breakout rooms.	To practice guessing the meaning of unfamiliar vocabulary from context.	Ss ↔ Ss

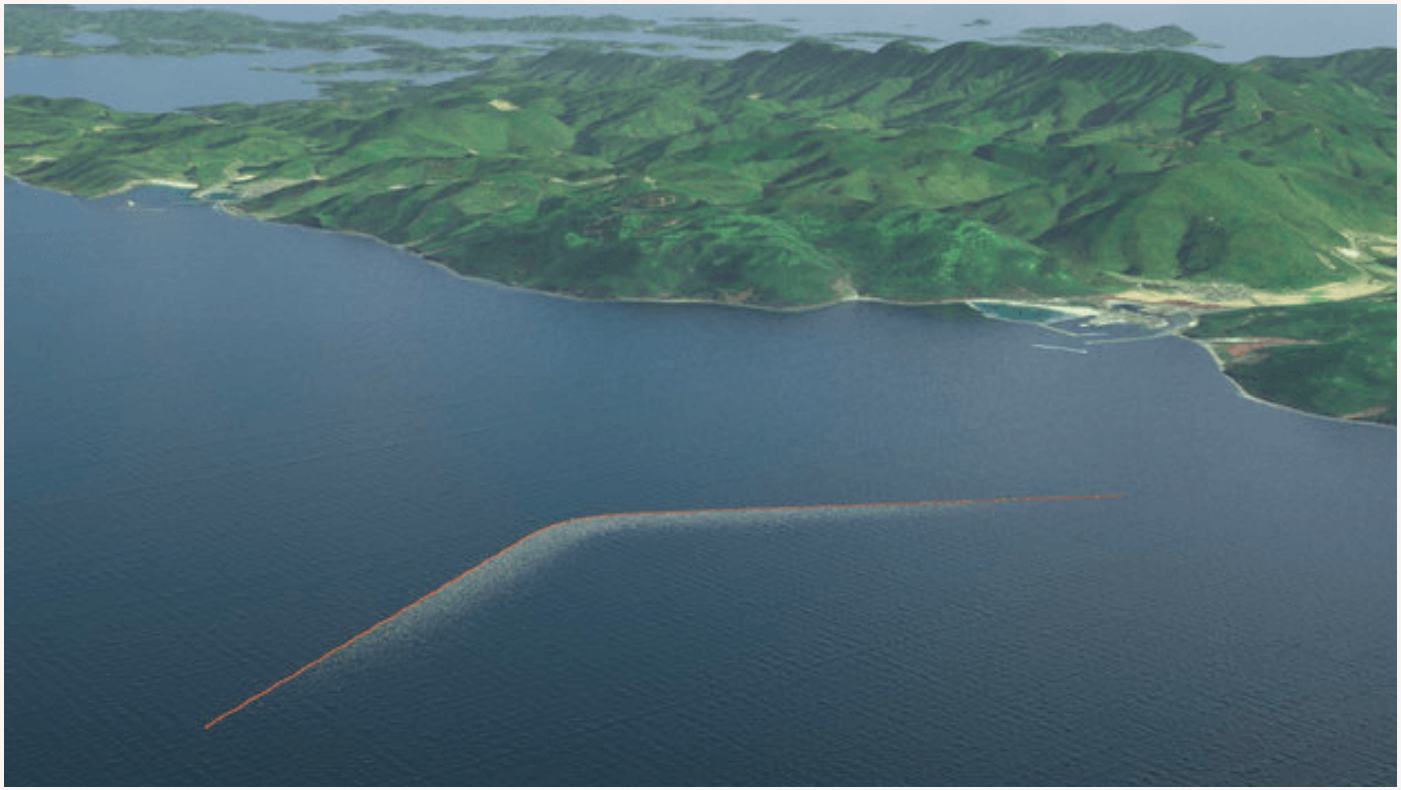
Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
20 mins	Post Speaking	Share **Material 5.** Ss remain in their breakout rooms and the ss are asked to discuss the questions. T encourages ss to use the vocabulary from the TL in their discussions. T closes the breakout rooms and gives feedback about interesting points raised by the ss. T gives error correction by writing the errors on the whiteboard and eliciting the correct answers from the ss.	To provide fluency practice about environmental issues. To highlight good examples of language and provide error correction.	Ss ↔ Ss
5 mins	Filler	T plays Hangman with the TL from the lesson. T writes blanks for ss to fill by guessing possible letters in the word.	To review the TL vocabulary from the lesson.	T → Ss Ss → T

