Ion Creangă State Pedagogical University of Chișinău

Methodological Guide

Green Education

For Pre-Service English Language Teachers

(with practical activities)

Chişinău, 2025

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FOREWORD

This methodological Guide, *Green Education for Future Teachers of English*, has been developed for all undergraduate and graduate students of the Faculty of Foreign Languages who study English either as their main specialization or as part of their professional training. Created within the project *Integration and Promotion of Green Education in the Initial Training of English Language Teachers*, funded by the National Agency for Research and Development, the Guide reflects a shared institutional commitment to sustainability, ecological responsibility, and the development of environmentally conscious professionals.

The Guide is based on the *Green Education Curriculum* elaborated by the same authors and follows both infusional and modular approaches across academic levels - from the first year of the Bachelor's level to the Master's programme. The topics integrated into mandatory course units across the curriculum were carefully selected to strengthen students' linguistic, communicative, cultural, and civic competences while fostering ecological awareness and responsible global citizenship.

The authors, actively involved in both theoretical and practical English language instruction, have succeeded in embedding meaningful elements of green education into diverse course modules. Their collective experience has shaped a coherent and forward-looking educational vision, aligning higher education with global trends in sustainability and preparing future teachers to cultivate ecological literacy in their own classrooms.

Structured across several English language courses - *English Language and Communication I, II, English Language: Lexis and Communication III, and IV (Bachelor), Situational Study of the English Language I and II (Bachelor)*, *Interdisciplinary Approaches to the Study of the English Language (Master), Functional Grammar and Didactic Planning (Master) and Geoculture in the English-Speaking Countries (Master)* - the Guide illustrates how green education can be seamlessly embedded into traditional language instruction. These disciplines incorporate relevant environmental themes through vocabulary work, text analysis, communicative tasks, digital competence development, and interdisciplinary exploration.

This gradual progression - from units at the Bachelor's level to analytical, interdisciplinary perspectives at the Master's level - ensures continuity, coherence, and increasing complexity. The Guide offers teachers a rich collection of practical tools: methodological recommendations, interactive learning tasks, listening and reading activities, speaking and writing prompts, and participatory techniques such as debates, projects, role-plays, problem-solving scenarios, and eco-themed games. These resources support the integration of green principles into English language teaching while promoting critical thinking, collaboration, creativity, and responsible decision-making. This Guide invites every reader - student, teacher, and educator - to embrace green education not as an additional theme, but as a mindset. Let it inspire you to teach, learn, and act with responsibility, curiosity, and commitment to a more sustainable world.

The authors

ENGLISH LANGUAGE TEACHING AS AN AREA FOR GREEN EDUCATION

The English classroom offers unique opportunities for engaging students with environmental themes and cultivating ecological literacy. As English serves as a global lingua franca, a vast body of scientific, journalistic, literary, and multimedia material addressing sustainability is produced, disseminated, and debated in English. This gives the English-language classroom in Moldova a privileged role: it can open the door for learners to authentic global environmental discourse. Future teachers can exploit this potential by exposing students to varied sources – international news, documentaries, NGO reports, speeches from climate summits, youth-led environmental campaigns - enabling them to participate meaningfully in conversations about climate change, biodiversity loss, environmental justice, sustainable consumption, renewable energy, and global sustainable development.

Importantly, embedding environmental education into English teaching aligns closely with national policy frameworks and recent state initiatives, offering not just pedagogical value but also contributing to priorities defined at institutional and governmental level.

- *The national strategy for education, Educația 2030* – adopted by MEC in 2023 – positions education as a key instrument for building a knowledge-based, sustainable, and inclusive society. It highlights the role of the education system in supporting human capital development, fostering values and competencies relevant for the 21st century, and responding to social, economic, and environmental challenges. Within this strategy, there is explicit acknowledgement that education must prepare individuals to adapt to changing global realities and contribute to sustainable development.
- More specifically, the recent *Strategia de mediu 2024–2030* – approved by the Government in June 2024 – defines ecological education and sustainable-lifestyle education as essential components of national environmental policy. The Strategy mandates that "subjects or modules of ecological education" be integrated in curricula (either as compulsory or optional) at all levels across educational institutions, to ensure that citizens become aware of environmental problems and adopt sustainable behaviours. In line with this, since 2024–2025 schools in Moldova have begun pilot implementation of modules on climate, energy and sustainable living – integrated within various subjects such as Geography, Physics, Civic Education, Personal Development etc.
- The recent initiative *EcoEd – School for a Green Future (2025)*, launched by UNICEF Moldova together with other national partners, has invited schools to implement student-led green projects, underlining the growing institutional support for ecological education and youth participation.

Thus, integrating Green Education into English teaching does not exist in a policy vacuum - it corresponds directly to the national educational and environmental agenda. This alignment offers two major advantages: ***it provides institutional justification for curriculum innovation***, and creates opportunities for funding, official recognition, and collaboration with other stakeholders (ministries, NGOs, international partners).

Integrating Green Education into the English language classroom begins with a fundamental rethinking of the teacher's role. The English teacher is no longer a mere facilitator of grammar and vocabulary but a mediator of global knowledge, an initiator of civic dialogue, and a promoter of sustainable thinking. Since English serves as the primary language of international communication, scientific discourse, and environmental activism, students naturally encounter ecological debates

through English-language media. This positions the English classroom as an authentic gateway to understanding how environmental issues are framed, debated, and addressed across cultures.

A particularly significant aspect of this integration lies in connecting linguistic objectives with real-world environmental concerns. Rather than treating ecology as an additional topic, teachers weave sustainability themes into instructional sequences, ensuring that language learning supports and is supported by students' growing ecological literacy. For instance, lessons on modal verbs can be taught through discussions about environmental responsibility ("*We must reduce carbon emissions"; "Governments should regulate plastic use*"). Similarly, narrative tenses can be contextualized through stories of environmental change, natural disasters, or local ecological initiatives. In this way, grammar becomes a tool for expressing and understanding environmental realities, not an abstract system detached from students' lives.

Beyond the linguistic benefits, incorporating Green Education into ELT promotes a series of transversal competences that are increasingly recognized as essential for 21st-century learning. Students develop critical thinking as they examine the reliability of environmental information, distinguish scientific evidence from misinformation, and analyze the persuasive techniques used in ecological campaigns or advertisements. They enhance their intercultural competence by exploring how different countries understand sustainability, how indigenous communities protect natural resources, or how global inequalities shape access to clean water, food, and energy. Furthermore, collaboration and communication skills grow as students participate in debates, group projects, community actions, and digital campaigns designed to raise awareness of environmental problems.

Another dimension of integration includes the cognitive, socio-emotional, and behavioural components of Education for Sustainable Development. Through carefully selected texts, videos, and tasks, teachers help students acquire essential knowledge about climate systems, waste management, biodiversity, and renewable energies. At the socio-emotional level, students reflect on their values, attitudes, and responsibilities toward the planet, engage in empathy-building activities (e.g., imagining life in areas affected by drought or pollution), and consider how their daily decisions impact local and global ecosystems. Behaviourally, the English classroom can encourage eco-friendly actions, such as reducing paper consumption, adopting digital tools, organising recycling activities, or implementing a "Green Week" where students report their sustainable habits in English.

To be effective, the integration of Green Education must be both intentional and methodologically sound. This means selecting teaching approaches that naturally accommodate environmental content. CLIL encourages learners to study environmental topics through English, combining disciplinary knowledge and language development. *Task-based learning* invites students to solve genuine ecological problems using English as a working language. Project-based learning enables long-term engagement with sustainability themes, producing outcomes that can be shared with the wider school community. Inquiry-based learning motivates students to ask meaningful questions - *Why is the sea level rising? How does waste affect marine life? What alternative energy sources are available in our region?* - and to seek answers through research conducted in English.

Integrating Green Education involves diversifying the types of authentic materials used in instruction. Teachers can incorporate news articles on climate negotiations, infographics on water scarcity, NGO campaigns on wildlife protection, speeches delivered at environmental summits, or documentaries that portray the relationship between humans and nature. These materials expose students to contemporary global discourse and help them become critically literate consumers of environmental information. Moreover, the English classroom becomes a space where students can creatively express their environmental concerns. Through writing poems about nature, producing eco-podcasts, designing bilingual posters for school recycling initiatives, or preparing persuasive

speeches about reducing plastic use, students learn that language empowers them to advocate for change. Such activities nurture a sense of agency by showing learners that their voices - expressed in English - can contribute to shaping a more sustainable future.

Ultimately, integrating Green Education into language teaching is a transformative process that extends beyond the boundaries of the classroom. It invites teachers to cultivate a mindset that values ecological responsibility, social justice, and ethical citizenship. It encourages students to perceive English not solely as an academic subject but as a tool for understanding the world, participating in global conversations, and contributing to collective efforts for environmental protection. In elevating the English classroom to a site of ecological reflection and action, educators contribute to the formation of conscious, informed, and empowered global citizens.

OBJECTIVES

The primary aim of this guide is to equip future teachers of English with the knowledge, skills, and strategies necessary to integrate Green Education systematically and effectively into their teaching practice. Specifically, the guide seeks to achieve the following objectives:

1. Cognitive Objectives

- ✓ Deepen teachers' understanding of environmental concepts, sustainability issues, and global ecological challenges.
- ✓ Enable teachers to identify and select authentic, age-appropriate materials in English that address environmental themes.
- ✓ Foster awareness of policy frameworks and guidelines that support ecological education.

2. Methodological Objectives

- ✓ Provide teachers with practical strategies, teaching approaches, and lesson frameworks for embedding ecological themes in English language learning.
- ✓ Promote innovative, interactive, and student-centered methods, such as CLIL, task-based learning, project-based learning, and inquiry-based learning, in the context of sustainability.
- ✓ Guide teachers in integrating language and content objectives, ensuring that ecological education enhances linguistic competencies (vocabulary, grammar, reading, writing, speaking, listening).

3. Socio-Emotional and Attitudinal Objectives

- ✓ Encourage teachers to cultivate students' values, attitudes, and empathy toward environmental responsibility and sustainability.
- ✓ Support activities that develop critical thinking, ethical reflection, and global citizenship.
- ✓ Foster awareness of students' role as active participants in community and ecological initiatives.

4. Behavioural and Action-Oriented Objectives

- ✓ Assist teachers in designing tasks that translate knowledge into action, promoting sustainable behaviours among learners (e.g., school recycling, energy-saving campaigns, awareness projects).
- ✓ Strengthen teachers' ability to create a classroom culture that models environmentally responsible practices.
- ✓ Provide guidance for integrating student-led projects that connect language learning with real-life ecological engagement.

PEDAGOGICAL APPROACHES REINTEPRETED THROUGH ENVIRONMENTAL THEMES

1. Curriculum Design and Institutional Integration

Because the national environmental strategy calls for ecological education modules to be integrated across school disciplines, English teachers are in a position to propose or pilot *eco-English modules* - either as standalone optional units or embedded in existing curricula. This can be done under the aegis of "Education for Sustainable Development (ESD)" within the broader curriculum reform process.

2. Teacher Professional Development & Collaboration

Given that the Strategy foresees training for teachers and trainers for delivering environmental education, English teachers should be encouraged to seek professional development opportunities focused on sustainability pedagogy. Collaboration with subject-teachers (e.g. Geography, Physics, Civic Education) can enhance interdisciplinary teaching and align with the push for

3. Social Relevance and Global-Local Link

By connecting English lessons with real issues facing Moldova (e.g. energy efficiency, waste management, circular economy, air/water/soil protection), teachers make language learning socially relevant and meaningful. Students become not only linguistically competent but also socially engaged, aware of environmental responsibilities, and capable of contributing to local sustainable development - which resonates with the national goal of building a sustainable, resilient society.

A variety of methodological approaches used in language teaching can be enriched through ecological content. *CLIL* (Content and Language Integrated Learning), for example, provides a natural framework for integrating environmental science topics into English lessons. When students read about renewable energy, discuss recycling practices, or examine infographics about carbon emissions, they acquire both disciplinary knowledge and linguistic competence. *Task-Based Language Teaching* (TBLT) also offers fertile ground for Green Education, as tasks can be framed around meaningful environmental problems that require inquiry, communication, and collaboration. Students may design a "Green School Campaign," conduct surveys on local recycling habits, or produce short documentaries about environmental issues in their community.

Similarly, *Project-Based Learning* supports long-term engagement with sustainability themes. Projects such as creating a school eco-manual, developing a zero-waste plan for a public event, or preparing a bilingual eco-tourism guide provide rich opportunities for integrating reading, writing, speaking, listening, and digital literacy, while nurturing creativity, autonomy, and civic responsibility.

METHODOLOGICAL STRATEGIES FOR DEVELOPING LANGUAGE SKILLS THROUGH SUSTAINABILITY TOPICS

A central aim of this guide is to demonstrate how environmental themes can support the development of all four language skills.

Vocabulary building becomes more engaging when anchored in thematic clusters such as pollution, ecosystems, energy sources, or consumer behaviour. Teachers may employ semantic mapping, lexical notebooks, and collocation exercises to help students acquire and consolidate eco-related terminology.

Reading activities can draw on authentic materials such as newspaper articles, NGO reports, UN brochures, or blog posts. These texts lend themselves to skimming and scanning tasks, critical

reading, or comparative analysis, allowing students not only to practise reading strategies but also to develop a deeper understanding of global ecological challenges.

Speaking activities may include role-plays, structured debates, problem-solving discussions, and interviews. For instance, students can stage a meeting between environmental activists and local authorities, debate the advantages and disadvantages of electric cars, or present a short pitch for an eco-innovation. Such activities cultivate fluency, argumentation skills, and the capacity to express nuanced opinions.

Listening activities benefit from the wealth of audiovisual materials available online: documentaries, TED Talks, podcasts, and interviews. Through guided comprehension questions, note-taking, and inferencing tasks, students improve their listening abilities while engaging with contemporary ecological discourse.

Writing activities can range from personal reflections on sustainable habits to formal argumentative essays on climate policies. Students may draft emails to environmental organisations, create informational brochures, prepare posters, or write social media messages for an eco-campaign. These tasks help them master genre conventions and develop a more conscious, purposeful use of language.

Digital technologies greatly enhance the implementation of Green Education. Tools such as Padlet, Jamboard, and Miro allow students to collaborate on ecological mind maps and projects. Canva or Piktochart can be used to create visually appealing eco-posters or infographics. Online platforms like Kahoot or Quizizz help reinforce vocabulary and concepts through interactive quizzes. Google Earth enables virtual ecological expeditions, while podcasts and video-editing tools support the creation of student-generated environmental content.

Integrating digital tools also reduces paper use, thus modelling eco-friendly classroom practices. At the same time, students develop technological skills essential for navigating contemporary digital communication.

CREATING A GREEN CLASSROOM CULTURE

Beyond activities and instructional materials, the teacher's role in fostering a *green classroom culture* is fundamental to the successful integration of sustainability into English language teaching. A green classroom is not merely a space where environmental topics are discussed; it is a living learning environment in which ecological values, responsible habits, and sustainable attitudes are embedded in everyday practice. Future educators are encouraged to serve as role models, demonstrating environmentally responsible behavior in both visible and subtle ways. Simple actions—such as limiting paper use, opting for digital resources instead of photocopies, recycling classroom materials, and encouraging students to bring reusable bottles or containers—signal to learners that sustainable choices are integral to daily life and not abstract ideals.

The creation of a green classroom extends to *routines and shared practices* that actively engage students in sustainability. Teachers can establish recurring initiatives, such as *"Eco-Monday Reflections"*, where students share one action they took during the week to protect the environment, or *"Green Challenges"*, where small teams compete to reduce waste, conserve energy, or design eco-friendly solutions for the school community. *"Sustainability Corners"* -dedicated spaces displaying student posters, eco-news, or tips for reducing consumption - can reinforce ecological awareness visually and conceptually. These practices cultivate a sense of belonging, collective purpose, and ownership, encouraging students to internalize sustainable behaviors as part of their daily routines.

A positive classroom atmosphere rooted in *respect, cooperation, and shared responsibility* further reinforces these behaviors. Teachers play a key role in modeling and nurturing interpersonal values that align with environmental ethics: empathy for others (including non-human life), fairness, and civic-mindedness. Discussions should validate diverse perspectives, allowing students to explore multiple cultural, social, and scientific viewpoints on ecological issues. For example, debates on renewable energy policies, waste management strategies, or local environmental initiatives encourage critical thinking and reflection, helping learners understand that sustainability is a shared responsibility that requires negotiation, compromise, and informed decision-making.

In addition, fostering a green classroom culture involves *cross-disciplinary collaboration*. English teachers can coordinate with colleagues from subjects such as Geography, Science, Civic Education, or Technology to organize integrated projects, field trips, or school-wide campaigns. For instance, students might write reports in English on local water quality measurements collected in Science class, or create persuasive posters advocating for recycling as part of a Civic Education initiative. Such integrated practices reinforce the real-world relevance of learning and highlight the interconnectedness of knowledge, skills, and sustainable action—a principle emphasized by Moldova's *Strategia de Mediu* 2024–2030 and the Ministry of Education's Educația 2030 strategy.

Digital tools also play an important role in sustaining a green classroom culture. Platforms such as Padlet, Canva can reduce paper usage while facilitating collaboration and creative expression. Students can create digital campaigns, eco-posters, podcasts, or blogs that reflect their learning and reach a wider audience beyond the classroom, thereby linking language competence with ecological advocacy.

Finally, cultivating a green classroom culture requires reflection and recognition. Teachers should encourage students to *document and share their sustainable practices,* celebrate achievements, and reflect on lessons learned. Activities like journals, portfolios, or peer presentations help consolidate both linguistic and ecological learning. By embedding sustainability into classroom norms, routines, and values, teachers not only develop students' English proficiency but also foster critical awareness, responsible action, and lifelong commitment to environmental stewardship.

In sum, creating a green classroom culture is a multidimensional process that combines *modeling, routines, collaborative projects, interdisciplinary integration, digital innovation, and reflective practices.* When implemented intentionally, it transforms the classroom into a microcosm of sustainable living, preparing learners to participate actively and responsibly in a world increasingly defined by environmental challenges and opportunities.

ASSESSMENT IN THE CONTEXT OF GREEN EDUCATION

Assessment is a central element of Green Education, serving not only to measure linguistic competence but also to *reinforce ecological awareness, critical thinking, and responsible behaviour*. In the context of English language teaching, assessment must move beyond traditional measures of vocabulary and grammar to embrace the holistic development of students as both communicators and environmentally conscious citizens.

Formative assessment plays a crucial role in this process by providing ongoing feedback and fostering reflective practice. Examples include:

- *Reflective journals* where students document their personal ecological habits, experiences, and reflections on sustainability issues. Journals can be used in English to combine language learning with self-monitoring of actions such as energy conservation, waste reduction, or eco-friendly transportation choices.

- *Peer-assessment grids* for collaborative projects, which allow students to evaluate each other's contributions, communication skills, and environmental insight. This not only encourages accountability but also promotes discussion of diverse perspectives on sustainability.
- *Oral feedback sessions* following debates, presentations, or role-plays on environmental topics, which help students refine their communication skills while reflecting critically on the content and practical implications of their arguments.

Summative assessment can be designed to integrate language proficiency with ecological knowledge and analytical skills. Effective examples include:

- *Vocabulary and comprehension tests* based on authentic environmental texts, infographics, or scientific articles. These assess both understanding of sustainability terminology and reading strategies such as inference and critical analysis.
- *Oral presentations* on sustainability projects, local eco-initiatives, or global environmental issues, allowing students to demonstrate fluency, structured argumentation, and capacity to propose actionable solutions.
- *Written tasks* such as argumentative essays, policy briefs, blog posts, or letters to community stakeholders, which combine linguistic accuracy, stylistic appropriateness, and informed ecological reasoning.

A holistic approach to assessment is particularly recommended in Green Education. Teachers should value not only linguistic performance but also *creativity, collaboration, and ecological insight.* Rubrics can be designed to measure multiple dimensions, for example:

- *Clarity of communication*, including coherence, accuracy, and effectiveness of expression.
- *Depth of environmental understanding*, assessing how well students integrate scientific knowledge, global perspectives, and local relevance.
- *Action-oriented competence,* evaluating the feasibility and practicality of students' proposed solutions to environmental challenges.

Assessment can be further enhanced through *digital tools*, which provide innovative, interactive, and eco-friendly ways to monitor and evaluate learning. Platforms such as *Padlet, Jamboard, Kahoot, Quizizz, or Google Forms* can be used to create quizzes, collaborative projects, surveys, and multimedia presentations. These tools reduce paper usage, facilitate real-time feedback, and allow students to present and share their work with peers and the wider community. For instance, students might create a digital portfolio documenting a school recycling campaign, produce an infographic on renewable energy, or develop a short podcast on local environmental issues. Through such digital assessments, language learning is directly linked to ecological engagement, fostering both linguistic and environmental competencies.

In conclusion, effective assessment in the context of Green Education should be *multidimensional, reflective, and action-oriented*. It should not only measure students' mastery of English but also promote ecological awareness, critical thinking, and sustainable behaviours. By combining traditional and digital methods, formative and summative approaches, teachers can create a robust framework that reinforces learning objectives while preparing students to be responsible, informed, and environmentally conscious citizens.

PRACTICAL ACTIVITIES

LEVEL I (BACHELOR)

Limba engleză și comunicare 1 (modul): lexicul limbii engleze (Anul I) – *Abordare infuzională*

English Language and Communication 1: English Lexis (Ist year) - *Infusional Approach*

Tatiana Lașcu, PhD, Associate Professor

Unit 1. FOOD AND COOKING

Content Units:

- Sustainable diets
- Food mileage
- Food waste
- Organic farming
- Ethical consumption

LISTENING

1. **Listen to the TED Talk:** *"The Hidden Forces Behind Your Food Choices*" (Sarah Lake). Link: https://www.youtube.com/watch?v=V3Cav6WhwZc.

Identify three factors influencing our food decisions (marketing, emotion, habit, etc.). Note one quote that you find powerful or surprising. In pairs, design an *"Ethical Ad Campaign"* for sustainable food choices. Vocabulary check: *persuasion, craving, processed, branding, mindful eating.*

2. Watch the video "*What Are Food Miles - And Why Do They Matter?"* and explain why it's important to know where your food comes from. Link: https://www.youtube.com/watch?v=hhlmrlJN9uM.

Discuss in groups the following questions:

a. *Which foods travel the longest distances?*
b. *How can reducing food miles benefit the environment?*
c. *What are some challenges in sourcing food locally?*

Develop a food origins map and identify where specific foods come from. Discuss how far they travel to reach their country.

READING

Read the text and do the activities.

Towards a Greener Plate. How Our Food Choices Are Changing

In a world increasingly aware of climate change and social justice, many consumers are rethinking their dietary choices and striving for a sustainable diet. More people are choosing plant-based diets

or at least reducing meat consumption to cut down on their carbon footprint. Eating locally and buying seasonal produce is part of this shift, because when food is locally grown/locally sourced, it travels fewer food miles, which can reduce transport emissions.