Material 1:

Material 2 A
Student A

The Ocean Cleanup

23-year-old boy genius, Boyan Slat, is the founder and president of The Ocean Cleanup, a foundation which is dedicated to developing advanced technologies to rid the oceans of plastic. The Dutch inventor is in the works of creating a 62-mile underwater, V-shaped barrier to trap plastic trash as it floats along ocean currents. Slat said the technology, which he hopes to deploy by 2020, could remove half of the trash - amounting to 150 million pounds of trash - from the Great Pacific Garbage Patch within 10 years. Once removed, much of that plastic could be properly recycled.



Material 2 A
Student A

Robot Bees

Perhaps the most Black Mirror of them all is the robot bee. Researchers at Japan's National Institute of Advanced Industrial Science and Technology have created a robotic, bee-like drone in hopes of solving the rapid decline in global bee populations. The manually-controlled drone mimics the process of cross pollination carried out by honey bees. Its base is covered in horse hair and a sticky gel substance. As the drone lands on one flower, pollen sticks to its base, and then rubs off onto the next flower it visits.

While the initial research of the invincible robotic "bees" gives some hope, there's still much work to be done before a long-term, economical and efficient solution is found. In the meantime, the reduction of harmful pesticide use is an essential part of the solution. Ultimately, bees and drones should work in conjunction. Robots should not plan to replace the real thing.

Material 2 B
Student B

The Seabin Project

Australian surfers-turned-inventors Andrew Turton and Pete Ceglinski are the founders of The Seabin Project. This simple, but innovative bin is making a huge difference in oceans across the world. Designed to be set up in marinas and ports, the floating trash can is powered by an on-shore water pump. It filters through seawater and collects accumulated garbage, which can later be disposed of properly. The Seabin is also capable of capturing oils and pollutants from the surface of the water. Low maintenance and low cost, the trash can is highly effective and engineered to clean the oceans 24/7

As of now 20 Seabins are operational around the world, but over 2,000 units are currently on order. The long term goal, according to Ceglinski, is to "to use the plastics we catch to create new Seabins.

Material 2 B
Student B

AIR-INK Pens

The air that we breathe is full of poison. But Anirudh Sharma, founder of AIR-INK, believes that we can turn that danger into something useful. His "pollution-filled" pen proves that pollution may be our greatest resource. First, a cartridge, similar to the kind found in printers, is affixed to cars to collect carbon soot from the cars' exhausts. Next, the AIR-INK team removes toxins, such as heavy metals.

What is left is raw carbon, and that is then processed into a high-quality black ink and sold in a pen-like container. One pen of AIR-INK contains 40-50 minutes of car pollution and writes just like a normal pen.

Source: https://www.buzzworthy.com/10-inventions-to-save-the-earth/

Material 3

Read the four texts from Material 2A and 2B and answer the following questions.

The Ocean Cleanup

1. *Who is the president of The Ocean Cleanup?*
2. *What is he creating?*
3. *How much trash does he plan to remove?*
4. *How long will it take?*
5. *What would happen to the removed plastic?*

Robot Bees

1. *Who invented Robot Bees?*
2. *Why were they invented?*
3. *What is the base of it covered in?*
4. *What happens when it lands on a flower?*
5. *What is an essential part of the solution?*

The Seabin Project

1. *Who are the founders of The Seabin project?*
2. *Where is the Seabin designed to be used?*
3. *What does the Seabin filter?*
4. *What can the Seabin also capture?*
5. *What is their long term goal?*

AIR-INK Pens

1. *Who is the founder of AIR-INK Pens?*
2. *What does the founder think may be one of our greatest resources?*
3. *Where is the carbon collected from?*
4. *What is processed into high-quality black ink?*
5. *How many minutes of car pollution does an AIR-INK pen contain?*