However, the journey from farm to table is only one piece of the puzzle. The supply chain includes cultivation, fertilisation, packaging, shipping and retail — all of which contribute to environmental impact. For example, conventional agriculture relies heavily on pesticides, synthetic fertilisers, and often neglects soil quality and biodiversity. The movement towards organic farming / organic produce emphasises natural fertilisers, crop rotation, and animal welfare. Many farms now certify themselves as certified organic farms to appeal to more environmentally conscious consumers.



Another important issue is food waste. Every year huge amounts of surplus food are discarded rather than consumed, whether at home, in restaurants or in supermarkets. We throw away leftovers, ignore best-before dates and fail to use up what we have. Some households make an effort to save for a rainy day by freezing or donating extra food, while others feel they must scrape the bottom of the barrel by the end of the week when only bits and scraps remain. Composting biodegradable waste and donating surplus food via donation programmes can help cut down on waste and reduce landfill methane emissions.

Finally, there is the matter of ethical consumption: buying with awareness of how products are made, how workers and animals are treated, and whether the brand is transparent about its practices. Consumers are increasingly choosing fair trade products, eco-friendly packaging, and goods labelled cruelty-free. They're refusing to buy from unethical brands, boycotting where necessary, and demanding transparency in the supply chain ethics. People are beginning to realise that the phrase "you are what you eat" extends beyond personal health to the health of our planet and society.



By making smarter choices, whether it's choosing an organic vegetable, buying from a local farmer or donating uneaten food, we can support local farmers, reduce transport emissions, and promote a food system that works hand in hand with nature. Change may take time, but if we stick to these habits, they will bear fruit for future generations.

VOCABULARY

1. Sustainable Diets

sustainable diet	a way of eating that meets your nutritional needs while having a low impact on the environment and resources
plant-based diet	a diet focused mainly on foods from plants such as fruits, vegetables, nuts, grains, and legumes

cut down on	to reduce the amount or frequency of something (e.g. “cut down on meat”)
carbon footprint	the total amount of greenhouse gases produced by one person, product, or activity
seasonal produce	fruits and vegetables that are grown and eaten during their natural growing season
locally grown / locally sourced	food produced in the same area where it is sold or consumed
food miles	the distance food travels from where it is produced to where it is eaten
supply chain	all the steps and processes involved in producing and delivering a product to consumers
fertilisers	substances added to soil to help plants grow
biodiversity	the variety of plant and animal life in a particular habitat or ecosystem
organic farming / organic produce	farming without synthetic chemicals, pesticides, or GMOs; using natural methods instead
certified organic farms	farms officially approved as following organic standards
food waste	food that is thrown away even though it could have been eaten
surplus food	extra food that is not needed or used
use up	to finish or consume something completely

Phrasal Verbs/Idioms
cut down on
go green
eat like a bird
you are what you eat
have a sweet tooth

Collocations
follow / adopt a sustainable diet
reduce meat consumption
eat in moderation
support local farmers

2. Food Mileage

food miles	The distance food travels from where it is produced to where it is eaten.
transportation emissions	The pollution caused by vehicles used to move goods (like trucks, ships, or planes).
imported produce	Food that is brought into a country from abroad.
locally produced food	Food that is grown or made in the same country or region where it is sold.
supply chain	The series of steps or people involved in producing and delivering a product to the consumer.
logistics	The planning and organization of moving goods from one place to another.
shipping costs	The money paid for transporting goods.

Prasal Verbs/Idioms

bring (something) home	to make people understand something clearly
cut back on	to use less of something
add up	to increase to a large total
get hold of (something)	to obtain something
travel a long way	to have come from far away
go the extra mile	to make a special effort
throw away	to get rid of something you don't want
run out of	to have no more left
use up	to finish something completely
go bad / go off	when food is no longer good to eat
save for a rainy day	to keep something (especially money or food) for future need
scrape the bottom of the barrel	to use whatever is left, even if it's not good

3. Food Waste

leftovers	Food that remains after a meal.
expiration date / best-before date	The date printed on food packages showing when food is no longer safe or best to eat.
composting	Turning food waste and organic material into natural fertilizer for plants.
biodegradable waste	Waste that can naturally break down without harming the environment.
surplus food	Extra food that is not needed or used.
sustainable packaging	Wrapping materials that are recyclable, reusable, or eco-friendly.
donation programs	Initiatives where extra food is given to charities or people in need instead of being thrown away.

4. Organic Farming and Ethical Consumption

organic produce / organic farming	Food grown without artificial chemicals, pesticides, or genetically modified organisms (GMOs).
pesticides	Chemicals used to kill insects or other pests that damage crops.
fertilizers	Substances added to soil to help plants grow better.
GMOs (genetically modified organisms)	Plants or animals whose genes have been changed by scientists.
crop rotation	Growing different types of crops on the same land each year to keep the soil healthy.
natural fertilizers	Fertilizers made from organic materials like compost or manure instead of chemicals.
soil quality	How healthy and rich the soil is for growing plants.
biodiversity	The variety of plant and animal life in a particular environment.

animal welfare	The protection and care of animals to ensure they live in good conditions.
fair trade	A movement that ensures producers in developing countries get fair payment and good working conditions.
cruelty-free	Products made without testing on animals.
eco-friendly/environmentally conscious	Not harmful to the environment; made in a way that reduces pollution and waste.
consumer awareness	Knowing how products are made and what impact they have on people and the planet.
boycotting	Refusing to buy from a company because you disagree with its practices.
unethical brands	Companies that harm people, animals, or the environment in their production processes.
transparency	Openness about how products are made, where materials come from, and who makes them.
supply chain ethics	Making sure that every step of production respects human rights, fair pay, and the environment.

Phrasal Verbs/Idioms

hand in hand	to happen together
take root	to become established or accepted
sprout up	to appear suddenly or grow quickly
bear fruit	to produce positive results
pay off	to bring good results after hard work
stand up for (something)	to defend or support an idea
look into (something)	to investigate or find out more

Collocations
lower one's food miles
buy locally / buy regional products
reduce transport emissions
import vs. locally grown food
waste reduction / cut down on waste
reuse leftovers
plan meals ahead
throw away vs. donate food



ACTIVITIES

1. Fill in the blanks using words from the text.

a. Buying products from _____ helps reduce food miles.
b. Composting _____ helps the soil and reduces pollution.
c. We should try to _____ plastic packaging whenever possible.
d. Consumers are more interested in _____ brands that respect the planet.
e. Every effort we make to recycle and reuse will eventually _____.

2. Match each word or expression from column A with its correct definition in column B. Write the correct letter (A–J) next to each number

Column A		Column B
1. sustainable diet		a system that moves goods from producer to consumer
2. food miles		extra food that is not eaten or used
3. organic farming		reduce the amount of something
4. cut down on		buying products that respect people, animals, and nature
5. surplus food		an eating style that's healthy for people and the planet
6. ethical consumption		products or farming using natural, chemical-free methods
7. carbon footprint		waste that breaks down naturally without harming nature
8. biodegradable waste		the total greenhouse gases produced by a person or activity
9. supply chain		the distance food travels before it reaches the consumer
10. bear fruit		to produce positive or useful results

3. Complete the sentences using the words below. Use each word only once:

eco-friendly – fair trade – food waste – use up – cut down on – locally sourced – bear fruit – save for a rainy day

a. We should try to _____ single-use plastic bottles to protect the oceans.
b. Buying _____ products helps support small farmers in developing countries.
c. My family always tries to _____ leftovers instead of throwing them away.
d. When you buy _____ vegetables, you help reduce transport pollution.
e. Composting and recycling will eventually _____ and make our city greener.
f. Some people keep frozen meals to _____ when they don't have time to cook.
g. Restaurants are starting to measure how much _____ they produce each week.
h. Our school project on green living was very _____ we learned so much!

4. Take turns asking and answering these questions using at least two vocabulary expressions in each answer. You may use words like *sustainable diet, carbon footprint, ethical consumption, go green, support local farmers, food waste, bear fruit etc.*

a. What are some ways you personally try to follow a sustainable diet?
b. Do you usually buy locally sourced food or imported products? Why?
c. What do you think is the biggest cause of food waste today?
d. How can young people encourage ethical consumption in their communities?
e. Do you believe that small actions, like recycling or buying organic food, really bear fruit?

5. BINGO activity. *Eco Bingo – Find Someone Who…*

a. You have a Bingo sheet with 10 statements about food, sustainability, and ethical consumption.
b. Your goal is to find classmates who match the statements. Ask questions and write their name in the correct square.
c. When you complete a row, column, or diagonal, shout "Bingo!" and share what you learned with the class.

The statements you will find on your sheet:
Find someone who has tried a plant-based diet for a week or more.
Find someone who knows what food miles are and can explain them.
Find someone who tries to cut down on meat or sugary drinks.
Find someone who always buys locally sourced products when possible.
Find someone who knows a way to reduce food waste at home.

Find someone who has bought fair trade products before.
Find someone who knows what biodegradable waste means.
Find someone who can explain why ethical consumption is important.
Find someone who tries to go green in their daily life (recycling, composting, etc.).
Find someone who can give an example of something that bears fruit after effort.

Rules:
Ask classmates in full sentences. For example: *"Have you ever tried a plant-based diet?" "Can you explain what ethical consumption means?"* Write their name in the square when they answer yes. Try to use the new vocabulary words when speaking.

6. **Use the *Six Thinking Hats* method** to analyze the issues presented in the text and propose solutions for a sustainable and ethical food system. Read the text *"Towards a Greener Plate"* carefully. Highlight key vocabulary: *sustainable diet, food miles, food waste, organic farming, ethical consumption*, etc. In groups of 4–6, assign each member a thinking hat color:

White 

– identify important facts from the text about food, production, and sustainability.

Red 

– express your feelings about food waste, ethical consumption, and environmental issues.

Black 

– identify potential problems, risks, or challenges with current food habits.

Yellow 

– focus on positive outcomes of sustainable diets, local sourcing, and organic farming.

Green 

– propose innovative ideas to reduce food waste, cut food miles, and encourage ethical consumption.

Blue 

Process and Summary – manage the discussion, summarize key points, and ensure all ideas are considered.

Use the vocabulary words when explaining points: *"We should cut down on imported foods to reduce food miles.", "Encouraging ethical consumption could bear fruit for both the environment and society.".*

SPEAKING

1. **Discuss the following questions**:

- How would you describe your own diet — sustainable or not? Why?
- What are some examples of ethical or unethical food consumption in your country?
- How do you choose your groceries — by price, quality, or origin?
- What do you understand by *sustainable food*?
- What are *food miles* and why do they matter?
- How can you *cut down on* food waste in your home or school?
- What are the main ideas behind a sustainable diet?

- How does organic farming differ from conventional agriculture?
- What are some examples of ethical consumption mentioned in the text?
- Why is food waste a global problem, and what are some solutions?
- What message does the phrase *"you are what you eat"* express in the context of the article?

2. **Debate the ideas:**

"Buying local products is more important than eating organic food."
"Organic farming is always better than conventional farming."
"Buying organic products is too expensive for most people."

3. **Role-play:**
   a. Communicative situation: *You are at a supermarket. Convince your partner to choose eco-friendly products.*
   b. Communicative situation *Food Waste Detective*. Work in small groups. You get a *scenario card* about food waste, e.g.:

A restaurant throws away 20 kg of vegetables every day. Discuss solutions to reduce waste. Try to use *phrasal verbs and idioms: use up*, *throw away*, *save for a rainy day*, *scrape the bottom of the barrel*. Prepare a short presentation (1-2 minutes) and share your solutions with the class.

4. **Create a sustainable food code for your university cafeteria.**
5. **Problem-solving.** Suggest five practical solutions for the problem: *Your community wastes a lot of food.*
6. **Opinion sharing**: *Is the idea of "ethical consumption" realistic in today's economy?*
7. **Design a "*Green Food Plan*" for your school or local community**. Include strategies for: *reducing food waste, encouraging sustainable diets, supporting organic and fair-trade products*. Present your project to the class in 3–5 minutes. Each member should explain their part using target vocabulary.

WRITING

1. Write a letter entitled: *"A Letter to the Future".* Imagine it's the year 2050. You are writing a letter to someone in the past (the people of 2025) to explain how society has changed its eating habits to protect the planet. Describe:

a. How people's diets have become more sustainable (less waste, more plant-based foods, local products).
b. How food production and farming have evolved (organic, ethical, or high-tech solutions).
c. What has changed about food consumption and consumer behavior (less packaging, food-sharing apps, etc.).
d. What lessons people in 2025 should learn to help save the planet earlier. Use at least five expressions or idioms from our vocabulary list, such as: *cut down on*, *go green*, *put your money where your mouth is*, *go the extra mile*, *bear fruit*, *save for a rainy day*, *take root*, etc.
e. Read your letter aloud in pairs. Your partner will act as the "person from 2025" and respond with 3–4 questions or comments about your vision.

Unit 2. MONEY

Content Units:

- Green economy
- Sustainable investment
- Carbon tax
- Ethical banking, Conscious spending
- Ecotourism. Topical vocabulary.
- Conversational points on: Carbon tax and its environmental purpose. Ecotourism and its benefits for communities and the environment.

LISTENING

1. Pre-listening

a. Brainstorm the following: *What do you think carbon tax means? Write one or two sentences.*

b. Find the word which suits the definition:

1. _____the act of releasing something (e.g., gases)
2. _____ money that the government collects from people or companies
3. _____a system where companies can buy/sell permits to pollute

2. While-listening

c. Watch the video "*Carbon Pricing, Explained With Chickens*" (TED-Ed/EarthFix) https://www.youtube.com/watch?v=zD64kaTY5Vg and tick whether the statements are *True or False:*

- The carbon tax makes polluters pay for their emissions. ( )
- Cap-and-trade gives unlimited permits to polluters. ( )
- The goal is to encourage companies to pollute more. ( )

d. Complete the sentence. Note one example or image from the video that helped explain the idea:

By putting a price on carbon, we make _____ take into account the cost of pollution.

3. Post-listening

e. Discuss: *Which system would you prefer - carbon tax or cap-and-trade? Why?*

f. Write three possible benefits of a carbon tax mentioned in the video (or that you infer).

g. Brainstorm two challenges with putting a price on carbon. Vocabulary focus: *carbon ta, cap-and-trade, emissions, polluter, permit, pricing mechanism*

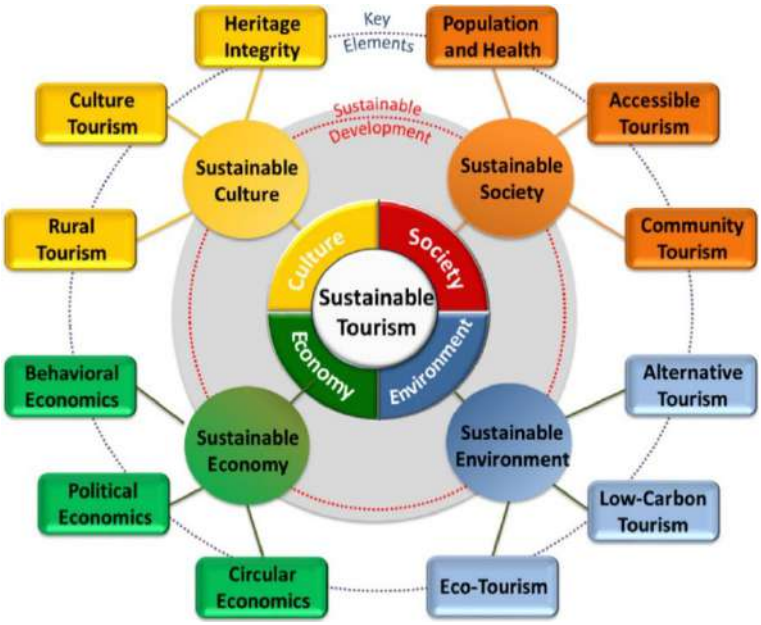
READING

Read the text *Sustainable Tourism, Carbon Pricing and Green Investment* and do the activities. Pay attention to the words in bold.

Sustainable Tourism, Carbon Pricing and Green Investment

Tourism is one of the world's biggest industries – it brings jobs, income, and development. But it also produces **carbon emissions**, especially through transport, hotels, and leisure activities. As the world seeks to reduce greenhouse gases, the tourism sector faces new challenges – and new opportunities.

One promising solution is **carbon pricing**. This can take the form of a **carbon tax**, where polluters pay a fee per unit of CO_2 emitted, or a **cap-and-trade** (emissions trading) system, where companies buy and sell permits to pollute. By putting a monetary cost on emissions, carbon pricing encourages businesses to innovate, invest in clean technologies, or reduce waste.



In studies of China's tourism industry, researchers have found that introducing carbon taxes and **emissions abatement** strategies (like energy efficiency, shifting to renewable energy) can reduce energy consumption in tourism over time. The cost of making tourism lower-carbon is often relatively modest per trip — for example, some estimates suggest extra fees of **USD 11 per trip** could lead to large emissions reductions. Another key concept is **ecotourism** - travel that aims to benefit nature and local communities, rather than harm them. In "ecotourism demonstration areas" set up in China, local governments, tourism operators, and visitors coordinate to adopt **low-carbon strategies**. The result? Evidence suggests these zones have effectively **curbed carbon emissions** in the tourism sector.

Green investment is also vital. Governments and private investors are now funding **sustainable infrastructure**, **eco-friendly accommodations**, and **biodiversity conservation projects**. One white paper on "climate-positive tourism" notes that there is rapidly growing market demand for **sustainable tourism products** (e.g. low-carbon hotels, nature-focused travel packages).



By combining carbon pricing, ecotourism, and green investment, we can aim for a **path of decoupling** — that is, **economic growth** in tourism without increasing environmental damage. This is the challenge and promise of a greener, fairer tourism future.

VOCABULARY

carbon emissions -	Gases (especially CO_2) released into the atmosphere from burning fossil fuels, etc.
carbon pricing -	A mechanism to put a cost on carbon emissions (tax, trading).
carbon tax	A direct tax imposed on the carbon content of fossil fuels or on emissions.

cap-and-trade -	A system where governments set a "cap" on emissions and allow firms to trade emission permits.
emissions abatement -	Actions to reduce or mitigate emissions (e.g. using efficient tech, switching to renewables).
ecotourism -	Environmentally responsible travel that supports conservation and local communities.
demonstration areas -	Zones or regions designated to experiment with sustainable/ecotourism practices.
low-carbon strategy -	Plans or methods aimed at reducing carbon output (energy efficiency, renewables).
curb (emissions) -	To restrain, reduce, or control emissions.
green investment -	Investments in environmentally-friendly or sustainable projects (renewables, conservation).
sustainable infrastructure -	Building roads, hotels, energy systems that have minimal negative environmental impact.
decoupling -	Separating economic growth from environmental harm — more growth without more pollution.
biodiversity-conservation	Protecting a variety of species and habitats in nature.



ACTIVITIES

1. Complete the blanks with the appropriate word

carbon tax | ecotourism | green investment | low-carbon strategy | biodiversity conservation | sustainable infrastructure | cap-and-trade | decoupling | carbon emissions | ethical banking

1. The government introduced a _____ to make companies pay for the pollution they produce.
2. Building _____ such as solar-powered hotels and energy-efficient transport can help tourism become greener.
3. Many travelers now prefer _____, which protects nature and supports local communities.
4. Financial institutions that promote transparency and sustainability are examples of _____.
5. A _____ system allows companies to buy or sell permits depending on how much they pollute.
6. Reducing _____ from transport and industry is essential to slow down climate change.
7. Countries are trying to achieve _____, meaning they can grow economically without harming the environment.
8. A company's _____ might include using renewable energy, recycling materials, and reducing waste.
9. _____ helps protect endangered species and natural habitats from destruction.

10. Governments often encourage _____ to support renewable energy, clean technology, and green start-ups.

2. TABOO activity. Explain topical vocabulary without using forbidden clues improving paraphrasing, fluency, and lexical control.

Example *Taboo cards*

	Forbidden words (can't say)
Carbon tax	pollution/ government / money / CO_2
Ecotourism	travel/ nature / environment / tourist
Green investment	bank/ finance / project / sustainable
Ethical banking	money / honest / people / profit
Cap-and-trade	carbon / permits / buy / sell
Biodiversity conservation	animals / plants / protect / species
Low-carbon strategy	plan / reduce / emissions / energy
Decoupling	economy / environment / growth / pollution
Sustainable infrastructure	buildings / roads / renewable / eco-friendly
Carbon emissions	gases / air / CO_2 / climate

3. Choose the correct answer.

1. *What is the main goal of decoupling?*
   a) Increasing pollution while growing the economy
   b) Growing economically without increasing environmental damage
   c) Reducing economic growth to protect the environment
2. *Which of the following is an example of sustainable infrastructure?*
   a) Fossil fuel-powered hotel
   b) Solar-powered transport system
   c) Traditional wooden bridges
3. *How does a carbon tax influence companies?*
   a) Encourages them to pollute more
   b) Encourages them to reduce emissions or innovate
   c) Has no impact on company behavior

4. Write *T for true, F for false*. Correct the false statements using information from the text.

1. Tourism produces carbon emissions mainly through local crafts and souvenirs.
2. Carbon pricing can be applied through a carbon tax or a cap-and-trade system.
3. Ecotourism harms local communities by limiting economic growth.
4. Low-carbon strategies help companies reduce energy use and waste.
5. Green investment refers to funding projects that support environmental sustainability.

5. Identify the word:

1. Financial support for environmentally friendly projects. /_____
2. A plan to reduce CO_2 output and energy waste in companies. /_____
3. Banks that focus on transparency, social and environmental responsibility. /_____
4. Protecting species and natural habitats. /_____
5. A government fee for CO_2 emissions. ?_____
6. A system to make companies pay for pollution or trade emission permits./_____

7. Environmentally responsible travel that benefits communities. /_____
8. A mechanism where companies buy/sell permits for emissions. /_____
9. Economic growth without increasing environmental damage. /_____
10. Buildings, transport, and systems that are eco-friendly. /_____

6. Discuss the following questions:

a. What does a *green economy* mean in practical terms?
b. How can a *carbon tax* help reduce pollution?
c. What are the advantages of *ethical banking* for customers?
d. Why do people choose *ecotourism* instead of traditional travel?
e. What can ordinary citizens do to support *sustainable investment*?
f. How does your organization encourage *low-carbon strategies*?

SPEAKING

1. In pairs or groups, discuss:

1. Which strategy do you think is the most effective for reducing carbon emissions: carbon tax, ecotourism, or green investment? Why?
2. How could ordinary tourists help support a low-carbon tourism industry?

2. Role-play *The Green Economy Debate*

Communicative situation. Imagine you are at a public meeting deciding how to make their city greener. Take a role:

- a government representative (supports carbon tax)
- a business owner (concerned about costs)
- an environmental activist (promotes ecotourism, biodiversity)
- a banker (promotes green investment)
- a tourist (wants affordable travel)

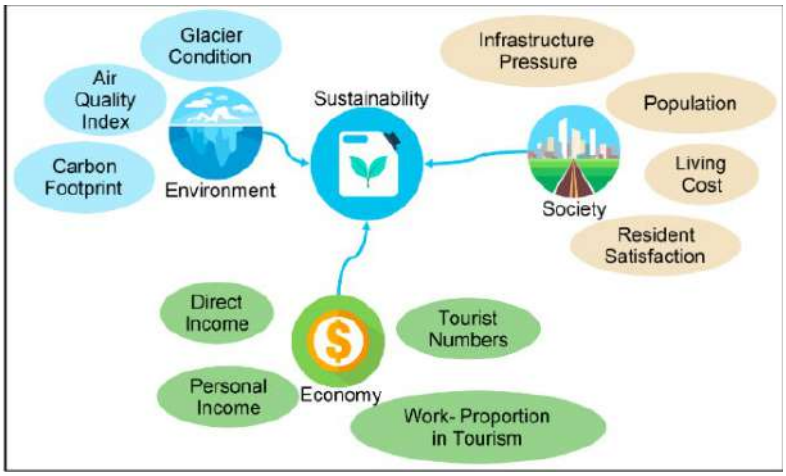
Prepare *3–4 key arguments* using the vocabulary list.

a. Conduct a 5–7 minute debate using target words naturally (ex. *carbon pricing, low-carbon strategy, ethical banking*).
b. Teacher tracks how many target terms are used correctly.

3. Consult the diagram below with fewer categories and a cleaner look, focusing on the core connection between *Environment, Society, Economy, and overall Sustainability*:

Pick a specific place you know well - your town, neighborhood, school, or a local park.

1. ***Using the diagram***, how well is your chosen place doing in terms of sustainability?
   – What's the air quality like? What's the carbon footprint of daily activities?



- Is infrastructure stressed? How does population affect daily life? What about living costs?
- What are the main sources of income? How many tourists (if any) visit? How much of the local economy relies on tourism or a specific industry?

2. Based on your evaluation, ***identify one or two of the biggest sustainability challenges*** your chosen place faces right now. For *each* of your identified challenges, brainstorm one to two new, creative initiatives or projects that could improve sustainability. These should be things that individuals, local groups, or the government could actually do.
3. ***Design a visual***. Create a simple visual (e.g., a poster, infographic, or even a sketch) that explains your chosen place's main challenge and one of your proposed solutions. Present your *Sustainable Future Design* visual, ready to be displayed. Be prepared to briefly explain your chosen challenge and solution *(See the example)*.



WRITING

1. Imagine you are a journalist writing for a magazine about sustainable finance and tourism. Write an opinion essay (150–200 words) answering the question: *Which strategies - carbon tax, ecotourism, or green investment - are most effective for promoting a green economy, and why? How can ordinary citizens contribute?*

Unit 3. TRANSPORT

Content Units:

- Carbon footprint
- Commuting
- Public transport
- Electric vehicles (EVs)
- Green mobility
- Cycling infrastructure

LISTENING

1. Pre-listening

a. Brainstorm the following:

- How do you usually commute to school/work?
- What transport modes are the most eco-friendly in your city?
- What are the main obstacles to using public transport or cycling?

2. While-listening

b. Listen to the TED Talk*:* *How we can make the world a better place by 2030* *-Michael Green (TEDGlobal, 2015)*
https://www.ted.com/talks/michael_green_how_we_can_make_the_world_a_better_place_by_2030

c. Global understanding. Choose the best answer:

1. *The main goal of the speaker is to*:

a) Promote a new electric vehicle brand
b) Discuss solutions for a more sustainable future
c) Present statistics about car ownership
d) Explain the benefits of air travel

d. Listen again and complete the blanks:

1. The transport sector is responsible for about ____% of global CO_2 emissions.
2. The speaker mentions electric vehicles as a way to reduce _____.
3. Public transport and cycling infrastructure are essential for _____.
4. One example of a "green city" project mentioned is _____.

e. Listen again and note how the speaker uses the following expressions:

carbon footprint
green mobility
urban design
sustainable commuting

Then, explain in your own words what each means in the context.

3. Post-listening

f. In groups of 3–4, design a green commuting plan *Design a Green Commute Plan* for your school, university, or city:

Encourage use of public transport
Create safe cycling routes
Propose EV charging stations

Estimate reduction in carbon footprint

g. Then, present your plan in a short oral pitch (2–3 minutes).

READING

Read the text *Green Mobility. The Future of Transport* and do the activities. Pay attention to the highlighted words.

Green Mobility. The Future of Transport



Around the world, transport systems are being redesigned to reduce pollution, improve health, and create more livable cities. Whether we realize it or not, our daily travel choices have a major impact on the planet. Every time we drive a car, take a bus, or ride a bike, we leave a trace—our **carbon footprint**.

Transport is responsible for about a quarter of global greenhouse gas emissions. Cars, trucks, and airplanes release enormous amounts of carbon dioxide, contributing to global warming. To limit this impact, governments, companies, and citizens are now turning to **green mobility**—a concept that focuses on sustainable, low-emission ways of moving people and goods. One of the first steps toward **green mobility** is to change how we **commute**. **Commuting** means travelling daily between home and workplace, and for many people it still involves sitting alone in a car. In large cities, this leads to heavy traffic, noise, and air pollution. To solve these problems, more cities are investing in efficient **public transport** networks such as buses, trams, metros, and trains. When powered by renewable energy, **public transport** becomes one of the most environmentally friendly options available.



Another major development is the rise of **electric vehicles (EVs)**. Unlike traditional cars that burn fuel, **EVs** run on electricity and produce zero emissions while driving. Battery technology is improving rapidly, charging stations are spreading, and prices are becoming more affordable. In some European countries, buyers receive government subsidies to switch to **electric vehicles**, and the goal is to completely ban petrol cars within the next decade.

However, **green mobility** does not depend only on new technology. It also requires changes in urban design and personal habits. Cities like Amsterdam, Copenhagen, and Paris have made huge investments in **cycling infrastructure**—protected bike lanes, smart traffic lights for cyclists, and convenient parking systems. This makes cycling safer and faster, encouraging more people to leave their cars at home. Cycling not only reduces emissions but also improves health and quality of life.Many cities are now experimenting with “15-minute city” models, where everything—schools,

offices, shops, and parks—is within a 15-minute walk or bike ride. This idea promotes local living, reduces **commuting** distances, and strengthens communities. Shared mobility services like bike-sharing, e-scooters, and carpooling platforms are also helping to cut the number of vehicles on the road.

Of course, challenges remain. Building reliable **public transport** and **cycling infrastructure** costs money. In some regions, electricity still comes from coal or gas, which limits the environmental benefits of **electric vehicles**. Moreover, many people resist changing their habits, preferring the comfort and independence of private cars.

Still, the trend is clear. Green mobility is no longer just a dream—it is a necessity. From **electric vehicles** and renewable energy to walkable cities and smart transport systems, our choices today will determine how sustainable our world will be tomorrow. Reducing our **carbon footprint** is not only good for the planet; it's also a step toward a cleaner, healthier, and more connected future.

VOCABULARY

Carbon footprint	The total amount of greenhouse gases (especially carbon dioxide) produced directly or indirectly by a person, organization, or activity.
Green mobility	Environmentally sustainable ways of moving people and goods, aiming to reduce pollution and dependence on fossil fuels.
Commuting	The regular travel between one's home and place of work or study.
Public transport	Systems of buses, trains, trams, metros, or other vehicles available for use by the general public.
Electric vehicles (EVs)	Vehicles powered by electricity instead of fuel; they use batteries and produce no emissions while driving.
Cycling infrastructure	The physical systems that support cyclists, such as bike lanes, cycle paths, traffic signals for bicycles, and parking spaces for bikes.
Renewable energy	Energy from natural sources that can be replenished, such as solar, wind, or hydro power.
15-minute city	An urban design concept where residents can meet most of their needs (work, school, shopping, leisure) within a 15-minute walk or bike ride from home.
Shared mobility	Transport services that are shared among users, such as car-sharing, ride-hailing, e-scooters, or bike-sharing.
Emission-free	Producing no pollutants or greenhouse gases into the atmosphere.

Collocations

Reduce your carbon footprint	**Taking the bus instead of driving helps you reduce your carbon footprint.**
Promote green mobility	City councils are launching campaigns to promote green mobility among citizens.
Daily commuting	Long hours of daily commuting can be stressful and exhausting.
Efficient public transport	An efficient public transport system encourages people to leave their cars at home.

Charge an electric vehicle	It takes about 30 minutes to charge an electric vehicle at a fast station.
Develop cycling infrastructure	Governments need to develop cycling infrastructure to make roads safer for bikers.
Run on renewable energy	Many modern trams now run on renewable energy instead of fossil fuels.
Design a 15-minute city	Paris is one of the first capitals to design a 15-minute city model.
Use shared mobility services	Students often use shared mobility services like scooters or e-bikes.
Become emission-free	Norway plans to become emission-free in the transport sector by 2035.



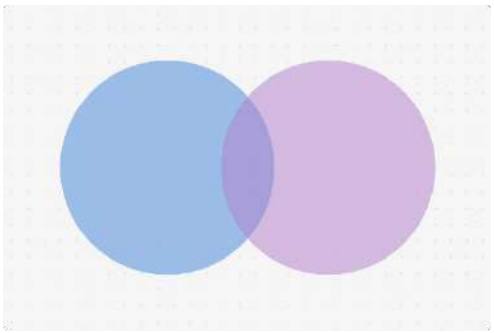
ACTIVITIES

1. Match the words with their definitions:

Term	Definition
1. Carbon footprint	a. a measure of the total greenhouse gases produced by human activities
2. Commuting	b. travelling regularly between home and workplace
3. Electric vehicle (EV)	c. a car or other vehicle powered by electricity
4. Cycling infrastructure	d. bike lanes, paths, and parking supporting cyclists
5. Green mobility	e. environmentally sustainable ways of moving people and goods
6. Public transport	f. buses, trains, subways, or trams used by the general public

2. Read the text *"Green Mobility - The Future of Transport"* carefully. Choose two transport solutions from the text. Complete the Venn Diagram:

Examples:
Public transport vs cycling
Electric vehicles vs public transport
Left circle: Characteristics and advantages/disadvantages of option 1
Right circle: Characteristics and advantages/disadvantages of option 2
Middle overlapping section: Shared features or benefits



3. Acrostic activity. Take the phrase "GREEN MOBILITY" and for each letter, write a word or short phrase related to green transport, sustainability, or ideas from the text. Think of transport modes, infrastructure, benefits, or personal actions.

G - _____
R - _____
E - _____
E - _____
N - _____
M - _____

O - _____
B - _____
I - _____
L - _____
I - _____
T - _____
Y - _____

4. Reading comprehension. Answer the questions in full sentences:

a. What percentage of global greenhouse gas emissions comes from transport?
b. How do electric vehicles help reduce pollution?
c. Why is cycling infrastructure important for green mobility?
d. What does the "15-minute city" model mean?
e. What are two challenges mentioned in the text?
f. What personal actions could individuals take to lower their carbon footprint?

5. Word search activity. Identify 10 words related to the topic. Choose five words and write a sentence about how it relates to green mobility.

C	O	M	M	U	T	I	N	G	X	L	P
A	E	L	E	C	T	R	I	C	V	E	H
R	R	E	N	E	W	A	B	L	E	E	N
B	P	U	B	L	I	C	T	R	A	N	S
O	G	R	E	E	N	M	O	B	I	L	I
N	I	E	M	I	S	S	I	O	N	F	R
F	C	A	R	B	O	N	F	O	O	T	P
O	X	S	H	A	R	E	D	T	R	A	N
O	Y	C	Y	C	L	I	N	G	I	N	F
T	B	I	K	E	L	A	N	E	S	L	M
P	R	O	J	E	C	T	S	D	Y	V	Q
R	A	D	V	A	N	T	A	G	E	S	R
I	C	R	E	A	T	I	V	I	T	Y	U
N	I	N	N	O	V	A	T	I	O	N	E
T	E	C	O	F	R	I	E	N	D	L	Y

SPEAKING

1. Critical thinking and discussion. Discuss in pairs or small groups:

a. What are the main barriers to using public transport or cycling in your area?
b. Would you personally like to own an electric vehicle? Why or why not?
c. Which green mobility solution (EVs, cycling, public transport, car-sharing) do you think is most realistic for your community?
d. How could your city reduce commuting distances and traffic?

2. "Green city project". Imagine your city in the year 2035. It has become completely sustainable and emission-free. Design a *Green City Mobility Plan* that answers these questions:

- *What new transport systems exist?*
- *How do people commute?*
- *What happens to private cars?*
- *What kind of cycling and walking infrastructure is there?*
- *How has the city reduced its carbon footprint?*
- *Present your plan as a poster "My city on the move – A green future"*



3. **Think-pair-share!** Read these prompts silently and choose **one** to focus on.

Step 1. Write down 3–4 sentences or keywords expressing your personal ideas. Use the new vocabulary.

a. Which transport solution from the text do you think would work best in your city: *public transport, cycling, or electric vehicles*? Why?
b. What personal changes could you make to reduce your *carbon footprint*?
c. If you could redesign your city's transport system, what would be your first priority?
d. What are the main obstacles to *green mobility* in your country?

Step 2. Form pairs and share your reflections.

Each partner should:
- Listen actively, without interrupting
- Ask at least one follow-up question

*Find one idea you both agree on and one you disagree***:**
- "Why do you think electric vehicles are the best solution?"
- "How could our city improve its public transport?"
- "Do you think cycling is realistic for everyone?"

Step 3. Join another pair (forming groups of four) and present briefly to the class.

a. One solution you *agree* on.
b. One issue you *disagree* on.
c. One *new idea or proposal* you developed together.

WRITING

Write a short paragraph (150 words): *"How can we reduce our carbon footprint through smarter transport choices?"*

Limba engleză și comunicare 2 (Ist year) – *Abordare modulară*

English Language and Communication 2 – *Modular Approach*

Tatiana Lașcu PhD, Associate Professor

Unit 1. CLIMATE CHANGE AND PERSONAL ACTION

Content Units

- Global climate change
- Greenhouse gas emissions, and personal responsibility.
- Topical vocabulary: global warming, carbon footprint, climate action, renewable energy, emissions reduction

LISTENING

1. Pre-listening

In pairs, discuss the following:
- What comes to your mind when you hear *climate change*?
- What daily activities contribute to your *carbon footprint*?

2. While-listening.

a. Listen to the TED-Ed "*What you can do to fight climate change, according to science*" Link: Climate Change 101 with Bill Nye | National Geographic

b. **Watch the video above once without pausing**. Fill in the chart with information from the video:

Question	Answer
What is the main cause of climate change mentioned?	
Name two personal actions that reduce your carbon footprint.	
What effect does eating less meat have on the environment?	
Which type of energy is suggested as a better alternative to fossil fuels?	

c. Watch the video a second time to check your answers. While watching, listen to these words/phrases and write what they mean in your own words:

1. Carbon footprint
2. Emissions
3. Renewable energy
4. Sustainability
5. Climate action

Then, match each word to the correct sentence:

a) Using solar panels is an example of _____.
b) Flying frequently increases your _____.
c) Governments are setting targets to reduce _____.
d) Living in a way that doesn't harm future generations is called _____.
e) Taking steps to reduce global warming is known as _____.

3. Post-listening

a. Think about your daily habits. Write a short paragraph (5–6 sentences) answering: "After watching the video, what three changes can I make in my life to reduce my carbon footprint? Why are these important?" Share your paragraph with a partner and compare ideas.

b. In small groups, discuss these questions:

1. Which personal action from the video seems easiest to do? Which seems hardest? Why?
2. Can individual actions really make a difference in global climate change? Explain.
3. Should governments do more than individuals? Give examples from the video or your own ideas.

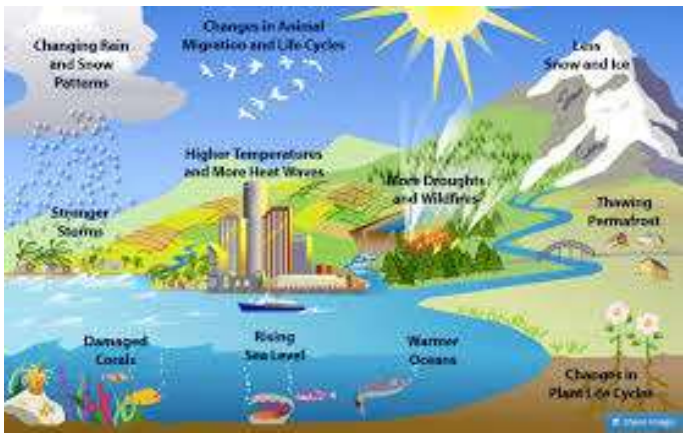
After the discussion, each group presents one solution they think is most effective.

READING

Read the text *Taking Action Against Climate Change*. Pay attention to the highlighted words and do the activities.

Green Mobility. The Future of Transport

In recent decades, **global climate change** has become one of the most pressing challenges of our time. Scientists around the world agree that the Earth's temperature is rising because of increasing **greenhouse gas emissions**. These gases, such as carbon dioxide and methane, trap heat in the atmosphere, leading to **global warming**. As a result, we are witnessing more frequent wildfires, longer droughts, melting glaciers, and rising sea levels.



While governments and large corporations are responsible for a significant part of these emissions, individuals also play a key role in addressing the crisis. Each person contributes to the problem through their **carbon footprint**—the total amount of carbon dioxide and other greenhouse gases released by their daily activities. Driving cars that use petrol, heating homes with fossil fuels, or consuming imported goods all add to one's **carbon footprint**.

However, personal actions can make a meaningful difference. People around the world are finding creative ways to take **climate action**. One simple step is to use **renewable energy** sources like solar panels or wind turbines. These technologies generate power without producing harmful **emissions**. Another important action is to reduce waste by recycling, composting, and avoiding single-use plastics. Choosing local and seasonal foods also helps, as transporting food across long distances increases fuel consumption.

Communities are joining together to demand change. Many cities are introducing bicycle-sharing systems, planting trees, and creating green spaces that absorb carbon dioxide. Educational institutions are teaching students about sustainability and the importance of environmental

responsibility. Even small businesses are developing eco-friendly products and packaging to support **emissions reduction**.



Still, experts warn that time is limited. To slow down **global warming**, we must all act faster and smarter. Governments need to invest in cleaner technologies and adopt strict environmental policies. At the same time, citizens must make informed choices and reduce unnecessary consumption. Every small effort—turning off unused lights, walking short distances, or supporting eco-conscious brands—can collectively create a huge impact.

Protecting our planet is not only about survival; it's also about respect for future generations. The fight against **global climate change** starts with awareness, continues with action, and succeeds through cooperation.

VOCABULARY

Global climate change	Long-term changes in Earth's climate caused by natural processes and human activities
Greenhouse gas emissions	Gases like carbon dioxide and methane released into the atmosphere that trap heat and contribute to global warming
Global warming	The gradual increase in the Earth's average temperature due to greenhouse gases
Carbon footprint	The total amount of greenhouse gases a person, organization, or activity produces, usually measured in CO_2 equivalents
Climate action	Efforts and activities aimed at reducing the effects of climate change
Renewable energy	Energy from natural sources that are constantly replenished, such as solar, wind, and hydropower
Emissions reduction	Actions taken to lower the amount of harmful gases released into the atmosphere

Idioms/expressions:

the heat is on	used metaphorically when there is pressure to act on climate issues
a changing climate	can refer literally to weather or metaphorically to changing circumstances
pollute the air	informal way to describe releasing greenhouse gases
the world is heating up	can describe literal warming or increasing tension/urgency
a warming planet	commonly used in environmental texts
take matters into your own hands	start acting personally to make change
every little bit helps	small efforts collectively make a difference
power up	informal: start using energy, can be used metaphorically for motivating action
run on clean energy	can describe a building, vehicle, or system



ACTIVITIES

1. Fill the gaps in the sentences using the correct vocabulary word:

global climate change, greenhouse gas emissions, global warming, carbon footprint, climate action, renewable energy, emissions reduction

1. Many people are trying to reduce their _____ by walking, cycling, or using public transport instead of driving.
2. Switching to _____ such as solar or wind power can help provide electricity without harming the environment.
3. Urgent _____ is needed to protect future generations from the effects of rising temperatures and extreme weather.
4. Cutting down on meat consumption can lower your _____, because livestock farming produces large amounts of methane.
5. Scientists warn that if we do not reduce _____, the Earth's temperature will continue to rise, causing more natural disasters.
6. Rising sea levels and melting glaciers are some of the visible effects of _____.
7. Many governments are developing policies and technologies aimed at _____ to meet international climate goals.
8. Communities around the world are taking _____ by planting trees, creating bike lanes, and promoting recycling programs.
9. Cars, factories, and airplanes all release _____ that trap heat in the atmosphere and contribute to global warming.
10. Schools are encouraging students to learn about sustainability and personal responsibility as part of their _____ education.

Collocations:

- global climate change effects
- global climate change mitigation
- global climate change policy
- reduce greenhouse gas emissions
- industrial greenhouse gas emissions
- transportation-related greenhouse gas emissions
- combat global warming
- global warming trends
- effects of global warming
- urgent climate action
- global climate action
- community-led climate action
- invest in renewable energy

2. Choose the correct answer.

1. *Which of the following best defines* ***carbon footprint***?
   a) A path left by cars on the road
   b) Total greenhouse gases produced by a person or activity
   c) The impact of climate change on animals
   d) The use of solar panels at home
2. ***Renewable energy*** *refers to*:
   a) Energy that comes from fossil fuels
   b) Energy that is constantly replenished by nature
   c) Energy that causes greenhouse gas emissions
   d) Energy used only in factories
3. *Which sentence uses* ***global warming*** *correctly*?

a) Global warming is causing sea levels to rise.
b) Global warming is a type of car engine.
c) Global warming is a plan to recycle more.
d) Global warming only happens in winter.

4. *The phrase **"every little bit helps"** means:*
   a) Small efforts contribute to a bigger change
   b) Only experts can make a difference
   c) Climate change is unstoppable
   d) Recycling is unnecessary

3. Match the words/phrases to their definitions. Some may be tricky - think about context clues.

Word/Phrase	Definition
1. Carbon footprint	a) Actions aimed at reducing harmful gases in the atmosphere
2. Climate action	b) Energy from natural sources that are constantly replenished
3. Renewable energy	c) The total amount of greenhouse gases produced by daily activities
4. Global warming	d) The gradual increase of Earth's average temperature due to greenhouse gases
5. Emissions reduction	e) Efforts and activities to reduce the effects of climate change

4. Say *True or False*

1. Driving cars that use petrol decreases your carbon footprint. (True/False)
2. Recycling and composting are ways to support emissions reduction. (True/False)
3. Renewable energy produces harmful greenhouse gases. (True/False)
4. Every small effort contributes to fighting global warming. (True/False)

5. Decide which idiom/phrase fits each sentence. Choose from: *the heat is on, a warming planet, take matters into your own hands, every little bit helps, run on clean energy*

1. If we all recycle and save electricity, we can reduce emissions – _____.
2. Cities are switching to solar power so buildings can _____.
3. Climate scientists warn that we need urgent solutions because _____.
4. People can start acting personally instead of waiting for governments – _____.
5. The pressure to reduce emissions is increasing – _____.