Material 4

Answers for Material 3

The Ocean Cleanup

1. Who is the president of The Ocean Cleanup?
   Boyan Slat
2. What is he creating?
   V-shaped barrier to trap plastic trash
3. How much trash does he plan to remove?
   Half of the trash/150 million pounds of trash
4. How long will it take?
   10 years
5. What would happen to the removed plastic?
   Properly recycled

Robot Bees

1. Who invented Robot Bees?
   Researchers at Japan's National Institute of Advanced Industrial Science and Technology
2. Why were they invented?
   To help solve the rapid decline in global bee populations.
3. What is the base of it covered in?
   In horse hair and a sticky gel substance
4. What happens when it lands on a flower?
   Pollen sticks to its base, (and then rubs off onto the next flower it visits.)
5. What is an essential part of the solution?
   The reduction of harmful pesticide use

The Seabin Project

1. Who are the founders of The Seabin project?
   Andrew Turton and Pete Ceglinski
2. Where is the Seabin designed to be used?
   Marinas and ports
3. What does the Seabin collect?
   Accumulated garbage
4. What can the Seabin also capture?
   Oils and pollutants
5. What is their long term goal?
   To use the plastics we catch to create new Seabins

AIR-INK Pens

1. Who is the founder of AIR-INK Pens?
   Anirudh Sharma
2. What does the founder think may be one of our greatest resources?
   Pollution
3. Where is the carbon collected from?
   The cars' exhausts
4. What is processed into high-quality black ink?
   Raw carbon
5. How many minutes of car pollution does an AIR-INK pen contain?
   40-50 minutes

Material 5

Discuss these questions with your partner.

1. Do you worry about the environment?
2. What do you do to help the environment?
3. If you had a large amount of money to invest in one of these ideas, which one would you choose and why?
4. Have you heard of any other environmentally sustainable initiatives?
5. Do you think international summits about the environment are useful?

B1 Lesson 3 - Town Planning

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are reasonably computer literate

Materials

1. Material 1 - Functional language: giving opinions.
2. Material 2 - List of amenities, prices and benefits

Classroom Software

Zoom/ Skype/ Google Docs/ Internet browser

Abbreviations

T - Teacher
S - Student
Ss - Students
TL - Target language

Lesson Aim:	**Speaking Skills:** 1. To practice giving opinions. 2. To practice talking about the pros and cons. **Vocabulary:** 1. To review and practice vocabulary for amenities. 2. To practice vocabulary about pros and cons of amenities.	
Lesson Structure	**Skills - Speaking**	
Level:	**B1**	
Duration:	**60 minutes**	
Age of Learners:	**Adults**	
Target Language: • **Vocabulary related to amenities:** ○ Theater ○ Movie Theater ○ Schools ○ Playground ○ Hospital ○ Shopping Mall ○ Clothes Store ○ Gym ○ Parks	• **Vocabulary related to pros and cons:** ○ Provides employment ○ Fun ○ Good selection ○ Poor selection ○ Education ○ Local economy ○ Tourist attraction ○ Expensive ○ Cheap	• **Vocabulary related to pros and cons:** ○ In my opinion, I think that... ○ It might be a good idea to have a _____ in the town because... ○ I think a/an _____ would be better for the town than a/an _____ because... ○ I think the most important thing for the town would be a _____ because... ○ I don't think we need that in the town because....
Group Size:	**4-12 learners**	

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	Lead in	T writes "*amenities*" on the whiteboard and elicits vocabulary from the ss. If ss need more help, T asks *"What different buildings do you have in your town?"* T asks and writes in the chat. *"How do these amenities help the environment, the community and the economy?"* - Ss write their answers in the chat. T gives feedback to their responses and then asks ss *"what's your favorite place where you live and why?"* Ss give their answers.	To elicit ss knowledge of the TL. To give ss fluency speaking practice.	T ↔ Ss
15 mins	Pre- Speaking	Share **Material 1.** T puts ss in pairs in the breakout rooms and asks them to read through all of the **pros** for the different amenities. Encourage ss to confirm the meaning of any unknown words and add any ideas of their own too. T monitors by moving through the breakout room and noting any areas of difficulty or interesting comments. T closes the breakout rooms and gives the ss the opportunity to ask any questions. T gives feedback from observations. T puts the ss back into breakout rooms and asks them to discuss the possible **cons** for each amenity and write them down. T monitors by moving through the breakout rooms and notes down any areas for possible feedback. T closes the breakout rooms and encourages ss to share their ideas with each other. T writes down their ideas in the chat as they speak	To introduce the topic and create interest. To introduce the TL.	S ↔ S T ↔ Ss S ↔ S S ↔ S

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
		for reference. Share **Material 2.** T explains that they are going to be speaking with their partner and that Material 2 is there to help them. T drills language with ss.		T ↔ Ss
20 mins	While - Speaking	T puts ss into breakout rooms in pairs and explains that they are town planners. They must fill the town with amenities from Material 1 that meet the people's social, economic, and environmental needs. Ss have a budget of €100,000. Ss work together to decide which amenities they will include and why. T monitors by moving round the breakout rooms, noting down errors ready for feedback about the TL. When everyone has returned to the main meeting room, T gives feedback about the TL errors. T invites ss to present their ideas to the group, explaining what they have chosen and why. T monitors while they are speaking and notes down interesting language, effective English and any errors. T gives feedback on the whiteboard.	To provide speaking accuracy and fluency practice using the TL.	S ↔ S T ↔ Ss S ↔ S T ↔ Ss

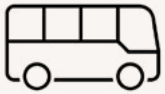
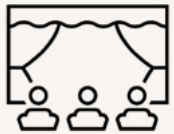
Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
15 mins	Post - Speaking	Share **Material 3.** T puts ss in groups in breakout rooms and tells them they are going to discuss the perfect town. T asks ss to look at the features of a perfect town and discuss the questions with their group. T monitors by moving around the breakout rooms, writing down the ss ideas, any English that has been used well, and any errors. T closes the breakout rooms and encourages ss to share their ideas. T gives feedback on the activity.	To give further speaking fluency practice.	S ↔ S S ↔ S T ↔ Ss
5 mins	Filler	Using language from the lesson, T writes a word in a private chat to one s and chooses a word they must describe. However, they can't say that word or the 3 other associated words that are also written in the private chat. Example: *School, children, teachers, learn.* Ss listen and guess the word.	To recycle TL vocabulary from the lesson	S ↔ S

Material 1:

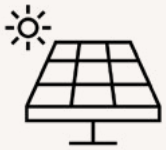
Part A - Read through the benefits and add any other ideas you have.
Part B - Discuss the possible cons of each amenity and write down your ideas.

Amenity	Pros	Cons	Cost(€)
 Animal Sanctuary	• Conservation of animals • Tourist Attraction • Educational	• • •	15,000
 National park	• Conservation of Nature • People can immerse themselves in nature • Tourist attraction	• • •	15,000
 Playground	• A place for children to spend time • Fun • Free to those who use it	• • •	5,000

Material 1:

Amenity	Pros	Cons	Cost(€)
 Public Transport System	• People can get to their destinations faster • Cheaper than using a car • Reduces traffic in town	• • •	30,000
 Schools	• Educational for students • Provides work for teachers • Somewhere for children to go freely	• • •	25,000
 Movie Theater	• Entertainment • Relatively inexpensive • Open to the public	• • •	10,000

Material 1:

Amenity	Pros	Cons	Cost(€)
 Solar Panel Farm	• Generate clean energy • Reduces out need on non-renewable sources • Provides jobs for community	• • •	30,000
 Large Grocery Store	• Large selection of Items • Often less expensive than smaller shops • Often longer opening hours	• • •	10,000
 Family run convenience store	• A staple of the community • Personalized services • Beneficial for local economy	• • •	5,000

Material 1:

Amenity	Pros	Cons	Cost(€)
 Hospital	• Provides medical advice locally • Source of employment • Treats people with ongoing issues in the locality	• • •	25,000
 Coal Mine	• Cheap source of energy • Proves employment • Can generate energy in all weather conditions	• • •	20,000
 Large Clothes Store	• Greater selection of clothes • Longer opening hours • Often less expensive than clothes from smaller stores	• • •	20,000

Material 1:

Amenity	Pros	Cons	Cost(€)
 Local Markets with Stalls	• Good selection of handmade items • Supports small and local business people • Often sell handmade, personable goods	• • •	15,000

Material 2:

In my opinion, I think that...