6. Unscramble the words

1. lobagl rmingaw _____
2. rcaobn tooprnfti _____
3. emartil ctiona _____
4. newerable nergy _____
5. smonseis rductione _____

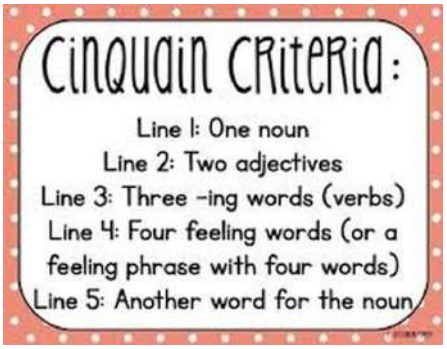
7. Use the correct form of the word in brackets to complete the sentence:

1. Reducing waste and emissions is an important step toward _____ (SUSTAIN).
2. The city introduced a program for _____ (EDUCATE) about renewable energy.
3. People's choices can influence their personal _____ (ENVIRONMENT).
4. Global warming has led to more frequent _____ (DISASTER).

8. Solve the puzzle by putting in the missing letters. Write the following puzzle with lines substituting for missing letters. Add or take away letters depending on level of the learners:

R_ d _ _ e
R _ u _ e
R _ _ y _ _ e
R _ p _ _ r
R _ f _ s _

9. Cinquain activity. Choose a word from the text. Write your own cinquain following the 5-line structure. Share your poem with the class or in pairs. Discuss how the poem reflects personal responsibility for climate change.



A **cinquain** is a 5-line poem with the following structure (*see the picture*).

10. Use the following definition questions to play a quiz game. The first team to raise a hand and answer the question correctly gets one point.

- *Which word means to 'say no' to something you are offered?*
- *Which word means to use or buy less of something?*
- *Which word means to mend or fix something?*
- *Which word means to use something again?*
- *Which word means to give something a new or different use?*

11. Match the questions to the answers about *climate change*.

1) What is climate change?
2) What is the 'greenhouse effect?'
3) What is the evidence of global warming?
4) How will the weather change?
5) What is the international community doing?

A. Sea levels have risen by 10 – 20 cm. This is due to the expansion of warming oceans. Temperature records show that the average temperature has increased by about 0.6ºC in the 20th century.

B. The Kyoto Protocol (1997) commits industrialised countries to reduce their greenhouse gas emissions. It suffered a huge set back in 2001 when the USA, responsible for a quarter of global emissions, pulled out.

C. The planet's climate is constantly changing but now scientists believe that the extreme changes taking place today are a result of human activity. The changes we see today may affect the stability of the climate on which much life on the planet depends.

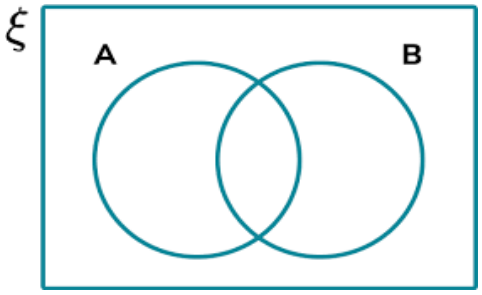
D. The term refers to the role played by the layer of gases, including carbon dioxide, methane and nitrous oxide, which trap the heat from the sun in the earth's atmosphere. We need the layer to keep in some of the heat but now the concentration of gases, especially CO2 is increasing and retaining more heat.

E. It is difficult to predict, but we can expect more extreme weather conditions like floods, storms and heat waves. Scientists believe there will be more rain but also a higher risk of drought in inland areas.

12. Work in teams to think of things to put in the recycling columns. The words must all begin with the letter your teacher gives you. **B** *Book Bin Bicycle Bulb Banana*

	Paper wood	Plastic	Metal	Glass	Organic
B	Book	Bin	Bicycle	Bulb	Banana
P					
M					
T					

SPEAKING



1. As you read the text, identify examples of actions in each category. Compare *personal actions and community/government actions* to combat climate change using *a Venn Diagram***.**

2. Double-entry diary technique – Climate change reflection. Divide your notebook or worksheet into two columns. Label the left column *"Text/quote/vocabulary" and the right column "My response/reflection/connection*". For each entry, choose a key sentence, phrase, or vocabulary word from the text and write it in the left column. Then, write your personal reflection, opinion, or example in the right column.

Double-entry diary template

Text/quote/vocabulary	My response/reflection/connection
Example: "Individuals can reduce their carbon footprint by walking or cycling instead of driving."	*I try to walk to school instead of taking the bus to reduce my carbon footprint. I think small actions like this really help if everyone does them.*

3. Quiz. ***How green are you*?** Do the following quiz to find out how 'green' you are. Check the answers with your teacher afterwards. One point for every correct answer.

1) You are busy in your house tidying up going from room to room spending 5 to 10 minutes in each. Which is the best way to save energy?

a) Switch the lights on and off every time you move from room to room
b) Keep the lights on as you move about the house

2) You are hungry and want to bake a potato. Which method is 'greener'?

a) Put it in an electric oven for an hour
b) Quickly zap it in the microwave

3) You are thirsty so you go to a café to buy a drink. What do you choose?

a) A bottle of mineral water
b) A cup of coffee in a polystyrene cup

4) You need a new shirt/blouse and there are two that you like in the shop. You look at the label and see that one is made of 100% pure natural cotton and the other is 50% polyester. You want to be as environmentally friendly as you can. Which one do you choose?

a) The 100% cotton shirt
b) The 50% polyester shirt

5) Do you leave the tap on when you brush your teeth?

a) Yes
b) No

6) As well as putting their health and the health of those around them in danger, smokers also put the environment in danger.

a) True
b) False

7) Which is the 'greenest' way to wash your clothes?

a) Machine wash in cold water
b) Hand wash in hot water

8) Which form of transport is better for the environment?

a) Driving by car
b) Flying by plane

9) When you go to the supermarket how do you take your shopping home?

a) In plastic carrier bags from the supermarket
b) In your own bag or basket

10) If you have the choice, how do you prefer to buy a cold drink in a café?

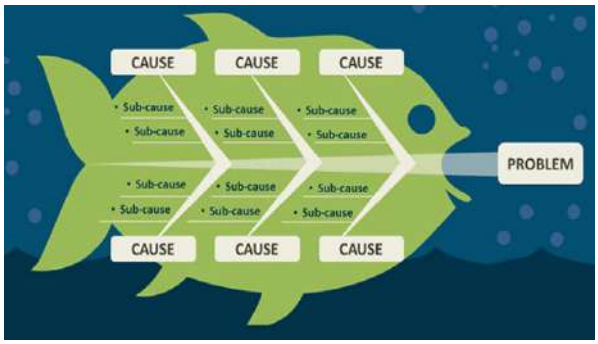
a) In a can
b) In a glass bottle

How many did you get right?

1-3	4-6	7-10
You have a lot of changes to make if you want to be greener.	Not bad! You know about how you can help the planet. You are quite green.	Well done! You have a very green head on your shoulders!

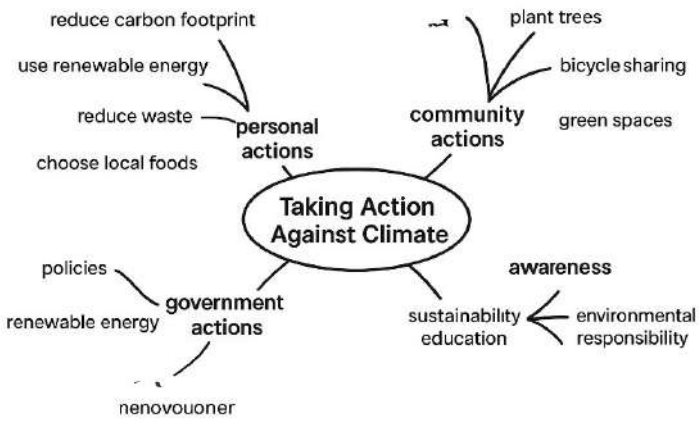
4. Collect ideas on the board under *causes*/*effects* using a *Fishbone technique*. What actions could an individual take to reduce greenhouse gas emissions?

Brainstorm or research potential solutions for the factors you have identified, and discuss how positive change can help slow the effects of climate change.



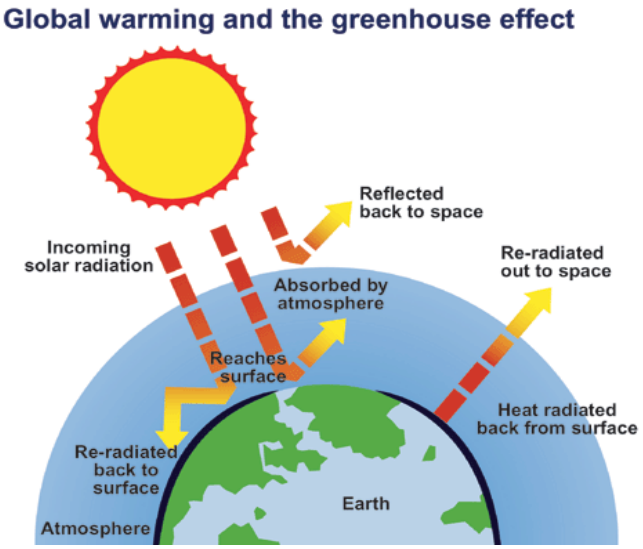
5. Debate: "*Is individual action or government policy more important in fighting climate change?*

6. Discussion "*How Can I Reduce My Carbon Footprint?"* Take the picture below into consideration while building your arguments.



7. *Did You Know That?*

1. ***Global warming*** is happening faster than scientists predicted just a decade ago—Earth's average temperature has already risen about 1.1°C since the 19th century.
2. Your ***carbon footprint*** isn't just about driving a car – what you eat, what you buy, and how you heat your home all contribute to greenhouse gas emissions.
3. ***Renewable energy*** sources like solar and wind can now provide enough electricity to power entire countries, reducing the need for fossil fuels.
4. ***Simple climate actions***, like switching to energy-efficient bulbs or reducing meat consumption, can cut your personal emissions by up to 30% annually.
5. If ***global emissions*** aren't reduced, some scientists warn that by 2100, sea levels could rise by up to 1 meter, threatening millions of people worldwide.



6. Even ***small individual choices*** matter: planting a tree can absorb roughly 48 pounds of CO_2 per year—and trees also cool cities and support biodiversity.

8. *Problem-solving learning.* Propose a single, realistic, and large-scale action (*a policy, a technological shift, or a social/economic change*) that you believe would be the most effective in mitigating the effects of global warming.

WRITING

Create a climate slogan/tweet. Write a short slogan or tweet using 2–3 vocabulary words. Example: *"Take climate action today! Reduce your carbon footprint!"*. Display your slogans around the classroom or vote for the catchiest one.

Unit 2. BIODIVERSITY AND ECOSYSTEM PROTECTION

Content Units:

- Protecting Our Planet. Biodiversity and Ecosystem Conservation
- Importance of Biodiversity
- Ecosystem Protection

LISTENING

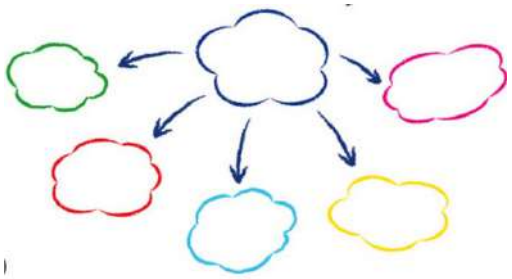
1. Pre-listening

a. Complete a *KWL chart* about biodiversity:

K: What I already know about biodiversity and ecosystems.

W: What I want to know about how to protect them.

L: What I learned (to fill in after listening**).**



b. Create a mind map with *Biodiversity* linking terms.

2. While-listening

a. Listen to the Ted Talk "*The global movement to restore nature's biodiversity*" by Thomas Crowther: The global movement to restore nature's biodiversity | TED Talk

b. Play the talk once. Answer the following questions:

- What is the main message of the talk?
- Why is biodiversity important according to the speaker?

c. Say *True or False*, correct the statement:

1. Deforestation has little impact on biodiversity.
2. Invasive species can endanger local wildlife.
3. Every ecosystem has at least one endangered species.

3. Post-listening

a. Think-Pair-Share:

– Which ecosystem or species surprised you the most?
– What actions can individuals take to help protect biodiversity?
– How can governments or companies support ecosystem protection?

b. Create sentences or mini-paragraphs using 5–6 target words from the talk.

READING

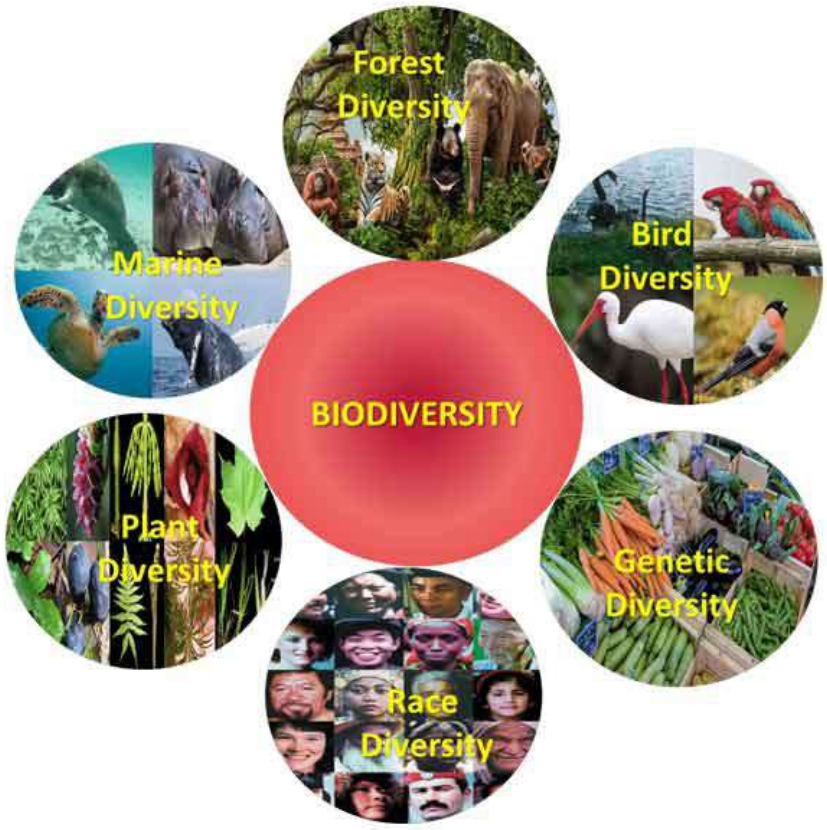
Read the text: *Protecting Our Planet. Biodiversity and Ecosystem Conservation*. Pay attention to the highlighted words and do the activities

Protecting Our Planet. Biodiversity and Ecosystem Conservation

Biodiversity, the variety of all living organisms on Earth, is one of the most important indicators of a healthy planet. It includes plants, animals, fungi, and microorganisms that inhabit different ecosystems, from tropical rainforests and coral reefs to wetlands and grasslands. Biodiversity is crucial because it supports **ecosystem services** that sustain life, such as air and water purification, pollination of crops, nutrient cycling, and climate regulation.

Despite its importance, biodiversity is under severe threat worldwide. Many species are now classified as **endangered**, meaning they are at risk of extinction. Human activities, including deforestation, urbanization, overfishing, and pollution, are the main drivers of species loss. Climate change further accelerates these threats, altering habitats and affecting the survival of countless organisms. The loss of even a single species can have cascading effects on ecosystems, disrupting the delicate **ecological balance** and the benefits humans derive from nature.

Protecting biodiversity requires active intervention at both local and global levels. **Habitat restoration** is a fundamental strategy, aiming to recover degraded or destroyed ecosystems. This may involve planting native vegetation, removing invasive species, and restoring natural water systems. **Conservation** efforts, on the other hand, focus on protecting species and their habitats through measures such as national parks, wildlife reserves, and international agreements like the Convention on **Biological Diversity**.



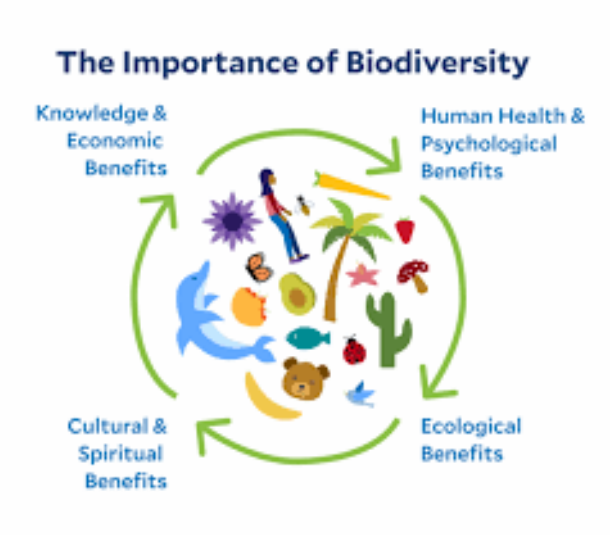
Local communities play a crucial role in biodiversity protection. Small, everyday actions—such as reducing plastic use, planting native trees, and participating in local clean-up projects—contribute significantly to maintaining **ecosystem services**. Education and awareness are equally important: people who understand the value of biodiversity are more likely to engage in conservation practices.

Moreover, global cooperation is essential. Biodiversity loss does not respect national borders, and international collaboration is necessary to address climate change, illegal wildlife trade, and large-scale habitat destruction. Organizations like the World Wildlife Fund (WWF) and the International Union for Conservation of Nature (IUCN) work tirelessly to monitor endangered species, implement conservation programs, and advise governments on sustainable environmental policies.

In conclusion, biodiversity is not just a collection of species - it is the foundation of life on Earth. By understanding its importance, taking part in **conservation** efforts, and restoring degraded habitats, humans can help preserve **ecological balance** and ensure that future generations inherit a planet rich in life and natural resources. Protecting biodiversity is not only an environmental responsibility but also a moral and practical necessity.

The Importance of Biodiversity

Biodiversity is one of the most critical aspects of our planet, and it is something we need to protect at all costs. The importance of biodiversity cannot be overstated. Biodiversity is the umbrella term for all the different types of life on Earth. It includes plants, animals, microbes, rocks, and minerals. Without it, we would not have any food to eat, any medicines to use, or any materials to make our homes and clothes. Biodiversity is essential for human health, too. Our bodies are built up of trillions of cells; each depends on different bacteria and other microorganisms to work correctly. Our health can suffer if there are too few or no different types of these tiny life forms. For example, if you have an infection and your immune system is not working well because it does not have the right kinds of antibodies to fight against the infection, your chances of getting sick increase. Biodiversity is also important for the economy. For example, if all the different types of plants in an area stop growing because there is not enough sunlight reaching them, that area will stop producing food and will become uninhabitable. This can lead to economic losses for people living in that area and could even mean the end of the local population.



Here are some ecological reasons why biodiversity is too important to erase. Biodiversity:

1. *provides ecological life support*: A diversity of plant and animal species provides the foundations for healthy ecosystems. Different plants and animals interact to create balanced ecosystems that provide food, shelter, water, and other resources. Ecosystems with diverse species are more resistant to environmental changes.

2. *provides us with vital medicines*: Biodiversity holds a wealth of medicinal resources we can use to cure diseases. For example, salmon has a high level of omega-3 fatty acids, which are essential for human health, and they can also provide us with antibiotics and other medications. Biodiversity holds a wealth of medicinal resources that we can use to cure diseases. Our environment is full of environmental pollutants, which harm our health.

3. *protects us from natural disasters*: Biodiversity helps us to better understand the environment and minimize the chances of experiencing natural disasters like hurricanes or earthquakes. By understanding the distinct types of plants and animals that live in an area, we can predict when a natural disaster might occur and prepare for it accordingly. When there is a decrease in biodiversity, it can lead to an increase in environmental problems like climate change or pollution.

4. *enhances our sense of connection to the world around us*: Biodiversity helps to enhance our sense of connection to the world around us by teaching us about the diverse cultures and traditions that exist all around the world. It can also help us to understand and appreciate the beauty of nature.

5. *conserves resources*: Biodiversity is important because it conserves resources. When we lose biodiversity, we lose the ability to produce more food, medicines, or other essential materials. This can significantly impact our economy and our ability to meet our needs as a society.

The world is becoming increasingly homogeneous due to human activity. This means that there are fewer places where varied species can live together in peace. Scientists say that if we do not take steps to protect biodiversity, our planet could soon become virtually uninhabitable. Further, we need biodiversity to maintain our environment. The environment is delicate and can be damaged easily if we lose the biodiversity that exists on Earth. For example, pollution created by humans can damage Earth's atmosphere, causing global warming. Loss of biodiversity causes the destruction of habitats for animals and plants, leading to the extinction of those species.

VOCABULARY

Biodiversity	**The variety of life in a particular habitat or on Earth as a whole, including plants, animals, fungi, and microorganisms.**
Endangered species	Species that are at risk of extinction due to human activities or environmental changes.
Ecosystem services	Benefits humans obtain from ecosystems, such as clean air, water, food, and pollination.
Ecological balance	The natural stability of an ecosystem where species and environmental factors coexist in equilibrium.
Habitat restoration	The process of returning damaged or degraded natural environments to their original state.
Conservation	The protection and management of natural resources to prevent depletion or destruction.
Defaunation	Loss of animal species from ecological communities, often caused by human activities.
Invasive species	Non-native species that spread widely in a new habitat and can cause harm to the environment.
Cascading effects	Chain reactions in an ecosystem where one change causes multiple other changes.
Sustainable	Using natural resources in a way that maintains their availability for the future.
Degraded	Environment or land that has been damaged or reduced in quality.
Threatened	At risk of being harmed, endangered, or destroyed.
Natural equilibrium	Another term for ecological balance; a state where living organisms and their environment coexist without disruption.

Collocation

Protect biodiversity	**To take measures to safeguard the variety of life in an ecosystem.**
Endangered species protection	Actions taken to prevent species from becoming extinct.
Restore habitats	To repair or bring back damaged ecosystems.
Conservation efforts	Activities aimed at preserving nature and wildlife.

Maintain ecological balance	To keep ecosystems stable and functional.
Human impact on biodiversity	The effect of human activities on ecosystems and species diversity.
Ecosystem services provision	The benefits that ecosystems provide to humans and other species.
Climate change mitigation	Actions taken to reduce the negative effects of climate change.
Sustainable practices	Methods of using resources that do not harm the environment.
Expression	**Meaning / Example**
A drop in the ocean	Something very small or insignificant compared to the whole (e.g., "Planting a few trees may seem like a drop in the ocean, but every action counts").
The tip of the iceberg	Only a small, visible part of a much larger problem (e.g., "Species extinction is just the tip of the iceberg in environmental issues").
Balance of nature	The natural equilibrium between organisms and their environment.
Nature knows best	A reminder that natural systems are often wiser than human interference.
Ripple effect	A situation where one small action causes larger consequences (e.g., "Deforestation has a ripple effect on climate and wildlife").
In the long run	Over a long period of time (e.g., "Protecting ecosystems is beneficial in the long run").
Every little helps	Small actions collectively make a difference (e.g., "Recycling and reducing waste: every little helps for biodiversity").