It might be a good idea to have a _____ in the town because...

I think a/an _____ would be better for the town than a/an _____ because...

I think the most important thing for the town would be a _____ because...

I don't think we need that in the town because....

Material 3

Some features of a perfect town.

- Walkability
- Center has decent amenities
- Provide employment
- Green space within a 10 minute walk from the center.
- No highways and areas where traffic is slowed because it is partly pedestrianized.
- Infrastructure can serve the population.

Discuss these questions with your group.

1. Do you agree with the list?
2. What would you add?
3. Can you think of any towns that you know which meet most of the criteria?
4. What do you think town planners will need to change for the future?

C1 Lesson 4 - Plastic Bags

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are reasonably computer literate

Materials

1. Images of bags
2. Listening exercises
3. Key to Material 2
4. Transcript

Classroom Software

Zoom/ Skype/ Google Docs/ Internet browser

Abbreviations

T - Teacher
S - Student
Ss - Students
TL - Target language

Lesson Aim:	**Listening Skills:** 1. To listen for gist. 2. To listen for detail. **Speaking Skills:** 1. To practice fluency.
Lesson Structure	**Skills - Listening and Speaking**
Level:	**C1**
Duration:	**60 minutes**
Age of Learners:	**Adults**
Target Language:	• **Vocabulary:** ○ **Carbon footprint** ○ **Landfills** ○ **Degradability** ○ **Break down** ○ **Recycling plants** ○ **Offset** ○ **Single use item** ○ **Cotton tote bag**
Group Size:	**4-12 learners**

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	Lead-in	T writes "*plastic*" on the white board and elicits the benefits of plastic and the disadvantages and writes them on the whiteboard. T asks ss the following questions and leads a class discussion. • *How do we calculate how sustainable a material or product is?* • *What do you do to reduce your carbon footprint?* • *Could you do more?*	To introduce the topic, activate schemata and elicit ss existing vocabulary about the topic. To provide an opportunity for ss to give their opinions.	T ↔ Ss T ↔ Ss
10 mins	Pre-Listening	Share **Material 1.** T puts ss into breakout rooms in pairs and asks them to discuss the impact the different types of bags have on the environment. T monitors and gives feedback about the ss' opinions when everyone has returned to the main session. T writes the TL into the chat and puts ss into breakout rooms in pairs so that they can explain what they think the vocabulary means to each other. T instructs ss to check the meaning of the TL after they have discussed it first with their partner. T monitors by moving through the breakout rooms. T closes the breakout rooms and concept checks TL. T asks ss to type in the chat which type of bag they think is the best one to use.	To provide speaking practice about the topic and introduce TL from the listening.	S ↔ S S ↔ S

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	While Listening Part 1	T asks ss to watch the videos and to take notes. T asks ss to write notes about the main ideas and not to worry too much about the details. T shares the video and the sound and the ss take notes. **Note:** the audio is nearly 5 minutes, but it is animated, making it easier to follow. For stronger groups, T can go to the advanced sharing settings on Zoom and share the sound only. For weaker groups, play with the video and pause when needed so ss can catch up with the notes. T puts ss into breakout rooms with their partner and asks them to share the notes they have taken. T monitors by moving around the breakout rooms and assists if needed. T closes the breakout rooms and when everyone has returned, asks "*Which one is the best to use overall and why?*"	To practice listening for gist, writing notes and speaking about the main ideas.	T → Ss S ↔ S T ↔ Ss
10 mins	While Listening Part 2	Share **Material 2.** T puts ss into pairs in breakout rooms and asks them to complete Task 1. Ss must read the sentences and predict what type of information they need to listen for to complete the sentences. T monitors by moving around the breakout rooms. T closes the breakout rooms and asks ss to type their answers into the chat and gives the necessary feedback. T tells ss to listen again to a section of the video and complete the sentences in **Material 2 Task 2**	To practice predicting what to listen for and listening for detail.	T ↔ Ss S ↔ S