ACTIVITIES

1. Match the words/phrases in column A with their correct definitions in column B.

Column A	Column B
1. Biodiversity	a. Benefits humans obtain from ecosystems, like clean air and water.
2. Endangered species	b. Species at risk of extinction.
3. Habitat restoration	c. A variety of life forms in an ecosystem.
4. Ecosystem services	d. Process of returning damaged ecosystems to their natural state.
5. Cascading effects	e. Non-native species that can harm native species.
6. Conservation	f. Maintaining stability in ecosystems where organisms coexist.
7. Invasive species	g. Protection and management of natural resources.
8. Ecological balance	h. Chain reactions in ecosystems caused by the loss or change of species.

2. Complete the collocations with the correct words from the box.

biodiversity, habitat, endangered, ecological, conservation, ecosystem, clean-up, sustainable

1. Protect _____ to ensure the survival of all species.

2. Local communities participate in _____ projects to improve their environment.
3. _____ restoration helps damaged areas recover.
4. _____ services include air purification, water filtration, and pollination.
5. _____ efforts are essential for preventing species extinction.
6. Maintaining _____ balance is crucial for healthy ecosystems.
7. _____ species are at risk of disappearing forever.
8. Farmers are encouraged to use _____ practices to protect nature.

3. Biodiversity detective. Get a list of ecosystems (*forest, coral reef, wetland, desert*). Research and list at least 5 species in each ecosystem, noting if they are endangered. Then, in small groups, create a "threat map" showing human activities that endanger each ecosystem. Present findings with drawings, symbols, or a digital infographic.

4. Complete the sentences with an idiom or expression from the box.

a drop in the ocean, every little helps, in the long run, tip of the iceberg, balance of nature, take steps to protect

1. Planting a few trees may seem like _____, but it still makes a difference.
2. We must _____ endangered species before it is too late.
3. Reducing pollution now will save the planet _____.
4. The recent extinction of several birds is just the _____ of the iceberg.
5. Forests play an important role in maintaining the _____.
6. Recycling and avoiding single-use plastics is an example of _____.

5. Compare two ecosystems (*ex, tropical rainforest and desert*). Fill in the table below.

Feature	Tropical rainforest	Desert	Similarities	Differences
Climate				
Typical plants				
Typical animals				
Threats				
Conservation strategies				

Answer the questions:

1. *Which ecosystem has more biodiversity? Why?*
2. *How do human activities affect each ecosystem differently?*
3. *Which ecosystem is more resilient to environmental changes?*

6. Draw and label an ecosystem. Choose one ecosystem from the picture and draw a diagram showing:

a. Key plants and animals.
b. Human impacts (pollution, deforestation, urbanization, overfishing).
c. Ecosystem services provided (e.g., water purification, oxygen, soil fertility). Add arrows to show *food chains or ecological interactions* between species.



7. Habitat investigation. Investigate a local or nearby habitat (*park, river, forest, or wetland*). Suggest three conservation measures to protect it. Create a short report or poster with your findings. *Answer the following:*

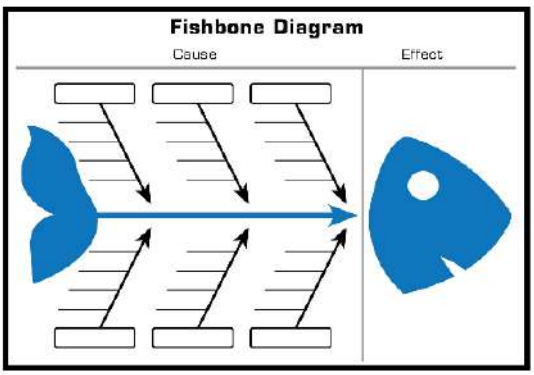
1. *What kinds of plants and animals live there?*
2. *Are there any endangered species?*
3. *What human activities threaten this habitat?*

8. Match each ecosystem to the ecosystem services it provides. Then explain your choices.

ECOSYSTEM	ECOSYSTEM SERVICES
WETLAND	1. Pollination of crops 2. Flood control 3. Carbon storage 4. Tourism/recreation
CORAL REEF	1. Fishery support 2. Coastal protection 3. Climate regulation 4. Medicines
GRASSLAND	1. Soil fertility 2. Livestock grazing 3. Biodiversity support 4. Water filtration

Discuss: Which ecosystem service do humans depend on the most? How can we protect it?

9. Cause and effect activity: *Human impact on habitats*



Read the scenarios below and draw a **cause-effect diagram (*Fishbone framework*)** showing the effects on ecosystems.

1. Deforestation in the Amazon rainforest
2. Oil spill in a coral reef
3. Overfishing in the North Atlantic Ocean
4. Urban expansion into a wetland

Questions to answer:

- Which species are affected first?
- What are the cascading effects?
- What conservation measures could reduce the damage?

SPEAKING

1. **Design a research project on a local endangered species or habitat.** Debate the topics:

   a. Should urban development be limited to protect biodiversity?
   b. Can technology solve all environmental problems? Use at least 5 key vocabulary words or idioms in your arguments.

2. **Create a digital or poster infographic showing:**

   - One ecosystem with key species
   - Human threats and conservation strategies
   - Ecosystem services
   - Interesting facts about biodiversity. Include graphs or charts showing species population trends or habitat loss.

3. **Imagine it is 2050 and write *newspaper headlines* about biodiversity.**

   Example: *"Invasive Species Threatens Coral Reefs - Scientists Take Steps to Protect"*



WRITING

1. Write a short paragraph (100 words): "What can I personally do to protect biodiversity?"

2. Diary entry. Imagine you are an endangered species living in a habitat (*tiger, coral, polar bear*). Write a *diary entry* describing:

- Your daily life and interactions with other species
- How humans impact your habitat
- Your feelings about conservation efforts
- A wish or message to humans

Limba engleză: lexic și comunicare III – *Abordare modulară*

English Language and Communication III (IInd year) – *Modular Approach*

Oxana Golubovschi, PhD, Associate Professor

Unit 1. CHANGING LIVES – ECO-FRIENDLY EDUCATION

Content Units

- Environmental awareness
- Talking about extremes
- Ecological responsibility

LISTENING

1. Pre-listening

a. In pairs, discuss:
- What do you understand by *sustainability education*?
- Can you recall any example of an eco-friendly education practice (in your school/university/community)? *Vocabulary prediction:* Ask the class to guess meanings of the following words they might hear: **sustainable, empowerment, lifecycle, integrate, community engagement**.

b. Discussion (in pairs):
a. Who is Greta Thunberg?
b. What do you know about youth climate activism?
c. What actions can young people take to fight climate change?

c. Vocabulary prediction:
- Write down the meaning or guess the meaning of these words:
  a. climate crisis
  b. strike
  c. activism
  d. sustainability
  e. system change
  f. responsibility

d. Prediction: What "rules" do you think Greta says need to change in order to save the world? Write 2–3 ideas.

2. While-listening

e. Listen to the TED Talk: *"*School strike for climate - save the world by changing the rules" (Greta Thunberg). Link: https://www.youtube.com/watch?v=EAmmUIEsN9A

f. Write T **for True or** F **for False for the statements below**:
- Greta claims that we do *not* yet have the facts and solutions to the climate crisis. ___
- She says that young people should wait until they are older before demanding change. ___
- She mentions that "system change" is more important than individual change. ___
- She emphasises *comfort* over *action* as the way forward. ___

g. While watching the video, write down:
1. *Key message* Greta gives about why the climate struggle matters:
2. *Example of what needs to change* (rule, system, or behaviour):
3. *One phrase or sentence that impressed you* and why:

3. Post-listening

1. **Group discussion:** Share your chosen phrase or sentence from the video. Why did it resonate with you? How could a language teacher use this talk in a classroom? Suggest one activity.
2. **Class action brainstorm:** Discuss one concrete sustainability action you can commit to in your school/university/community inspired by the talk.
3. **Write a** short reflection (150–200 words) answering: *"What rule or system do you think needs to change in your community/university to support sustainability? How could you start a change?"* Include at least two new vocabulary items you learned from the video and underline them.

READING

a. Discussion (in pairs):

- *What does "eco-friendly" mean?*
- *Can you give examples of eco-friendly actions at school or home?*
- *Why is education important for protecting the environment?*

Vocabulary prediction: Guess the meaning of these words from the title and your knowledge:

sustainability
recycle
pollution
responsibility
action

b. Read the text and do the activities. Pay attention to the underlined words.

Changing Lives – Eco-Friendly Education



In today's world, people are more aware of the environment and the problems caused by pollution and climate change. Schools and universities are starting to teach students about how to protect the planet. This is called **eco-friendly education** or **education for sustainability**.

Eco-friendly education helps students learn how to live in a way that is better for the environment. They learn about recycling, saving energy, using less plastic, and growing plants. Schools may have special projects like planting trees, cleaning rivers, or creating gardens. Students also learn how their daily choices, like using public transport or buying local products, can help reduce pollution.

Teachers play an important role in eco-friendly education. They can include lessons about climate change, sustainability, and nature in different subjects. For example, in a language class, students can read texts about environmental problems, discuss eco-friendly solutions, or write essays about protecting the planet. This helps students **understand that learning can make a difference** in the world.

Eco-friendly education also encourages students to **take action**. They can join clubs, campaigns, or local projects to improve their community. By learning and acting, students develop responsibility, teamwork, and critical thinking skills. They understand that small actions, like turning off lights or avoiding single-use plastic, can change lives.

In the end, eco-friendly education teaches students that **their choices matter**. It shows them that protecting the environment is not only about knowledge, but also about action. By learning to care for the planet, students can help create a healthier world for themselves and for future generations.

VOCABULARY

Word/Phrase	Definition	Explanation / Tip	Example Sentence
Sustainability	Using resources without harming the environment so they last for the future	Think about long-term impact	*Schools teach sustainability to help students make eco-friendly choices.*
Eco-friendly	Not harmful to the environment	Can describe products, habits, or actions	*Using reusable bags is eco-friendly.*
Recycling	Collecting and reusing materials instead of throwing them away	Reduces waste and saves resources	*Our school has a recycling program for paper and plastic.*
Conservation	Protecting natural resources like water, forests, and wildlife	Helps maintain ecosystems	*Students learn about water conservation by saving water at home.*
Carbon Footprint	The total greenhouse gases a person or activity produces	Smaller footprint = less impact	*Walking instead of driving reduces your carbon footprint.*
Climate Change	Long-term changes in weather and temperature	Often caused by human activity	*Eco-friendly education teaches students how to fight climate change.*
Activism	Taking action to create social or environmental change	Can include campaigns or projects	*Students showed activism by planting trees in their community.*
Renewable Energy	Energy from sources that do not run out	Examples: solar, wind, water	*Solar panels provide renewable energy for the school.*
Responsible Consumption	Using resources carefully, avoiding waste, and thinking ethically	Buy only what you need	*Buying local food is responsible consumption.*
Awareness	Knowledge or understanding of a situation or issue	Awareness helps make better choices	*Eco-friendly education raises awareness about pollution.*
Ethical Choices	Decisions that consider fairness, human rights, and the environment	Helps guide actions	*Choosing products with eco-friendly packaging is an ethical choice.*
Community Engagement	Participating in local activities to improve society or the environment	Helps spread eco-friendly practices	*Students organized a community clean-up as part of their project.*

Collocations

- **raise awareness** → to make people more aware of an issue
  Example: Schools raise awareness about recycling and climate change.
- **teach responsibility** → to help students understand their duties or obligations
  Example: Eco-friendly education teaches responsibility for the environment.
- **promote sustainability** → to encourage eco-friendly practices
  Example: Teachers promote sustainability through projects and discussions.
- **take action** → to do something to make a positive change
  Example: Students take action by organizing a community clean-up.
- **develop skills** → to improve abilities
  Example: Participating in environmental projects helps students develop teamwork skills.

Environment and Sustainability Collocations

- **eco-friendly products** → goods that are safe for the environment
  Example: More consumers are buying eco-friendly products.
- **renewable energy sources** → energy from natural resources that don't run out
  Example: Solar and wind power are renewable energy sources.
- **reduce waste** → to produce less rubbish
  Example: Recycling helps reduce waste in schools and communities.
- **carbon footprint** → the total greenhouse gases someone produces
  Example: Using public transport reduces your carbon footprint.
- **environmental impact** → the effect something has on the environment
  Example: Organic farming reduces environmental impact.

Social and Community Collocations

- **community engagement** → being active in local projects
  Example: Students show community engagement by planting trees.
- **ethical choices** → decisions that consider fairness and environmental impact
  Example: Choosing fair-trade products is an ethical choice.
- **social responsibility** → acting in a way that benefits society
  Example: Companies should show social responsibility towards the environment.
- **take part in** → participate in an activity
  Example: Students take part in eco-friendly campaigns at school.

Action and Change Collocations

- **make a difference** → have a positive effect
  Example: Small actions like recycling can make a difference.
- **change habits** → modify behavior
  Example: Eco-friendly education encourages students to change habits.
- **protect the planet** → take care of the environment
  Example: Choosing local food helps protect the planet.
- **live sustainably** → live in a way that doesn't harm the environment
  Example: Students learn to live sustainably by reducing waste and energy use.

Phrasal Verbs

Phrasal verb	Meaning	Example sentence
cut down on	Reduce the amount of something	*We should cut down on plastic to protect the environment.*
give up	Stop doing something	*Many people give up single-use bottles for reusable ones.*
look after	Take care of	*Students learn to look after the planet through eco-projects.*
turn off	Stop a machine/light from working	*Always turn off the lights to save energy.*
throw away	Dispose of something	*Don't throw away food; try to reuse or donate it.*
take up	Start a new habit or activity	*Some students take up gardening as part of eco-friendly projects.*
cut out	Stop using or consuming something completely	*We can cut out bottled water to reduce waste.*
run out of	Use all of something	*Don't run out of water when watering plants; save it.*
set up	Establish or organize something	*The school set up a recycling program for paper and plastic.*

Idioms/expressions

Idiom	Meaning	Example Sentence
a drop in the ocean	A very small contribution compared to the problem	*Recycling one bottle may seem like a drop in the ocean, but every little helps.*
make a difference	Have a positive effect	*Students' eco-projects can make a real difference in their community.*
the tip of the iceberg	A small visible part of a larger problem	*Food waste is just the tip of the iceberg of environmental issues.*
change one's ways	Change behavior	*People need to change their ways to live more sustainably.*
take matters into one's own hands	Take responsibility and act directly	*Students took matters into their own hands and cleaned the local park.*
go green	Adopt eco-friendly habits	*Many companies are trying to go green to reduce pollution.*
on the right track	Doing something correctly or in a good way	*Teaching students about sustainability is putting education on the right track.*



ACTIVITIES

1. Match the words (1–6) to the correct definitions (a–f).

Words: *1. Sustainability, 2. Recycling, 3. Carbon Footprint, 4. Activism, 5. Ethical Choices, 6. Awareness*
Definitions:

a. Understanding a situation or issue
b. Actions to create change in society or environment
c. Using resources without harming the environment
d. Decisions that consider fairness and environmental impact
e. Total greenhouse gases produced by a person or activity
f. Collecting and reusing materials instead of throwing them away.

2. Complete the sentences using the correct word from the vocabulary table:

1. Planting trees and cleaning rivers are examples of _____.
2. Using wind or solar power is called _____.
3. Students learn about pollution to increase their _____.
4. Buying only what you need is an example of _____.
5. Eco-friendly products are called _____.

3. In pairs or small groups, discuss the following questions:

1. Which eco-friendly habit can you do at home or at school?
2. How can students show *activism* in your community?
3. What is one *ethical choice* you can make when buying food or products?
4. How does learning about sustainability *change lives*?

4. Write T **for True or** F **for False:**

1. Eco-friendly education teaches students only about science. ___
2. Students can participate in projects like planting trees or cleaning rivers. ___
3. Teachers cannot include sustainability topics in language classes. ___
4. Small actions, like turning off lights, can make a difference. ___
5. Eco-friendly education is only about learning facts, not taking action. ___

5. Complete the sentences with a correct phrasal verb from the table above:

1. To save electricity, remember to _____ the lights when you leave the room.
2. Our school wants to _____ a new recycling program for old batteries.
3. Students should _____ habits that harm the environment, like using too much plastic.
4. Many people _____ eating meat to reduce their carbon footprint.
5. Don't _____ leftover food; you can donate it to charity.

6. Match the idioms (1–5) with their meanings (a–e):

1. a drop in the ocean
2. make a difference
3. change one's ways
4. go green
5. take matters into one's own hands

a. Adopt eco-friendly habits
b. Act directly to solve a problem
c. Small contribution compared to the bigger issue
d. Change behavior
e. Have a positive effect

7. Fill in the blanks with a word from the Word Bank.

Word Bank: sustainability | eco-friendly | recycling | cut down on | give up | make a difference | take matters into one's own hands | go green | awareness | carbon footprint | set up | throw away

1. Many schools encourage students to _____ paper and plastic to reduce waste.
2. Using reusable bags and bottles is an example of an _____ habit.
3. To help the environment, we should _____ using single-use plastics.
4. Some people _____ meat to reduce their carbon footprint.
5. Students can _____ a community clean-up if the local area is polluted.
6. Learning about climate change raises students' _____ of environmental issues.
7. Small actions, like planting trees, can _____ in protecting the planet.
8. Families are trying to _____ their energy use by turning off lights and appliances.
9. Teachers decided to _____ a composting system at the school.
10. Don't just _____ leftover food; donate it or reuse it!
11. Teaching students about _____ helps them understand how to live in a way that protects the planet.
12. When authorities ignore pollution, sometimes students must _____ and organize change themselves.

SPEAKING

1. Discuss the questions.

Work in pairs or small groups. Discuss each question and give reasons for your answers. Try to use at least two vocabulary expressions from the word bank.

Word bank: *sustainability* | *eco-friendly* | *recycling* | *cut down on* | *carbon footprint* | *ethical choices* | *community engagement*

1. What does it mean to live sustainably?
2. Which eco-friendly habits are easiest to do at school or at home?
3. How can students reduce their carbon footprint in daily life?
4. Why is raising awareness about climate change important for young people?
5. Can small actions really make a difference? Why or why not?

2. Debate the ideas

Split the class into two teams. Each team takes one side of the statement. Use vocabulary and idioms in your arguments.

Statement: *"Individual actions are more important than government policies for protecting the environment."*

Instructions:

Team A argues *for* the statement. Team B argues *against* the statement.

Each speaker must give at least two supporting reasons using eco-friendly vocabulary. After 5–10 minutes, summarize the debate as a group.

3. Answer in full sentences:

1. What is eco-friendly education?
2. How can teachers include sustainability in language classes?
3. Give two examples of eco-friendly actions students can do at school or home.
4. What skills do students develop by taking part in eco-friendly projects?
5. Why is it important for students to learn about protecting the environment?

Discussion:

- *Share one eco-friendly action you do at home or school.*
- *How could your class or school become more eco-friendly?*

4. In pairs or small groups, discuss:

- *Which eco-friendly habits do you practice at home or school? Use at least two phrasal verbs.*
- *Have you ever taken matters into your own hands to solve a problem in your community? Explain.*
- *How can students make a difference for the environment? Use at least one idiom.*

5. Work in pairs. Take turns asking and answering the questions below. Try to use at least two vocabulary expressions from the box in each answer.

Vocabulary to use:
sustainability | eco-friendly | recycling | cut down on | give up | make a difference | take matters into one's own hands | go green | awareness | carbon footprint | ethical choices | community engagement

Questions:

1. *What can students do at school to protect the environment?*
2. *How can your family reduce its carbon footprint at home?*
3. *Have you ever taken part in a project or activity that helped the environment?*
4. *Which eco-friendly habits do you think are most important for students to develop?*
5. *How can schools raise awareness about climate change and sustainability?*
6. *What is one change you could make in your daily life to live more sustainably?*
7. *How can students make a difference in their local community?*

6. Role-play

Work in pairs. Imagine the following situations and act them out. Use phrases and phrasal verbs from the class vocabulary.

***Scenario* A:**
One student is a school principal. The other is a student suggesting a new recycling program. Discuss how to set it up and encourage other students to participate.

***Scenario* B:**
One student is a local shop owner. The other is a community member asking them to adopt eco-friendly practices, like using less plastic or offering discounts for reusable containers.

***Scenario* C:**
You are a teacher and a student. Plan a lesson that teaches students about sustainability, community engagement, and ethical choices.

7. Problem-solving

Work in groups of 3–4. Solve the following environmental problems and present your solution to the class:

1. Your school produces too much plastic waste. How can you reduce it?
2. The local river is polluted by trash from nearby neighborhoods. What actions can students take?
3. Students often throw away leftover food in the cafeteria. How can you make students more responsible? Use *vocabulary, phrasal verbs, and idioms* when presenting your solution.



WRITING

1. Write a letter entitled as indicated below. Your letter should be 120–150 words**.** Use at least five vocabulary expressions from the word bank. Make sure your letter is clear, polite, and well-structured.

Word Bank:
sustainability | eco-friendly | recycling | cut down on | give up | make a difference | take matters into one's own hands | go green | awareness | carbon footprint | ethical choices | community engagement

a. Formal letter
Write a letter entitled: *"How Our School Can Become More Eco-Friendly"*
Guidelines:

- ✓ Address it to the principal, headteacher, or school council.
- ✓ Suggest practical ideas for making your school eco-friendly.
- ✓ Include reasons why these actions are important.
- ✓ Use polite and formal language.
- ✓ Example starter**:**

  Dear Principal,
  I am writing to suggest several ways our school can become more eco-friendly…

b. Informal letter
Write a letter entitled: *"Tips for Living a More Sustainable Life"*
Guidelines:

- ✓ Address it to a friend or family member.
- ✓ Share your ideas about reducing waste, saving energy, or ethical choices.
- ✓ Give examples from your own life.
- ✓ Use friendly, clear language.
- ✓ Example starter**:**

  Hi Sarah,
  I hope you're doing well! I wanted to share some tips on how we can live more sustainably…

c. Letter to the editor

Write a letter entitled:
"Why Our Community Needs to Go Green"
Guidelines**:**

- ✓ Address it to a local newspaper or website.
- ✓ Explain why eco-friendly projects and awareness campaigns are important.
- ✓ Suggest actions people can take.
- ✓ Use persuasive language.
- ✓ *Example starter:*

  Dear Editor,
  I am writing to encourage our community to adopt more eco-friendly habits…

Tips for Students:

1. Begin with a greeting and introduction.
2. Present your ideas in clear paragraphs.
3. Use linking words: *Firstly, In addition, Finally*.
4. End with a closing statement and signature.

2. Write a short paragraph (100–150 words) answering: *"What can you do to help protect the environment in your daily life?"* Include at least three new vocabulary words from the reading.

Unit 2. SURVIVE THE DRIVE – GREEN EDITION

Content Units:

- Environmental responsibility in transport
- Green mobility
- Sustainable travel

LISTENING

1. Pre-listening



a. Discussion (in pairs):

- How do you usually travel to university?
- What are some *eco-friendly* ways to travel?
- Why do you think transportation is one of the biggest causes of pollution?

b. Vocabulary prediction:

Guess the meaning of the following words and phrases:

carbon emissions
fossil fuels
electric vehicle
carbon footprint
green mobility
sustainable transport

c. Prediction:

- Read the title of the video *"The Future of Transport"*.
- What do you expect to hear about in the talk? Write 2–3 ideas below.

2. While-listening

d. Listen to the TED Talk: The future of transportation, Ryan Janzen, TEDxToronto

Link: https://www.youtube.com/watch?v=ta9HuJbV-hQ

e. Write *T for True and F for False*:

1. Transportation is responsible for most of the world's greenhouse-gas emissions. ___
2. Electric cars do not produce any emissions at all. ___
3. Public transport and cycling can reduce pollution levels. ___
4. Carbon pricing means rewarding people for polluting more. ___
5. Cities can promote sustainable travel through better infrastructure. ___
6. Transportation is responsible for most of the world's greenhouse gas emissions. ___
7. Electric cars do not produce any emissions at all. ___
8. Public transport and cycling can reduce pollution levels. ___
9. Carbon pricing means rewarding people for polluting more. ___
10. Cities can promote sustainable travel through better infrastructure. ___

f. While listening to the video, write down:

a. One example of sustainable transport mentioned.
b. One problem caused by traditional vehicles.
c. One idea you found innovative or inspiring.

g. Listen carefully and complete each sentence with the correct information from the video:

1. Transportation is one of the main causes of _____.
2. Electric vehicles help reduce _____.
3. Public transport systems are considered eco-friendly because _____.
4. Cycling and walking not only protect the planet but also _____.
5. Governments can encourage sustainable travel by _____.
6. Carpooling helps decrease _____.
7. The narrator suggests that every individual can _____.

3. Post-listening

a. Group discussion

- *What new information did you learn about sustainable transport?*
- *Which ideas could be applied in your city or community?*

b. Write 150–200 words on the topic: *"How can green transport help our city survive the drive?"* Include at least two of the new words (underline them).

READING

Pre-reading

Discuss in pairs:

- What are the main types of transport in your city?
- Which do you think are the most polluting?
- How can travel be made more sustainable?

Vocabulary preview:

Guess the meaning of:

- sustainable tourism
- carbon pricing
- investment
- renewable energy
- pollution tax
- electric infrastructure

Reading Text

Sustainable Tourism, Carbon Pricing, and Green Investment



Modern society depends on transportation — cars, buses, planes, and ships move people and products around the world. However, this movement comes with a cost: pollution, traffic, and high energy consumption. Green initiatives in tourism and transport are now focusing on ways to "survive the drive" by reducing emissions and encouraging responsible travel.

Sustainable tourism promotes visiting places while protecting the environment and supporting local communities. It encourages tourists to travel in ways that use fewer resources, such as staying in eco-hotels, choosing local food, and avoiding unnecessary flights. Responsible travelers understand that tourism can help or harm the planet, depending on how it is managed.

One of the most effective strategies for change is **carbon pricing**. This means assigning a financial cost to pollution, encouraging companies to reduce emissions. When airlines, factories, or transport companies pay for their carbon footprint, they start investing in cleaner technologies.

Green investment also plays a key role in this transformation. Governments and businesses are funding projects such as electric buses, cycling paths, solar-powered stations, and smart public transport systems. These investments help cities move toward sustainable mobility and create cleaner, healthier spaces for people.

Ultimately, surviving the drive means changing habits. Individuals can choose to walk, cycle, or use public transport instead of driving alone. Every action counts: when people make small choices together, they build a greener future.

VOCABULARY

Word / Phrase	Definition	Example Sentence
Sustainable transport	Travel systems that use energy efficiently and produce low emissions	*Cycling and public transport are examples of sustainable transport.*
Carbon pricing	Charging for pollution to encourage emission reduction	*Governments use carbon pricing to reduce industrial emissions.*
Green investment	Funding eco-friendly technologies or projects	*The city made a green investment in electric buses.*
Renewable energy	Energy from natural sources like wind or sunlight	*Renewable energy powers many modern transport systems.*
Eco-tourism	Responsible travel that helps protect nature and culture	*Eco-tourism supports both the environment and local people.*
Carbon footprint	The amount of CO_2 emitted by a person, activity, or company	*Taking trains instead of flights reduces your carbon footprint.*
Fossil fuels	Natural fuels like coal, oil, or gas that pollute when burned	*Cars that use fossil fuels cause air pollution.*
Public transport	Shared travel systems like buses, metros, or trains	*Using public transport saves money and energy.*
Infrastructure	The basic systems that support a city (roads, energy, water)	*Green infrastructure helps create cleaner cities.*
Emission	The release of gases into the atmosphere	*Reducing emissions is essential for slowing climate change.*

ACTIVITIES

1. Say *True/False*

1. Sustainable tourism only focuses on luxury destinations. ___
2. Carbon pricing means paying for the pollution produced. ___

3. Green investment encourages the use of renewable energy. ___
4. Individuals cannot make a difference in transport sustainability. ___
5. The text promotes walking and cycling as eco-friendly choices. ___

2. Match the word to the definition

1. Sustainable transport	a. Systems that support a city
2. Carbon pricing	b. Charging for pollution
3. Green investment	c. Responsible travel systems with low emissions
4. Fossil fuels	d. Gases released into the air
5. Infrastructure	e. Energy sources like oil or coal
6. Emission	f. Funding eco-friendly project

3. Fill in the gaps.

1. Biking and walking are forms of _____.
2. Governments use _____ to make companies pay for pollution.
3. _____ like oil and gas are a major source of emissions.
4. Our city invested in solar panels as part of its _____.
5. Using _____ reduces traffic and saves energy.

4. Match each word/phrase to its correct definition. Then, write a sentence using it.

Word/Phrase	Definition
Sustainable transport	1. Travel systems that use energy efficiently and produce low emissions
Carbon pricing	2. Charging for pollution to encourage emission reduction
Green investment	3. Funding eco-friendly technologies or projects
Renewable energy	4. Energy from natural sources like wind or sunlight
Eco-tourism	5. Responsible travel that helps protect nature and culture
Carbon footprint	6. Amount of CO_2 emitted by a person, activity, or company
Fossil fuels	7. Natural fuels like coal, oil, or gas that pollute when burned
Public transport	8. Shared travel systems like buses, metros, or trains
Infrastructure	9. Basic systems that support a city (roads, energy, water)
Emission	10. Release of gases into the atmosphere

Share real-life examples for each word (e.g., “Biking to school is a form of sustainable transport”).

5. Complete the sentences using the vocabulary words.

1. Many cities are investing in _____ like electric buses and bike lanes.
2. Turning off the car engine while waiting reduces unnecessary _____.
3. Choosing local food and eco-hotels is part of _____.
4. _____ like coal and oil contribute heavily to climate change.
5. Using trains instead of planes can lower your _____.
6. The government introduced _____ to encourage companies to reduce emissions.
7. Cycling, walking, and buses are examples of _____.
8. Urban planners must improve _____ to support green mobility.
9. Solar and wind power are forms of _____.
10. Factories need to monitor their _____ to reduce pollution.

6. Write a synonym or antonym for each word. Use a dictionary or your own ideas.

Sustainable transport → _____
Fossil fuels → _____
Green investment → _____
Emission → _____
Public transport → _____
Share in pairs and discuss why your synonym/antonym works.

7. Use at least 3 vocabulary words in each answer. Discuss the questions in pairs or small groups:

1. How can eco-tourism benefit local communities?
2. Should governments use carbon pricing or reward green behavior? Why?
3. Which type of renewable energy is most practical for your city and why?
4. What can individuals do to reduce their carbon footprint in daily life?
5. How can public transport and infrastructure improvements make cities greener?

8. Role- play. *Scenario***:** You are planning a sustainable transport project or eco-tourism campaign. Work in pairs and choose one role:

- *Government official/urban planner* **–** propose green investment and policy changes.
- *Tourist/citizen* – ask questions about eco-friendly options and suggest improvements.

Use at least 5 vocabulary words in your conversation, e.g., sustainable transport, carbon footprint, emission, green investment, renewable energy.

SPEAKING

1. Discussion. Use the vocabulary words to discuss:
- *What are the pros and cons of electric vehicles?*
- *How can cities reduce traffic and emissions?*
- *Should governments punish polluters or reward green choices?*

2. Role-play

Scenario A:
You are a student suggesting a "Bike to University" campaign to your rector. Discuss its benefits.

Scenario B:
You are a tourist and a travel agent. Plan an eco-friendly trip using sustainable transport options.

3. Debate

Statement: "Technology alone can solve the transport pollution problem."
Team A: Agree – technology (electric cars, smart systems) is the main solution.
Team B: Disagree – personal choices and education matter more.

4. Answer the questions

1. What is sustainable tourism?
2. How does carbon pricing help reduce pollution?
3. Give two examples of green investment.
4. What actions can individuals take to reduce emissions?
5. Why is it important to change travel habits?

5. Discussion

- Share one way you or your family could travel more sustainably.
- What can your city do to promote eco-friendly transport?

WRITING

1. Choose one of the topics below and write 100–150 words, using at least 5 vocabulary words.

- How can your city improve its sustainable transport?
- My plan to reduce my personal carbon footprint.
- The benefits of eco-tourism for the environment and local communities.

2. Write a letter or essay (120–150 words).

a. Formal letter

Title: "How to Make Our City Transport Greener"

Write to the mayor suggesting at least three measures to improve eco-mobility.

b. Informal email

Title: "Let's Go Green When We Travel!"

Write to a friend about how you plan to travel more sustainably this summer.

c. Opinion paragraph

Title: "Public Transport or Private Car: Which Is Better for the Planet?"

Give your opinion with reasons and examples.

> *Tips for Students:*
> - Use linking words: *Firstly, Moreover, As a result, Finally.*
> - Use at least five vocabulary expressions from this unit.
> - Conclude with a sentence showing personal reflection or suggestion.

3. **Mini project**: *Green Travel Challenge*

- Track your transport habits for one week.
- Record how often you walk, cycle, or use public transport.
- Calculate your carbon footprint using an online calculator.
- Present your results and suggest how to reduce emissions.

Limba engleză: lexic și comunicare IV – *Abordare modulară*

English Language and Communication IV (II[nd] year) – *Modular Approach*

Oxana Golubovschi, PhD, Associate Professor

Unit 1. YES, I CAN! EMPOWERING PERSONAL ACTION FOR ENVIRONMENTAL RESPONSIBILITY

Content Units:

- Personal environmental responsibility
- Eco-habits,
- Youth action, empowerment

LISTENING

Pre listening

1. In pairs, discuss:

- *What small eco-friendly habits do you already practice in your daily life?*
- *What makes it difficult to keep eco-friendly habits?*
- *Do you think one person can really make a difference? Why / why not?*

Vocabulary prediction: Guess meanings of the following words:

empower, initiative, habit-changing, commitment, personal responsibility.

2. Discussion (in pairs):

- Do you know any young person who fights for the environment in your country or in the world?
- Have you ever joined a clean-up, tree-planting, or recycling project?
- Which personal change is easier: using less plastic or saving energy? Why?

Vocabulary prediction: Write down the meaning or guess the meaning of these words:

daily choices
positive impact
eco-habit
motivation
long-term change



3. Prediction:

The video is called: "*How Small Changes Make a Big Impact on the Environment"* (TEDx). What do you expect to hear in the talk? Write 2–3 ideas.

4. Listen to a TEDx Talk on personal environmental action:

How Small Changes Make a Big Impact on the Environment
https://www.youtube.com/watch?v=Kznhpu8yxFg

While listening

1. Write T (True) or F (False) for each statement.

1. Kaitlyn first became interested in climate change after doing a school project. ___

2. She believes that most people do not know anything about climate change. ___
3. Some people think climate change will not affect them during their lifetime. ___
4. The speaker says that small personal habits cannot make any real difference. ___
5. Her personal goal was to stop using all single-use plastics. ___
6. She explains that using single-use plastics is often convenient. ___
7. According to the talk, microplastics are found in many plastic water bottles. ___
8. The speaker argues that ignoring environmental problems will help them disappear. ___
9. She encourages people to take one small step at a time. ___
10. The talk ends by reminding listeners to appreciate clean water. ___

2. While watching the video, write short notes for each point.



1. What inspired the speaker to care about climate change?
   _____
2. Two reasons why some people do not take action:
   _____
3. What small personal goal did Kaitlyn set?
   _____
4. One challenge she faced while changing her habits:
   _____
5. One fact about microplastics mentioned in the talk:
   _____
6. A final message or advice she gives:
   _____

3. Listen carefully and complete each sentence using words or ideas from the video.

1. The speaker says that people often **overestimate** _____.
2. She explains that **daily choices** can _____.
3. Kaitlyn decided to stop using _____.
4. She realized that many plastic items were _____.
5. Tests on plastic bottles showed _____.
6. Environmental problems will not disappear if people _____.
7. Instead of feeling overwhelmed, she suggests we _____.
8. She reminds us that many places in the world do not have _____.

Post-listening

1. Discuss the following questions:

a) Why do you think people sometimes ignore environmental problems?
b) Which idea from the talk do you agree with the most? Why?
c) What small change could YOU start this week to help the environment?

2. Personal reflection. Write 120–150 words.

Topic: *"One small change I can make to protect the environment — and why it matters."*

Include:

✓ one example from your own life
✓ at least two words from the video (e.g., microplastics, daily choices, responsibility)
✓ one suggestion for others

3. Work in groups of 3–4. Create a list of five small but realistic actions that students can do to reduce waste or pollution at school or home.

Then choose one action, and explain:

✓ why it is easy to start

✓ what materials are needed

✓ how it could influence other students

Present your idea to the class.

4. Write a short reflection (150–200 words) answering: *"Yes, I can! Which personal eco-habit will I start, and how will I keep it?"* Include at least two new vocabulary items you learned from the video and underline them.

READING

1. Discussion (in pairs):

What does it mean to be a "responsible person"?
How can personal responsibility help protect the environment?
Why do some people avoid changing their habits, even when they know about climate change?

Vocabulary prediction:

Guess the meaning of these words from the title and your knowledge:

- personal responsibility
- daily choices
- reduce waste
- mindful behavior
- positive impact

2. Read the text and do the activities

Yes, I Can! Small Actions, Big Impact



In today's world, many people worry about the environment. We hear about climate change, pollution, and plastic in the oceans. Sometimes these problems seem too big, and people think only governments and big companies can solve them. However, **personal responsibility** also plays an important role in protecting the planet.

Every small action we take can make a **positive impact**. When we turn off the lights when we leave a room, refuse plastic bags in shops, or carry a reusable bottle, we **reduce waste** and save energy. These **daily choices** slowly create new habits. An **eco-habit** is a simple action we repeat every day, like sorting rubbish or using both sides of a piece of paper.

Another important idea is **mindful behavior**. Being mindful means thinking before acting. We can ask ourselves questions such as: "Do I really need to buy this?" or "Is there a greener option?" For example, instead of buying water in plastic bottles every day, we can use a reusable bottle and fill it at home. These small changes are not difficult, but they show respect for the environment.

Finally, personal action becomes stronger when we share it with others. Families, friends, and classmates can **inspire others** by their example. If one student starts bringing a lunch box instead of using plastic bags, other students may copy this idea. Step by step, small actions become a powerful movement.

In the end, protecting the planet starts with one simple decision: saying **"Yes, I can!"** and taking the first step.

VOCABULARY

- **personal responsibility** – Taking care of your own actions and their effects – You choose to act, not wait for others. – Example: *Personal responsibility helps protect the planet*.
- **daily choices** – Small decisions we make every day – These create our habits. – Example: *Our daily choices can reduce waste*.
- **eco-habit** – A regular action that helps the environment – Simple, repeated behaviour. – Example: *Turning off lights is an eco-habit*.
- **mindful behavior** – Thinking carefully before acting – Pause and reflect. – Example: *Mindful behavior reduces unnecessary waste*.
- **reduce waste** – Create less rubbish and pollution – Reuse, recycle, refuse. – Example: *We reduce waste by using reusable bags*.
- **positive impact** – A good effect on the environment or people – Helps, not harms. – Example: *Small eco-habits can have a positive impact*.
- **motivation** – The reason why we do something – What drives our actions. – Example: *Strong motivation helps us keep new habits*.
- **inspire others** – Encourage people to act by your example – Lead by example. – Example: *Your actions can inspire others to go green*.
- **commitment** – A promise to continue doing something – Stay with your goal. – Example: *Changing habits needs time and commitment*.
- **carbon footprint** – The amount of CO_2 produced by a person or activity – Smaller footprint = less impact. – Example: *Walking instead of driving reduces your carbon footprint*.
- **awareness** – Knowing and understanding a problem – Awareness is the first step. – Example: *Campaigns raise awareness about climate change.*
- **personal action** – An individual step taken to solve a problem – Start with yourself. – Example: *Personal action shows that "Yes, I can!"*.

Collocations & Expressions

1. Personal & Environmental Collocations

- take personal responsibility → accept your own role in a situation
  - *Example:* We must take personal responsibility for the waste we create.
- build new habits → create and keep new routines
  - *Example:* It takes time to build new eco-habits.
- make a positive change → do something that improves a situation
  - *Example:* Using a bike instead of a car makes a positive change.
- protect the planet → take care of the environment
  - *Example:* Small eco-habits can help protect the planet.
- live sustainably → live in a way that does not harm the environment
  - *Example:* People who live sustainably think about their carbon footprint.

2. Action & Motivation Collocations

- set a goal → decide what you want to achieve
- keep a promise → do what you said you would do
- stay motivated → continue feeling interested and strong
- support each other → help other people in a group
- track your progress → check how much you have improved

Phrasal Verbs & Idioms

1. Phrasal Verbs

- **cut down on** – reduce the amount of something – We should cut down on plastic to protect the environment.
- **give up** – stop doing something – Many people give up using single-use bottles.
- **turn off** – stop a machine/light from working – Always turn off the lights to save energy.
- **throw away** – dispose of something – Don't throw away food; try to reuse or donate it.
- **take up** – start a new habit or activity – Some students take up walking to school instead of driving.
- **set up** – establish or organize something – The class set up a small recycling corner.

2. Idioms / Expressions

- **make a difference** – have a positive effect – Students' eco-projects can make a difference in their community.
- **change one's ways** – change behaviour – People need to change their ways to live more sustainably.
- **take matters into one's own hands** – act directly to solve a problem – Students took matters into their own hands and started a clean-up.
- **go green** – adopt eco-friendly habits – Many families try to go green at home.
- **on the right track** – doing something correctly or in a good way – Starting eco-habits shows we are on the right track.



ACTIVITIES

1. **Write T for True or F for False:**
   a. Only governments and big companies can protect the environment. ___
   b. Small personal actions can have a positive impact. ___
   c. An eco-habit is something we do only once a year. ___
   d. Mindful behavior means thinking before we act. ___
   e. One person can inspire others by their example. ___
2. **Comprehension questions.** Answer in full sentences:
   a. What is personal responsibility in the context of the environment?
   b. How can simple daily habits protect natural resources?
   c. What does mindful behavior mean in this text?
   d. How can one person influence others to protect the environment?
   e. Why is saying "Yes, I can!" important for environmental change?
3. **Group discussion:**

- Share one personal eco-habit you already have or want to start.
- How could your class or school encourage more personal environmental responsibility?

4. **Write a short paragraph (100–150 words) answering**: **"What can you do in your daily life to protect the environment?"** Include at least three new vocabulary words from the reading.

Match the words (1–6) to the correct definitions (a–f).

Words:	**Definitions:**
1. personal responsibility	a. Encourage people to act by your example
2. eco-habit	b. Knowing and understanding a problem
3. reduce waste	c. Taking care of your own actions and their effects
4. motivation	d. A regular action that helps the environment
5. awareness	e. The reason why we do something
6. inspire others	f. Create less rubbish and pollution

5. **Complete the sentences using the correct word from the vocabulary table:**

a. Turning off the tap while brushing your teeth is an example of an eco-_____.
b. Recycling helps schools to _____ waste.
c. Posters and videos in schools can raise _____ about environmental issues.
d. When you change your habits, you may _____ others to do the same.
e. Strong _____ helps you continue your eco-habits even when it's not easy.
f. Accepting _____ for your choices is the first step to living more sustainably.

6. **In pairs or small groups, discuss the following questions**:

a. Which eco-habit do you think is the easiest to start for students?
b. How can students show personal responsibility in their school or community?
c. What is one example of a situation where you could choose a greener option?
d. How does learning about environmental problems increase our awareness?

7. **Complete the sentences with a correct phrasal verb from the table above:**

a. To save electricity, remember to _____ the lights when you leave the room.
b. Our class wants to _____ a new recycling program for paper.
c. Many students decided to _____ using plastic cups and use their own mugs instead.
d. Some families _____ driving short distances and walk more.
e. Please don't _____ leftover food; you can share it or reuse it.

8. **Match the idioms (1–5) with their meanings (a–e):**

1. make a difference	a. Adopt eco-friendly habits
2. change one's ways	b. Act directly to solve a problem
3. go green	c. Have a positive effect
4. take matters into one's own hands	d. Change behaviour
5. on the right track	e. Doing something in a good direction

9. **Write sentences using the phrasal verbs or idioms from the tables.**

Try to relate them to personal environmental responsibility.
Example: We can cut down on paper use in the classroom by submitting assignments online.

1. _____

2. _____
3. _____

10. In pairs or small groups, discuss:

1. Which eco-friendly habits do you practice at home or school? Use at least two phrasal verbs.
2. Have you ever taken matters into your own hands to solve a problem in your community? Explain.
3. How can students make a difference for the environment? Use at least one idiom.

Word Bank: personal responsibility | eco-friendly | recycling | cut down on | give up | make a difference | take matters into one's own hands | go green | awareness | carbon footprint | set up | throw away

11. Complete the sentences:

1. Many schools encourage students to _____ paper and plastic to reduce waste.
2. Using reusable bags and bottles is an example of an _____ habit.
3. To help the environment, we should _____ using single-use plastics.
4. Students can _____ a community clean-up if the local area is polluted.
5. Learning about climate change raises students' _____ of environmental issues.
6. Small actions, like planting trees, can _____ in protecting the planet.
7. Families are trying to _____ their energy use by turning off lights and appliances.
8. Teaching students about _____ helps them understand how to live in a way that protects the planet.

Instructions: Work in pairs. Take turns asking and answering the questions below. Try to use at least two vocabulary expressions from the box in each answer.

Vocabulary / Expressions to Use: *personal responsibility | eco-friendly | recycling | cut down on | give up | make a difference | take matters into one's own hands | go green | awareness | carbon footprint | ethical choices | community engagement*

Questions:

1. What can students do at school to protect the environment?
2. How can your family reduce its carbon footprint at home?
3. Have you ever taken part in a project or activity that helped the environment?
4. Which eco-friendly habits do you think are most important for students to develop?
5. How can schools raise awareness about climate change and sustainability?
6. What is one change you could make in your daily life to live more sustainably?
7. How can students make a difference in their local community?

SPEAKING

1. Discuss the following questions

Work in pairs or small groups. Discuss each question and give reasons for your answers. Try to use at least two vocabulary expressions from the word bank.

Word Bank: personal responsibility | eco-friendly | recycling | cut down on | carbon footprint | ethical choices | community engagement

Questions:

1. What does it mean to live sustainably?
2. Which eco-friendly habits are easiest to do at school or at home?
3. How can students reduce their carbon footprint in daily life?
4. Why is raising awareness about climate change important for young people?
5. Can small actions really make a difference? Why or why not?