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
		Note: It is from 02.14 until 03.10 T asks ss to type their answers into the chat and T gives the necessary feedback.		
20 mins	Post Listening	Share **Material 3.** T puts ss into pairs in breakout rooms and asks ss to read through the transcript to find any vocabulary they are less familiar with. T encourages ss to guess the meaning from the context with their partner checking online to confirm the right definitions. T monitors by moving around the breakout rooms and notes any difficulties. T closes the breakout rooms and clarifies any difficulties, as well as answering any ss questions. T puts ss back into breakout rooms in groups and asks them to discuss the following questions. • *How important is it to you to buy eco-friendly products?* • *Are you willing to pay more?* • *Do you research the products or look for eco-friendly labels?* T monitors by moving around the breakout rooms and notes down any interesting points, effective English, and errors for feedback. When everyone is back in the Main Meeting, T gives feedback about points of interest, good language used and error correction.	To practice guessing the meaning of vocabulary from context and to give speaking fluency.	S ↔ S S ↔ S T ↔ Ss

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5 mins	Filler	Word association game. This can be played in pairs or as a group. One person starts and says a word related to the topic and the next ss says a related word. Example: *single use item, coffee cups, straws, plastic spoons, etc.* No repetition or hesitating for more than 3 seconds is allowed.	To recycle vocabulary from the lesson and the topic.	S ↔ S

Material 1

Discuss the impact the different types of bags have on the environment.

Material 2

Part 1
Read the sentences and predict what kind of information you are listening for.

1. The _____ bags are reused quantifies the offset of the bag's carbon footprint.
2. If a typical paper bag is reused _____ times, it has a lower net impact than a single use plastic bag.
3. The carbon footprint of a cotton tote can similarly be lowered if it's reused ____ times.
4. Evidence shows paper bags are quickly discarded due to their tendency to _____ .
5. Researchers estimate that _____ of HDPE bags are reused at least once for throwing out waste.

Part 2
Listen and complete the answers.

Listening Link: View Link ›

1. The _____ bags are reused quantifies the offset of the bag's carbon footprint.
2. If a typical paper bag is reused _____ times, it has a lower net impact than a single use plastic bag.
3. The carbon footprint of a cotton tote can similarly be lowered if it's reused ____ times.
4. Evidence shows paper bags are quickly discarded due to their tendency to _____ .
5. Researchers estimate that _____ of HDPE bags are reused at least once for throwing out waste.

Material 3

Task 1 Answers

1. The noun phrase bags are reused quantifies the offset of the bag's carbon footprint.
2. If a typical paper bag is reused number times, it has a lower net impact than a single use plastic bag.
3. The carbon footprint of a cotton tote can similarly be lowered if it's reused number times.
4. Evidence shows paper bags are quickly discarded due to their tendency to verb.
5. Researchers estimate that number/percentage of HDPE bags are reused at least once for throwing out waste.

Task 2 Answers

1. The number of times bags are reused quantifies the offset of the bag's carbon footprint.
2. If a typical paper bag is reused three times, it has a lower net impact than a single use plastic bag.
3. The carbon footprint of a cotton tote can similarly be lowered if it's reused 131 times.
4. Evidence shows paper bags are quickly discarded due to their tendency to tear.
5. Researchers estimate that 40% of HDPE bags are reused at least once for throwing out waste.

Material 4

Transcript

Have you filled up your cart and made it to the front of the grocery line? When you're confronted with yet another choice? What kind of bags should you use? If you've seen the images of plastic bags strewn across the ocean, it might seem obvious that plastic is bad for the environment. Surely a paper bag or a cotton tote would be the better option. But is that really true? Each of these three materials has a unique environmental impact that's determined by its carbon footprint, its potential to be reused and recycled, and its degradability. So to get the full story on these grocery bags, we need to look at how they're made, how they're used, and where they ultimately go.

Let's start with plastic. The typical thin and flimsy plastic bag is made of high density polyethylene, commonly known as HDPE. producing this material requires extracting petroleum from the ground and applying extreme heat. The resulting polymer resin is then transported alongside additional ingredients like titanium oxide and chalk to a bag manufacturing plant. Here, coal powered machines melt the materials down and spin them into sheets of plastic, which are then folded into bags. By the time a bag reaches its final destination it's contributed an estimated 1.6 kilograms of carbon dioxide to the atmosphere. That's the same amount of carbon a car produces driving a little over six kilometers but the alternatives actually possess a much larger carbon footprint.