2. Role-play. Work in pairs. Imagine the following situations and act them out. Use phrases and phrasal verbs from the class vocabulary.

Scenario A: One student is a school principal. The other is a student suggesting a new "Yes, I Can!" eco-habit challenge. Discuss how to set it up and encourage other students to participate.
Scenario B*:* One student is a local shop owner. The other is a community member asking them to go green by using less plastic or offering discounts for reusable containers.
Scenario C**:** You are a teacher and a student. Plan a short lesson that teaches students about personal responsibility, eco-habits, and ethical choices.



WRITING

1. Write a letter as indicated below. Your letter should be 120–150 words. Use at least five vocabulary expressions from the word bank. Make sure your letter is clear, polite, and well-structured.

Word Bank: personal responsibility | eco-friendly | recycling | cut down on | give up | make a difference | take matters into one's own hands | go green | awareness | carbon footprint | ethical choices | community engagement

a. Formal Letter. **Write a letter entitled**: **"How Our School Can Support Personal Environmental Responsibility"**
Guidelines:

- Address it to the principal, headteacher, or school council.
- Suggest practical ideas for helping students build eco-habits (for example, eco-habit challenges, recycling corners, posters).
- Include reasons why these actions are important.
- Use polite and formal language.

Example starter:

Dear Principal,
I am writing to suggest several ways our school can support personal environmental responsibility…

b. Informal letter
Write a letter entitled: **"My New Eco-Habit – Yes, I Can!"**
Guidelines:

- Address it to a friend or family member.
- Describe a new eco-habit you want to start and how you plan to stay motivated.
- Explain why this habit is important for the environment and for you personally.
- Use friendly, clear language.

Example starter:

Hi Alex,
I hope you're doing well! I want to tell you about a new eco-habit I've decided to start…

Studiul situativ al limbii engleze I (Anul III) – *Abordare infuzională*

Situational Study of the English Language I (IIIrd year) - *Infusional Approach*

Lilia Herța, PhD, Associate Professor

Unit 1. COMPOUND ADJECTIVES AND EXPRESSIONS

Content Units:

- Positive communication
- Empathic language
- Conflict de-escalation
- Ethical persuasion
- Respectful dialogue

LISTENING

1. **Listen to the TED Talk:** *"10 Ways to Have a Better Conversation"* – **Celeste Headlee** Identify three tips that help you communicate more effectively. https://www.youtube.com/watch?v=R1vskiVDwl4

Note one expression or quote that you find inspiring.
In pairs, design a short **"Respectful Conversation Guide"** using at least three compound adjectives (e.g. *open-minded*, *level-headed*, *soft-spoken*).
Vocabulary check: *listening skills, empathy, interrupt, pontificate, paraphrase, open-ended questions.*

2. **Watch the BBC Learning English video:** *"How to Sound Polite and Confident in English." https://www.youtube.com/watch?v=lL2HNaO-fNQ*

Explain what makes spoken English sound polite yet confident.
Discuss in groups the following questions:

a. Which expressions signal politeness in English?
b. How can tone and compound adjectives change the message?
c. Why is it important to be both clear and respectful when disagreeing?
d. Create a short role-play "Agreeing to Disagree" using phrases from the video and compound adjectives such as *good-natured, open-hearted, forward-looking.*

3. **Listen to the podcast:** *BBC Learning English – "Clear, Calm and Constructive Conversations."*

Source: BBC 6-Minute English.

Identify three communication strategies mentioned and the compound adjectives used (e.g. *fact-focused, people-centred, time-sensitive*).
Discuss:

a. What does it mean to be a *solutions-oriented* communicator?
b. When might being *plain-spoken* be more effective than being *soft-spoken*?
c. How can language choices help resolve conflicts peacefully?
d. In pairs, write and perform a 30-second dialogue showing how to calmly disagree with someone using compound adjectives and empathic phrases.

READING

1. **Discuss the following:**
   a. How would you describe your own personality using three adjectives?
   b. Why do we often combine words to make compound adjectives (e.g., *open-minded*, *warm-hearted*)?
   c. Which qualities do you value most in a communicator — honesty, patience, empathy, or confidence? Explain why.

2. **Look at the title:** *The Power of Words — Building Respectful Communication.*
   a. What do you think the text will focus on: vocabulary, emotions, or behavior?
   b. Predict how words might influence relationships and teamwork.
   c. Write down two adjectives that describe a good communicator. Compare your ideas after reading.

The Power of Words — Building Respectful Communication

In a world of quick messages and instant replies, how we express ourselves matters more than ever. Words can heal or hurt, connect or divide. When we combine two words into one, such as *open-minded* or *level-headed*, we create expressions that describe not only behavior but also attitude. These **compound adjectives** help us express subtle differences in meaning and emotion.



Being *good-natured* and *clear-headed* in conversation shows emotional balance and empathy. In contrast, a *short-tempered* or *narrow-minded* response can block understanding. Skilled communicators are often described as *well-spoken*, *tactful*, or *solution-oriented* — traits that allow them to express their ideas clearly while respecting others.

Communication today is not only about accuracy; it's about awareness. A *forward-thinking* communicator reflects before reacting. A *warm-hearted* response can calm tension, while a *hard-headed* attitude may escalate conflict. In multicultural environments, being *broad-minded* helps people connect beyond cultural boundaries and build trust.

Many organizations now encourage *people-centered* communication to promote inclusion and well-being at work. This kind of discourse values empathy, equality, and active listening. However, being *well-intentioned* is not enough; effective communication requires practice, reflection, and self-control. As one communication coach says, "Be the calm voice in a loud room." Sometimes a *soft-spoken* word can make the biggest difference.

VOCABULARY

Compound Adjectives

Adjective	Meaning
open-minded	willing to consider new ideas or opinions

level-headed	calm and rational even in difficult situations
short-tempered	easily becoming angry
warm-hearted	kind and caring
good-natured	friendly and easy to get along with
forward-thinking	planning or acting with the future in mind
narrow-minded	unwilling to accept different opinions
hard-headed	practical, determined, but sometimes stubborn
well-intentioned	meaning to do good, even if not always effective
soft-spoken	speaking gently or quietly
people-centered	focused on others' needs and well-being
solution-oriented	focusing on solving problems rather than complaining

Idioms and Expressions

Idiom / Expression	Meaning / Example
bite your tongue	stop yourself from saying something impulsive
put yourself in someone's shoes	imagine how another person feels
clear the air	discuss a problem to remove tension
speak from the heart	express genuine, honest feelings
take something to heart	be deeply affected by someone's words
at a loss for words	unable to think of what to say
hold your ground	defend your opinion calmly and respectfully
break the ice	make people feel comfortable at the start of a conversation



ACTIVITIES

1. Answer the questions:

- Why are compound adjectives important in communication?
- What qualities make someone a good communicator according to the text?
- How can empathy help prevent conflicts?
- What does the phrase *"Be the calm voice in a loud room"* mean?
- Why is being *well-intentioned* not always enough in communication?

2. Complete the sentences with the correct compound adjectives:

(*open-minded, level-headed, short-tempered, warm-hearted, solution-oriented, hard-headed*)

a. It's important to stay _____ when facing criticism.
b. Our teacher is very _____ and listens to all opinions.
c. I admire her _____ approach to solving problems.
d. He can be _____ sometimes, but he always apologizes later.
e. The new manager is _____ — he looks for practical results.
f. A _____ person can calm others in stressful situations.

3. Match each idiom with its correct meaning:

Break the ice; Put yourself in someone's shoes; Hold your ground; Clear the air; Speak from the heart

A. Stay firm in your opinion calmly
B. Express sincere feelings
C. Discuss problems openly to remove tension
D. Help people feel comfortable in conversation
E. Try to imagine another person's feelings

4. Mark each statement as T or F according to the text.

a. Compound adjectives make descriptions clearer and more precise.
b. Online communication reduces the need for empathy.
c. Being *well-intentioned* always guarantees successful communication.
d. *Soft-spoken* comments can de-escalate tension.
e. Companies value *people-centered* and respectful communication.

SPEAKING

1. In pairs, discuss the following:

- How would you describe your communication style?
- What kind of people do you find *easy-going* or *hard to deal with*?
- Think of a time when someone used words that changed your mood. How did tone and attitude influence the result?
- Use at least two compound adjectives from the unit

2. Work in groups of three. Each student plays one of these roles:

1. *The short-tempered colleague* who gets frustrated easily.
2. *The level-headed mediator* who tries to calm everyone.
3. *The open-minded manager* who listens and proposes solutions.

Scenario: A team is deciding whether to continue a group project online or face-to-face. Tension rises due to conflicting opinions.
Students must negotiate, reach a compromise, and summarize their decision.
Language Focus. Use phrases like:

a. *Let's try to see both sides.*
b. *I understand your point, but…*
c. *Can we find a middle ground?*
d. *That's a fair suggestion.*

After the role-play, discuss:

- Which adjectives best describe each participant's communication style?
- How did empathy influence the outcome?

3. Mini-debate: "*Words Can Heal or Hurt*". Group work:

Group A: Words have the power to solve conflicts.
Group B: Actions matter more than words.
Prepare 3–4 arguments and support them using compound adjectives and expressions from the unit. Do you agree with your original position? What changed your mind?

4. Problem-solving task: "*Misunderstood Message*". You received this message from your boss: **"We need to talk about your performance. Come to my office immediately."**

Many people panic when they read such a text.

In pairs:

a. Rewrite the message to sound more polite and professional**,** using positive compound adjectives and idiomatic expressions**.**

b. Compare the emotional tone of the original and the new version.

Example revision:

"Could we have a short meeting today to discuss some ideas for improvement? You've been very proactive lately, and I'd like to build on that."

5. Describe the picture – The Power of Words



Look at the picture *"The Power of Words – Building Respectful Communication."*

a. Describe what you see using at least five compound adjectives

b. Explain how non-verbal communication (gestures, expressions, distance) shows empathy and cooperation.

c. Share one real-life example when you or someone else demonstrated *people-centered* communication.

Prepare a 2-minute mini-presentation on one of the following:

- How to stay *level-headed* in a conflict.
- Why empathy is the secret to good communication.
- Phrases that *clear the air* in difficult conversations.
- Use at least four compound adjectives and two idioms from the unit.
- Include a short example or story to illustrate your point.

WRITING

1. **Write a short paragraph (150–180 words) about a time when words had a powerful impact on you – positively or negatively.** In your paragraph:
   - Use at least five compound adjectives (e.g., *kind-hearted, narrow-minded, easy-going, open-minded, good-natured*).
   - Include at least one idiomatic expression (e.g., *speak from the heart, clear the air, take to heart*).
   - End with a short reflection: *What did you learn about communication from that experience?*
2. **In pairs, create a short dialogue (10–12 lines) that shows a misunderstanding caused by tone or choice of words.** Then, rewrite the same dialogue to show how it could be solved using empathetic and respectful language. After writing, perform both versions of your dialogue for the class**.**
3. **Imagine two characters: one is soft-spoken but determined, the other short-tempered yet kind-hearted.** Write a short story (250–300 words) in which they have a disagreement that leads to mutual understanding.
   1. Include compound adjectives naturally within narration and dialogue.
   2. Show emotional progression (anger → reflection → empathy).
   3. End with a moral lesson related to the impact of language on human connection.
   4. Illustrate your story with a quote or image representing positive communication.

Unit 2. ILLNESSES AND WELLBEING

Content Unit:

- Sustainable Wellbeing – Healthy Body, Healthy Planet

LISTENING

1. **Listen to the TED Talk: "Sustainable Healthcare for a Greener Tomorrow"** (Sonika Pilli).
   Link: https://www.youtube.com/watch?v=kKMuTnminTk

   - Identify three ways the speaker links human health and environmental health.
   - Note down one statistic or fact you found surprising.
   - In pairs, design a "Green Wellness Checklist" (5-6 items) that an individual could follow to promote both personal and planetary health.

   Vocabulary check: *well-being, prevention, holistic, sustainable, resilience.*

2. **Watch the video: "PD 08 – Sustainable Health for People and Planet"**.
   Link: https://www.youtube.com/watch?v=3X5LA4LDi1o

   - What are two major challenges facing health systems in relation to sustainability?
   - Discuss in small groups:
     a) How does climate change affect physical and mental health?
     b) What steps can communities take to support both well-being and ecological resilience?
   - Create a mini-infographic titled "Healthy People, Healthy Planet" showing at least three connections between personal well-being and environmental health.

3. **Podcast/Audio clip: "Sustainability in Mental Health" (Dalena Van Heugten).**
   Link: https://www.ted.com/talks/dalena_van_heugten_sustainability_in_mental_health
   1. While listening, jot one key idea and one personal reaction (why it matters to you).
   2. In pairs, summarise the audio in one sentence each, then compare summaries in groups of four.
   3. Reflect: "What small daily habit could you change to improve both your well-being and the environment?" Write your answer in one sentence and discuss with a partner.

READING

1. **In pairs, list five habits that keep people healthy and five that harm the planet. Which habits appear in both lists?**
2. **Read the title** *"Healthy Body, Healthy Planet."* **What do you think the connection is between personal wellness and environmental sustainability?**
3. **Match the words with their meanings.**

a. well-being	*b. eco-anxiety*	*c. carbon footprint*	*d. mindfulness*	*e. lifestyle*

- feeling worried about environmental destruction
- awareness of one's thoughts and actions
- overall physical and mental health
- way of living
- amount of greenhouse gases one produces

Healthy body, healthy planet

In the twenty-first century, the phrase *"health and sustainability"* has taken on a deeper meaning. Doctors, psychologists, and environmental scientists increasingly agree that the health of human beings and the health of the Earth are inseparable. The food we eat, the air we breathe, the water we drink, and even the level of stress we experience are shaped by the condition of our planet.

The modern lifestyle—fast food, fast fashion, fast everything—has made life convenient but has also triggered a silent epidemic of anxiety, obesity, and chronic fatigue. Urban residents spend most of their day indoors, surrounded by screens, artificial light, and processed air. The disconnection from nature has not only harmed the environment but has also weakened our immune systems and reduced emotional balance. Studies show that people who live near green spaces suffer less from cardiovascular diseases and depression. Even ten minutes of walking in a park can lower blood pressure and cortisol levels, our body's main stress hormone.



At the same time, environmental degradation intensifies health problems. Air pollution leads to millions of premature deaths every year, while contaminated water spreads diseases such as cholera and hepatitis. The climate crisis has become a *public-health emergency*, causing heat-related illnesses, respiratory issues, and climate migration. Yet, many of these problems stem from human behavior: overconsumption, waste, and indifference.

Fortunately, the growing movement of *sustainable well-being* proposes a solution. It promotes a holistic approach where taking care of oneself means taking care of the planet. Eating a plant-based or low-meat diet reduces the risk of heart disease and lowers one's carbon footprint. Cycling to work improves cardiovascular fitness and cuts transport emissions. Practicing mindfulness and spending time outdoors encourages gratitude and ecological awareness. In short, the road to personal health passes through environmental responsibility.

Mental health experts have introduced a new concept—*eco-therapy*—that uses nature as medicine. Activities such as forest bathing, gardening, or outdoor yoga have proven to reduce stress and boost happiness. Similarly, *eco-anxiety*—the fear of environmental collapse—can be transformed into *eco-action*: volunteering in clean-up projects, supporting green organizations, or simply planting a tree. Each small step restores both mental balance and environmental harmony.

All in all, sustainable well-being is not a luxury but a necessity. A society cannot be healthy if its ecosystems are sick. By choosing locally grown food, saving energy, avoiding waste, and reconnecting with nature, we heal two patients at once: ourselves and our planet.

VOCABULARY

Word/Expression	Definition	Example
holistic	considering the whole system, not just parts	*A holistic view of health includes both body and mind.*
immune system	the body's defense mechanism against disease	*Sleep deprivation weakens the immune system.*
cortisol	a hormone released during stress	*Cortisol levels decrease after physical activity.*
eco-anxiety	stress caused by environmental concerns	*Many young people experience eco-anxiety about the future.*
sustainable well-being	balance between personal health and ecological care	*Cycling is a form of sustainable well-being.*
eco-therapy	using nature to improve mental health	*Forest bathing is a type of eco-therapy.*
overconsumption	using resources excessively	*Overconsumption of plastics damages marine life.*
carbon footprint	amount of carbon dioxide a person or activity emits	*Reducing flights lowers our carbon footprint.*
mindfulness	focused awareness of the present moment	*Mindfulness helps people handle stress more effectively.*
public-health emergency	crisis affecting the health of large populations	*Air pollution has become a public-health emergency.*

Phrasal verbs / idioms

- **cut down on** – reduce something harmful or unnecessary
- **burn out** – become extremely tired due to stress or overwork
- **bounce back** – recover quickly from difficulty or illness
- **turn a blind eye (to)** – ignore a problem intentionally
- **get back to nature** – spend time outdoors to relax or recharge
- **in the long run** – over a long period; eventually beneficial



ACTIVITIES

1. Say if is *True or False*

a) A short walk in nature can lower stress hormones.
b) Urban life improves mental health.
c) Eco-therapy refers to medical treatment in hospitals.
d) Sustainable habits benefit both personal and planetary health.

2. Answer in your own words (2–3 sentences each):

- Why are human health and planetary health connected?
- What examples of sustainable well-being are mentioned in the text?
- How can eco-anxiety be transformed into positive action?

3. Complete the sentences with the correct form of the vocabulary words.

a) People should _____ meat consumption to improve health and reduce emissions.
b) Spending time outdoors strengthens the _____ and reduces stress.
c) Meditation and breathing exercises promote _____.
d) Forest bathing is an example of _____ used to reduce anxiety.
e) If society continues to ignore climate change, it will face a _____.

4. Match the words in Column A with those in Column B to form natural English expressions used in the text.

Column A	Column B
1. strengthen	a) the immune system
2. reduce	b) your carbon footprint
3. practice	c) mindfulness daily
4. suffer from	d) chronic fatigue
5. promote	e) sustainable lifestyles
6. protect	f) biodiversity and natural resources
7. experience	g) eco-anxiety
8. improve	h) emotional balance

Write five original sentences using the completed collocations. Example: *Practicing mindfulness daily helps reduce eco-anxiety.*

5. Complete the table using the correct form of the word. Then write a sentence for each.

Base Word	Noun	Adjective	Verb
sustain			
consume			
heal			
pollute			
act			
recycle			
aware			

6. Identify the word that does not belong to each group and explain why.

a) *mindfulness – eco-anxiety – relaxation – panic*
b) *renewable – reusable – fossil – sustainable*
c) *well-being – obesity – fitness – wellness*
d) *biodiversity – deforestation – ecosystem – wildlife*

7. Rewrite the sentences using the vocabulary or idioms studied.

1. *People should stop using so much plastic if they want to help the planet.*
   → People should **cut down on** plastic use.
2. *After the long lockdown, many students recovered quickly thanks to spending time outdoors.*
   → Many students **bounced back** after lockdown thanks to nature walks.
3. *You can't ignore the warning signs of environmental damage any longer.*
   → We can't **turn a blind eye to** environmental damage.
4. *Eventually, our efforts to recycle and save energy will bring results.*

→ Our eco-friendly efforts will **bear fruit** in the long run.

8. **Team game. Each team starts with a base word (e.g., *health*). In one minute, build a *word pyramid* by listing as many related forms, collocations, or idioms as possible.**

Example:

Health → healthy → mental health → health awareness → holistic health → healthcare system → health benefits

Points:

One point for correct word form
Two points for accurate collocation
Three points for creative idiom use

9. **Walk around the classroom and find classmates who can say yes to the following using at least one target word or idiom from the unit:**

1. Find someone who practices *mindfulness* every day.
2. Find someone who has felt *eco-anxiety*.
3. Find someone who tries to *cut down on* single-use plastic.
4. Find someone who has done *volunteer work* for the environment.
5. Find someone who knows what *biodiversity* means.

10. **Complete the text with the correct words:** *well-being, carbon footprint, mindfulness, eco-therapy, overconsumption, biodiversity, sustainable.*

Modern life often damages both our health and the planet. The rise of _____ and pollution has led to stress, obesity, and illness. Practicing _____ can help people reconnect with themselves and with nature. Many people now turn to _____, such as forest walks or gardening, to reduce anxiety. Protecting _____ and adopting _____ habits like cycling or eating locally can also reduce our _____ and improve our overall ____.

SPEAKING

1. **Work in pairs or small groups. Discuss the questions below. Use examples from your own experience and include at least three compound adjectives in your answers.**

a. How would you define wellbeing in today's fast-paced world?
b. In what ways are physical health and environmental health connected?
c. What habits do you have that contribute to both your health and the planet's?
d. What are some "unhealthy" lifestyle choices that also harm the environment (e.g., overconsumption, fast fashion, processed food)?
e. Do you think caring for the planet can improve people's mental health? How?

2. **Work in pairs. One of you is a *Wellness Coach, the other is a Client*. Follow the scenario and create a 7-day eco-wellness plan together. Use vocabulary from the unit such as *sustainable, well-balanced, eco-friendly, low-impact, and stress-reducing.***

1. *Student A (Wellness Coach):* advises the client on balancing personal wellbeing with eco-friendly living.
2. *Student B (Client):* explains habits and challenges (stress, poor sleep, bad diet, pollution exposure).
3. Design a 7-day eco-wellness plan and present it to the class in 2–3 minutes.

3. **Divide into two groups. Prepare arguments for or against the statement below. Each group should present 3 arguments, 2 counterarguments, and 1 conclusion. Use persuasive expressions such as *'I strongly believe…', 'On the other hand…', 'There is clear evidence that…'*.**

Debate topic: "Health is not just a personal choice — it's a collective responsibility."



4. **Look carefully at the picture *'Healthy Body, Healthy Planet'*. Describe what you see using compound adjectives**

Discuss the questions below and then create a slogan for an awareness campaign.

• What message does this picture send about lifestyle?
• What emotions does it evoke?
• What small changes could individuals make to live more like the person in the picture?

5. **Work in groups of 3–4. Your university is launching an initiative called *'Eco-Campus: Healthy Students, Healthy Planet.'***

Brainstorm five practical actions students can take to improve both health and environmental sustainability.
Present your proposal to the class using persuasive language and compound adjectives.

WRITING

1. **Write a 250–300-word essay discussing what wellbeing means to you in the 21st century.**

Consider physical, emotional, and environmental aspects. Use **at least five compound adjectives** (e.g., *health-conscious, stress-free, time-saving, eco-friendly, well-balanced*) and **two idioms** (e.g., *to recharge your batteries, to be under pressure*).

Useful expressions:
- *to maintain a healthy work-life balance*
- *to take care of one's mental health*
- *to lead a balanced lifestyle*
- *to be mindful of one's choices*
- *to create a routine that supports wellbeing*

2. **Write an article on** *"Healthy Habits for a Busy Lifestyle"* **(200–250 words) for your university's magazine suggesting three ways students can stay healthy despite stress and lack of time.**

Include:
- at least 3 *compound adjectives* (*fast-paced, health-boosting, time-efficient*);
- 2 *collocations* from the unit (*balanced diet, regular exercise, mental wellbeing*);
- 1 *useful phrase* (*It's easier said than done, but small steps make a difference.*).