Paper is made from wood pulp, and when you account for the carbon cost of removing trees from their ecosystems. A single paper bag can be responsible for about 5.5 kilograms of carbon dioxide. Meanwhile, growing cotton is an extremely energy and water intensive process. The production of a single cotton tote emits an estimated 272 kilograms of carbon dioxide. When we compare carbon footprints plastic bags are the clear winner but environmental impact is also determined by how the bag is used.

Reusing or recycling these bags significantly offsets their environmental toll by reducing demand for new production. To quantify that offset, we can divide the bags' carbon footprint by the number of times it's reused. For example, if a typical paper bag is reused three times, it has a lower net impact than a single use plastic bag. The carbon footprint of a cotton tote can similarly be lowered if it's reused 131 times of these three options durable cloth totes are most likely to be reused. Evidence shows paper bags are quickly discarded due to their tendency to tear. This issue plagues HDPE bags as well, but even when they're made to avoid tearing their widespread availability makes it easy to treat them as single use items. Fortunately, Researchers estimate that 40% of HDPE bags are reused at least once for throwing out waste.

Recycling these bags also offsets their carbon footprint, but it's not universally possible for each material. Many countries lack the infrastructure to efficiently recycle plastic bags, cotton totes, or perhaps even more difficult to break down and process. But since they're often reused for long periods, they're still least likely to end up in landfills. Whenever these bags aren't recycled. The third factor in calculating environmental impact comes into play: degradability. Since HDPE bags are heat resistant and insoluble, they stick around long after we're done with them. partially broken down plastic can circulate in ecosystems for centuries. Cotton On the other hand, degrade substantially in a matter of months, and paper bags break down completely in just 90 days.

So which bags should you use? It turns out the most environmentally friendly bags have features of several materials we've discussed. They're durable and reusable like cotton, but made of plastic, which has a lower carbon footprint than cotton or paper. These study shopping bags consist of polyester, vinyl, and other tough plastics and are already used worldwide. More importantly, they should last a lifetime, making them the best option for the planet and your groceries.

B1 Lesson 5 - Sustainability Projects

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are reasonably computer literate

Materials

1. Vocabulary table to complete
2. Sustainability ideas for organizations.
3. Discussion questions

Classroom Software

Zoom/ Skype/ Google Docs/ Internet browser

Abbreviations

T - Teacher
S - Student
Ss - Students
TL - Target language

Lesson Aim:	**Vocabulary:** 1. To review and practice vocabulary related to sustainability. **Speaking:** 1. To speak about sustainability project ideas.
Lesson Structure	**Skills - Speaking**
Level:	**B1**
Duration:	**60 minutes**
Age of Learners:	**Adults**
Target Language:	• **Vocabulary related to sustainability:** ○ Organic food ○ Local ○ 0km ○ Reduce food waste ○ Farmers' markets ○ Renewable energy ○ Solar cells ○ Movement sensors ○ Stand-by mode ○ Gardening and landscape ○ Flower meadow ○ Insect hotel ○ Green roofs ○ Rooftop gardens ○ Low-carbon transport ○ Subsidized ○ Greenhouse gas emissions ○ Recharging stations ○ Clean water ○ Store rainwater ○ Tanks ○ Tap water ○ Recycling ○ e-waste policy ○ second-hand
Group Size:	**4-12 learners**

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5 mins	Lead-in	T asks ss • *What environmentally friendly things do you do?* • *What sustainable projects do they have where you work or study?* T leads discussions and elicits ss' ideas and answers.	To activate schemata and create interest in the topic.	T ↔ Ss
15 mins	Pre-Speaking	Share **Material 1.** T presents the 6 categories in Material 1 and concept checks each category. T puts ss in pairs in breakout rooms and asks students to brainstorm vocabulary related to the 6 categories. T monitors by moving round the breakout rooms noting down good language and any difficulties or errors. T closes the rooms and elicits the vocabulary from the ss by asking them to write their ideas in the chat. T concept checks any difficult vocabulary and gives feedback. T puts ss back into breakout rooms and asks them to share ideas about how their place of work or study could be more sustainable. T monitors, making notes about their ideas, as well as any TL errors. When the breakout rooms have closed, T encourages ss to share their ideas. T gives feedback about effective English that was used and encourages peer correction from the ss.	To review and elicit vocabulary related to the topic. To provide the opportunity for speaking practice about the topic.	T ↔ Ss S ↔ S T ↔ Ss S ↔ S T ↔ Ss

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	While Speaking Part 1	Share **Material 2.** T puts ss in pairs in the breakout rooms and asks them to decide which ideas they would present for helping their work or study place become more sustainable. T monitors by moving around the breakout rooms and making a note of their ideas, as well as errors, and effective use of the TL. T closes the breakout rooms and when everyone has returned to the main meeting room, T gives feedback about any TL errors.	To provide speaking practice and the opportunity to use the TL.	S ↔ S T ↔ Ss
15 mins	While Speaking Part 2	T asks ss to present their ideas to the rest of the group. T monitors during the activity and makes a note of interesting ideas and errors. T gives feedback to the ss about their presentations, starting with effective English first and then any errors which were made.	To provide further speaking practice and use of the TL	Ss ↔ Ss T ↔ Ss
15 mins	Post Speaking	Share **Material 3.** T puts ss into groups in the breakout rooms and asks them to discuss the questions. T monitors by moving around the breakout rooms and makes a note of the interesting points raised by the ss and any effective language. T closes the breakout rooms and encourages the ss to share their ideas with each other. T gives appropriate feedback about the activity and language.	To give fluency practice about the topic.	Ss ↔ Ss T ↔ Ss

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5 mins	Filler	Pictionary: This can be played with the T drawing on the whiteboard or the T can let the ss use the whiteboard and draw. T can use the private chat function to give the s TL from the lesson to draw and the other ss guess the word.	To recycle TL from the lesson.	T ↔ Ss

Material 1:

Work with your partner and write any vocabulary related to the topics in the table below.

Organic food	Renewable energy	Gardening and landscape	Low-carbon transport	Clean water	Recycling

Material 2:

Read the sustainability project ideas below and discuss which ones you would present to your place of work or study and why.

Organic Food

- Look for local farmers or farmers' markets to buy bags with organic, local, and sustainable food every week.
- Grow your own vegetables where possible.
- Work with the caterer to introduce more vegetarian, organic, local, fair-trade, and vegan meals and drinks.
- People serve meals themselves, e.g. through buffet style dining options to reduce food waste.
- Donate left-over food from dining halls.

Renewable Energy

- Install solar cells if possible.
- Optimize the ventilation, air-conditioning, and heating of building management systems.
- Reduce the brightness of computer screens.
- Install automatic movement sensors to switch off lights in buildings.
- Turn PCs off or into stand-by mode when idle.

Gardening and Landscape

- Build a garden with herbs and an "insect hotel."
- Maintain a flower meadow.
- Introduce non-toxic cleaning products.
- Plant a tiny forest close to the building.
- Construct green roofs and rooftop gardens to have a green space.

Material 2:

Low-Carbon Transport

- Distribute free or subsidized public transit passes to students and staff.
- Install video conferencing software and allow hybrid work.
- Subsidize bicycles for employees.
- Create a mobility policy to compensate for any flight-related greenhouse gas emissions.
- Provide recharging stations for electric cars.

Clean Water

- Store rainwater from rooftops in tanks.
- Install water saving devices in toilets and tabs.
- Replace bottled water coolers with tap water coolers.
- Use rainwater to flush toilets.
- Install water refill stations.

Recycling

- Set-up recycling stations for mobile phones, pens, markers and highlighters.
- Introduce double-sided printing to reduce paper waste.
- Implement an e-waste policy for electronic devices.
- Donate old but still functioning electronic devices to charity.
- Promote the purchase of second-hand furniture for office spaces.

Material 3:

Discuss these questions with your group.

1. *Are any of these ideas easy to implement at home?*
2. *Do you do or would you do any of them?*
3. *Do you belong to any groups or clubs? Could any of these ideas be started there?*
4. *If you were in charge of an organization or a business, which of these ideas would you prioritize?*