3. **Write a 180–200-word paragraph expressing your opinion about how society perceives mental health today.**

Use vocabulary from the unit (*burnout, anxiety, therapy, mindfulness, emotional balance*). Include one example of a positive change you've observed in how people talk about mental health.

Useful expressions:
- *to open up about one's feelings*
- *to support each other emotionally*
- *to reduce stigma around mental illness*

Unit 3. CLOTHES AND FASHION

Content Units:

- Fast fashion
- Sustainability, and ethical consumer choices.

LISTENING

1. Discuss the following points:

1. How often do you buy new clothes and why?
2. What do you do with the clothes you no longer wear?
3. What does *fast fashion* mean to you?

2. Listen to TED Talk – "The Wardrobe to Die For" (Lucy Siegle) **and note down:**
https://www.youtube.com/watch?v=YglyHzvBqpA

1. Three environmental consequences of the fast-fashion industry.
2. Two social issues related to clothing production.
3. One positive action that can reduce fashion waste.
4. As you listen, write down any words that relate to sustainability and consumer behavior. Examples: *throwaway culture, textile waste, ethical brand, carbon footprint, transparency.*

2. Group discussion:

- *What idea from the talk surprised you the most?*
- *Do you think consumers can influence big brands? How?*
- *Which actions mentioned by the speaker could you personally adopt?*

3. Listening comprehension quiz:

1. What percentage of global carbon emissions does fashion account for?
2. Why are synthetic fabrics a problem for the environment?
3. What does the phrase *"a wardrobe to die for"* symbolize?
4. What solution does the speaker suggest for fast fashion addiction?

4. In **small groups, create an *eco-fashion manifesto* with five principles (**e.g., "Buy less, choose better," "Support fair labor," "Repair, don't replace").

Present your manifesto to the class in a short oral presentation.

5. Watch the video – "What Is Sustainable Fashion?" (BBC Earth or DW Planet A) and match the terms with their meanings:

a) *Carbon footprint*
b) *Circular economy*
c) *Eco-conscious consumer*
d) *Recycling textiles*

1. Buying and using products that are good for the environment.
2. A system where materials are reused instead of wasted.
3. The total amount of greenhouse gases produced by a person or activity.
4. Turning old fabric into new products.

6. Listen and complete:

1. Sustainable fashion means clothes that _____.

2. Fast fashion encourages consumers to _____.
3. Designers are now using materials such as _____ and _____.
4. The goal is to make fashion more _____ and _____.

7. Discuss the following points:

- Why do you think people buy more clothes than they need?
- How could governments or schools promote responsible fashion?
- Which eco-friendly habits could you introduce into your wardrobe starting this week?

READING

1. Discuss the following questions in pairs:

- How often do you buy new clothes? What influences your choices most — price, brand, comfort, or trends?
- What happens to clothes you no longer wear?
- What do you think makes fashion "sustainable"?

The true cost of fast fashion

In the past few decades, fashion has become faster, cheaper, and more disposable. High-street brands release new collections every few weeks, tempting consumers to constantly update their wardrobes. This "throwaway culture" encourages people to buy more and think less about where their clothes come from or what happens after they're worn only a few times.

Behind the glossy shop windows, however, lies a harsh reality. The fashion industry is one of the most polluting in the world. Producing a single cotton T-shirt requires around 2,700 liters of water – the same amount a person drinks in two and a half years. Synthetic fabrics such as polyester release microplastics into the ocean with every wash, while toxic dyes from textile factories contaminate rivers and soil. In addition, millions of tons of unsold clothes end up in landfills or are burned, releasing harmful gases into the atmosphere.



The human cost is equally troubling. Many garments are made in factories where workers are underpaid, overworked, and exposed to unsafe conditions. The 2013 collapse of the Rana Plaza factory in Bangladesh, which killed over 1,100 workers, revealed the dark side of global fashion. Consumers around the world began to ask a crucial question: *Who made my clothes?*

As awareness grows, a new movement called *slow fashion* is gaining popularity. Instead of chasing trends, slow fashion focuses on quality, durability, and ethics. It promotes recycling, upcycling, and buying fewer but better-made items. Vintage and second-hand shops have become fashionable again, offering unique styles with a smaller environmental footprint. Some designers now create garments from organic cotton, recycled fabrics, or even materials made from pineapple leaves or mushrooms.

Technology also plays a role in transforming the industry. Digital clothing — outfits that exist only online — has emerged as a futuristic alternative to fast fashion. These virtual designs allow users to "wear" new looks on social media without buying physical garments, reducing textile waste entirely.

In the end, sustainable fashion isn't about giving up style — it's about *rethinking our relationship with clothes.* Every purchase sends a message about what kind of world we want to live in. As the saying goes, *"You are what you wear."* The next time you shop, ask yourself whether your choices reflect not only your taste but also your values.

2. Comprehension check

1. *What environmental problems are caused by the fashion industry?*
2. *What is meant by "throwaway culture"?*
3. *How does slow fashion differ from fast fashion?*
4. *What examples of innovation are mentioned in the text?*
5. *What message does the phrase "You are what you wear" convey in this context?*

VOCABULARY

Term	Meaning
fast fashion	inexpensive clothing produced rapidly by mass-market retailers
slow fashion	sustainable production focusing on quality and ethics
throwaway culture	a society in which people discard goods quickly instead of reusing or repairing them
upcycling	turning old materials into new, higher-quality products
carbon footprint	the total amount of greenhouse gases emitted by an activity
organic cotton	cotton grown without synthetic chemicals or pesticides
second-hand	previously owned or used
supply chain	all the processes involved in producing and delivering a product
biodegradable	capable of breaking down naturally without harming the environment
ethical brand	a company that respects workers' rights and the environment

Useful expressions and collocations

- **make a fashion statement** – express one's identity or beliefs through clothing
- **set a trend** – start something that becomes fashionable
- **go out of style** – become unfashionable
- **pay the price** – suffer the negative results of one's actions
- **dress sustainably / dress smart** – choose eco-friendly or ethical clothing
- **on a budget** – having limited money to spend
- **consumer awareness** – knowledge about how products affect people and the planet
- **take a stand against** – actively oppose something
- **shop consciously** – make responsible shopping decisions



Idioms related to fashion

- **fit like a glove** – to fit perfectly
- **old habits die hard** – it's difficult to change established behavior
- **cost an arm and a leg** – to be very expensive
- **in someone's shoes** – to imagine yourself in another person's situation

- **dress to impress** – to wear clothes that make a good impression
- **out of fashion** – no longer popular



ACTIVITIES

1. Match the words with their meanings:

Word / Phrase	Meaning
throwaway culture	A society where people discard things quickly instead of reusing or repairing them
upcycling	Transforming old materials into new, higher-quality products
biodegradable	Able to break down naturally without harming the environment
carbon footprint	The total amount of greenhouse gases emitted by a person or activity
ethical brand	A company that respects human rights, fair pay, and the planet
supply chain	The entire process from raw materials to finished product delivery
second-hand	Previously owned or used by someone else
consumer awareness	Knowledge about how products are made and their social/environmental impact

2. Use the correct word or phrase from the vocabulary box below:

[*slow fashion, upcycling, ethical brand, second-hand, fast fashion, throwaway culture, supply chain, carbon footprint*]

1. Buying fewer but better-quality clothes is part of the _____ movement.
2. _____ encourages people to buy cheap items and replace them quickly.
3. Some designers now focus on _____, turning old jeans into handbags.
4. The company's _____ includes factories, transport, and retail stores.
5. Shopping from an _____ means supporting fair wages and safe conditions.
6. Choosing _____ clothes helps reduce waste and save resources.
7. Every product we buy leaves a _____ through its production and transport.
8. _____ brands often advertise sustainability but continue to exploit labor.

3. Complete the sentences using idioms Use the list: *(fit like a glove, old habits die hard, cost an arm and a leg, dress to impress, out of fashion, pay the price)*

1. I tried to stop shopping online, but _____ - I still check every sale.
2. This jacket _____! It looks like it was made for me.
3. Her new designer shoes _____, but she said they were worth it.
4. If we keep throwing away clothes, future generations will _____.
5. I always _____ when going for an interview; first impressions matter.
6. Skinny jeans are finally _____ — comfort is trending again!

4. Choose the correct answer (A, B, or C):

1. The term *fast fashion* refers to:
   A) expensive designer clothing
   B) rapidly produced, inexpensive clothes

C) handmade garments using organic materials

2. What is the main environmental problem caused by synthetic fabrics?
   A) They shrink in the wash
   B) They release microplastics into the ocean
   C) They are too expensive to produce
3. What does the *slow fashion* movement encourage?
   A) Buying more trendy clothes
   B) Consuming less and choosing quality
   C) Ignoring brand ethics
4. What happened at the Rana Plaza factory?
   A) A new fashion line was launched
   B) Workers went on strike
   C) A tragic collapse revealed unsafe labor conditions
5. What is the main message of the text?
   A) Fashion should always follow trends
   B) Sustainability and ethics matter more than style
   C) Clothing production should be faster

SPEAKING

1. **Work in pairs and discuss the questions below. Use at least** two expressions or idioms **from the unit in each answer**.

- How does fashion reflect someone's identity or values?
- Have you ever "dressed to impress"? In what situation?
- What clothing styles or trends in your country would you call "out of fashion"?
- Do you think people judge others based on what they wear? Should they?
- "You are what you wear." – Do you agree or disagree? Why?

Encourage students to use expressions like: "make a fashion statement," "set a trend," "on a budget," "pay the price," "fit like a glove," "in someone's shoes."

2. **Picture-based discussion**

- Observe the picture carefully. What story does it tell about fashion today?

- Describe what you see using compound adjectives: *well-dressed, brand-conscious, eco-friendly, second-hand, mass-produced, trend-focused.*



Discuss:

1. What message does the photo send about our shopping habits?
2. How does it make you feel about your own clothing choices?
3. What could individuals or brands do to promote sustainability?

3. **Role-play the scenario:**

You are members of the "Youth Sustainable Fashion Council." Your team must design a proposal for a University Fashion Code that promotes eco-friendly behavior.

- Work in groups of 4–5. Assign roles (Moderator, Designer, Student, Activist, Journalist).
- Prepare and present a 5-minute debate addressing:
    1. The problem with fast fashion among students.
    2. Possible solutions: swapping, renting, repairing, or upcycling clothes.
    3. How to make sustainable fashion *fashionable*.
- During the discussion, use at least *five target expressions* (e.g., *shop consciously, take a stand against, go out of style, dress sustainably, make a difference*).

4. Problem-solving task: "The Fashion Challenge"

Scenario:
A local store has invited you to create a short awareness campaign called *"Think Before You Buy."*
- In pairs, brainstorm and design a 2-minute pitch for the campaign. Include:
    A slogan
    3 practical ideas to reduce waste
    1 persuasive message for social media (use idioms or collocations)
    An example of how fashion can "bear fruit" for the planet
- Present your campaign to the class.

5. Debate the following

- "Fast fashion helps the economy and creates jobs — banning it would harm people."
- "Consumers, not companies, are responsible for fashion waste."
- "Luxury brands are more sustainable than cheap ones."

- Divide into two groups: *For* and *Against*.
- Use debate language: *I strongly believe…, It's true that…, However…, Let's not forget…, The evidence suggests…*
- Each group prepares 3 main arguments and 1 conclusion.
- Use at least four vocabulary items from the unit.

6. Interview simulation: "Conscious Consumers". Work in pairs. One of you is a fashion journalist, the other is a sustainability influencer.

- Prepare a 2–3-minute interview about sustainable clothing trends.
- The journalist should ask about:
    1. How trends are changing among young people.
    2. Why ethical fashion matters.
    3. What practical steps people can take.
- The influencer should respond using vocabulary such as: *eco-friendly fabrics, upcycling, carbon footprint, ethical brand, supply chain transparency.*



WRITING

1. Write a 250–300-word opinion essay on the topic "Fast Fashion. A Trend That Must Go Out of Style". Discuss both the *appeal* and the *consequences* of fast fashion, then express your personal viewpoint. Include**:**

An introduction defining fast fashion and its global impact.
Two body paragraphs (benefits vs. drawbacks).
A conclusion suggesting how individuals can "dress sustainably."

Useful expressions:

- *It is undeniable that...*
- *From an ethical perspective...*
- *This trend comes at a cost...*
- *Consumers must take responsibility for...*
- *Change won't happen overnight, but it can bear fruit.*

2. Imagine you are a piece of clothing — a denim jacket, a pair of sneakers, or a vintage dress. Tell your story in the form of a first-person diary entry (200–250 words).



Include:

–Where you were made and who made you.

–Who owned you first and how you ended up in a thrift shop.

–Your feelings about being reused, repaired, or discarded.

–End with a message to future consumers about sustainable fashion.

Useful expressions:

I've seen better days...

I was proud to fit like a glove, until I was left out of fashion.

My story proves that even old clothes can take root again.

I've learned that style never goes to waste — only hearts do.

3. Work in small groups to write a *Fashion Manifesto* for your university community.

Your goal is to convince students to change their shopping habits and adopt sustainable choices. Include:

A catchy slogan (e.g., *"Wear Your Values!"* or *"Buy Less, Choose Well."*)

A short mission statement (80–100 words).

Five pledges beginning with *We will…* (e.g., *We will shop second-hand before buying new.*)

A call to action using persuasive language.

Useful expressions:

- *Let's take a stand against throwaway culture.*
- *Small actions can make a big difference.*
- *It's time to go the extra mile for the planet.*
- *Fashion that respects people and the planet never goes out of style.*

Unit 4. AIR TRAVEL AND GLOBAL MOBILITY

Content Units:

- Responsible travel
- Reducing your carbon footprint

LISTENING

1. Discuss in pairs:

1. How often do you travel by plane?
2. What are some environmental impacts of air travel?
3. Can people travel and still protect the planet? How?

2. Listen to the TED Talk: "Fly Less: How to Travel More Responsibly" – *Anna Hughes and* take notes on the following questions:

1. What arguments does the speaker make for flying less?
2. What are some alternatives she suggests for sustainable travel?
3. Which of her ideas surprised you most?

3. Share your notes in groups.

- Create a **"***Sustainable Traveler's Checklist***"** with 5–7 actions travelers can take to reduce their environmental impact (e.g., offset carbon emissions, travel light, avoid single-use plastics).
- Present your checklist in class and vote for the most realistic one.

Useful vocabulary:

carbon footprint · eco-tourism · flight shame · offset emissions · conscious traveler · green destination · travel light · sustainable tourism

4. Match the words with their definitions:

biofuel
emissions
sustainable aviation
fuel-efficient aircraft
carbon offset programs

5. Group task: Prepare a 1-minute pitch titled "Fly Green with Us" – imagine you work for an airline company launching a new eco-friendly campaign.

Include at least 3 of the new vocabulary words.
Optional extension: Design a slogan and short ad for your campaign.

Expressions and idioms to reinforce:

go the extra mile
get off the ground
in the long run
take off / touch down (literal & metaphorical)
reach new heights

READING

Brainstorm:

- What comes to mind when you hear *green travel*?
- Do you believe air travel can ever be truly sustainable? Why or why not?

Look at the title *"The Future of Flight: Green Skies Ahead."*

Guess what technologies or changes the article might describe.

The future of flight: green skies ahead

In the past century, air travel has become one of humanity's most remarkable achievements — a symbol of progress and freedom. Yet, this freedom comes with a price. Airplanes are responsible for nearly 3% of global carbon emissions, and with more people flying than ever before, the sky's the limit — quite literally — for pollution. However, innovation is taking off to make aviation cleaner, greener, and smarter.



One major breakthrough is the development of sustainable aviation fuels (SAFs) — alternatives made from waste cooking oil, agricultural residue, or algae. These fuels can reduce emissions by up to 80% compared to conventional jet fuel. Some airlines, like KLM and Lufthansa, are already testing SAF-powered flights, showing that greener air travel is not just a dream but a growing reality. Nevertheless, production costs remain high, and global distribution is limited — a challenge that needs international collaboration.Another trend reshaping the industry is electric and hybrid aircraft. Companies like Airbus and Rolls-Royce are experimenting with battery-powered models suitable for short-distance flights. While long-haul electric flights are still far from reality, these early projects could revolutionize regional travel within the next decade. "The first step is to make small changes that take root," says one industry expert. "Every reduced-emission flight brings us closer to carbon-neutral skies."

Beyond technology, travel behavior must also change. Some European countries have introduced "flight shame" campaigns, encouraging people to take trains for short journeys or to offset their carbon footprint by investing in reforestation projects. Meanwhile, eco-conscious travelers are adopting *slow travel* — taking fewer trips but staying longer, valuing cultural immersion over quick getaways. This shift reflects a broader realization: sustainability isn't about stopping travel, but traveling with intention.

Airports, too, are going green. Many are switching to renewable energy, reducing plastic waste, and improving waste management. Heathrow and Changi are pioneers in carbon-neutral operations, using solar panels, electric ground vehicles, and eco-friendly terminals. The future of aviation depends on both innovation and education. Scientists, airlines, and passengers must all go the extra mile to protect the planet while keeping humanity connected. If progress continues, the next generation may not just fly high — they'll fly responsibly.

VOCABULARY

Term	Definition
sustainable aviation fuels (SAFs)	Fuels made from renewable or waste materials that emit less CO_2 than regular jet fuel
carbon emissions	Gases released into the atmosphere from burning fossil fuels
hybrid aircraft	Planes powered by a combination of electricity and traditional fuel
carbon-neutral	Producing zero net carbon emissions
reforestation	Planting trees to restore forests and offset carbon emissions
slow travel	A form of tourism that emphasizes quality experiences over quantity of trips
offset (verb)	To balance the effect of something, such as compensating for emissions
renewable energy	Energy from natural sources that can be replenished, like solar or wind
eco-conscious	Aware of and concerned about environmental issues
take root	To become established and start to have an effect

Useful Expressions and Idioms

reach new heights – to achieve something impressive or innovative
go the extra mile – to make an extra effort
take off – to become successful or start quickly
bear fruit – to produce positive results
on the right track – making progress towards a goal
change takes flight – idiomatic expression meaning progress begins

ACTIVITIES

1. Answer the questions

1. What are Sustainable Aviation Fuels (SAFs) and why are they important?
2. What role do electric and hybrid aircraft play in reducing emissions?
3. How does "slow travel" contribute to sustainability?
4. Give examples of how airports are becoming more eco-friendly.
5. What does the author mean by *"traveling with intention"*?

2. Fill in the blanks using words from the vocabulary box.

1. Airlines are experimenting with _____ to reduce emissions from flights.
2. Travelers can _____ their carbon footprint by planting trees.
3. The idea of electric planes is slowly starting to _____ across the industry.
4. Many airports are investing in _____ energy sources like wind and solar.
5. The concept of _____ encourages people to take fewer but more meaningful trips.

3. Complete the phrases with the correct collocation.

(*Students choose from: reduce, offset, invest, promote, switch to, achieve, encourage, avoid, rely on, adapt to*)

1. _____ carbon emissions
2. _____ in green technologies
3. _____ sustainable aviation fuels
4. _____ eco-friendly travel habits
5. _____ carbon neutrality by 2050
6. _____ single-use plastics on board
7. _____ public awareness of eco-tourism
8. _____ to renewable energy
9. _____ on fossil fuels
10. _____ to climate challenges

Which of these actions do you think airlines are already doing? Which should they prioritize?

4. Match the phrasal verbs to their meanings, then use each in your own sentence.

Phrasal Verb	Meaning
take off	to become successful or start operating
cut down on	to use less of something
look into	to investigate or research
work out	to find a solution
make up for	to compensate for something
come up with	to create or invent an idea
put off	to delay or postpone

Example practice: "Some airlines are trying to *cut down on* emissions by investing in biofuels."

5. Read the idioms and match them with the correct situations and create a mini-dialogue using at least one idiom.

Idiom	Meaning	Example Situation
go the extra mile	make an extra effort	Airlines offering free carbon offset programs
reach new heights	achieve great success	A company launches the first electric aircraft
get off the ground	begin successfully	A sustainable travel startup opens
up in the air	uncertain or undecided	Government plans about flight taxes
down to earth	realistic, practical	Eco-friendly solutions that really work

6. Write a short dialogue between two travelers using two idioms. Example:

"I heard that electric planes might fly by 2030."
"Really? I hope the project actually *gets off the ground*!"

7. Complete the paragraph using words from the box:

eco-friendly, carbon footprint, slow travel, hybrid aircraft, renewable energy, sustainable tourism, offset, reforestation

Many travelers today are choosing more _____ ways to see the world. Airlines are testing _____ to reduce fuel use and cut emissions. People try to _____ their flights by

supporting _____ projects. Others prefer _____, taking the train instead of flying short distances. Hotels are switching to _____ sources and promoting _____ that benefits both people and the planet.

8. Discuss

- Should governments restrict short domestic flights where train routes exist?
- Is it realistic for travelers to give up flying entirely?
- How can technology and behavior complement each other to achieve carbon neutrality?

SPEAKING

1. Discuss the following questions:

1. How often do you travel by plane, and for what purposes?
2. What do you think are the biggest environmental challenges of air travel today?
3. What does "carbon footprint" mean in the context of aviation?
4. How could airlines encourage passengers to travel more sustainably?
5. Would you choose a longer but more eco-friendly travel option? Why or why not?
6. What are some advantages and disadvantages of "slow travel"?
7. How can passengers "go the extra mile" to reduce their impact on the planet?
8. Do you think eco-tourism is just a trend, or is it the future of travel?
9. How can technology make future flights greener?
10. Would you pay extra for a flight using sustainable aviation fuel?

2. Debate the ideas:

a. "Flying less is the only way to save the planet."
b. "Technology will make aviation green — we don't need to change our behavior."
c. "Airlines should be taxed based on their carbon emissions."

3. Role-play:

a. *Communicative situation*: You are at an airport information desk. A passenger wants to know how your airline is reducing its environmental impact.
b. Use key expressions: *sustainable fuels, carbon offset program, renewable energy, eco-friendly flights, carbon footprint.*
c. *Communicative situation*: You are travel agents discussing how to attract eco-conscious customers. Create a short dialogue offering at least *two green travel packages*. Use phrasal verbs and idioms from the lesson (*cut down on, take off, go the extra mile, get off the ground, reach new heights*).

4. Problem-solving:

Your university plans to launch a campaign called **"***Travel Green: Reduce Your Carbon Footprint."* Work in groups and design a short 3-minute presentation for students who often travel abroad. *Include*:

- 3 practical tips for sustainable travel (transport, accommodation, luggage).
- 1 slogan or motto for your campaign.
- Use vocabulary from the unit (*sustainable tourism, renewable energy, offset, hybrid aircraft, slow travel*).

5. Opinion sharing:

a. Is it possible to make air travel completely sustainable?
b. Should governments limit the number of flights people take each year?
c. What can individuals do to make tourism less harmful?

6. **Project task:**

Design a **"Green Airport of the Future"**. In small groups:

- Propose 3–5 innovations (energy, recycling, noise control, passenger awareness).
- Create a short presentation or digital poster.
- Each member should explain their part using target vocabulary and idioms from the unit.



WRITING

1. **Email writing: "*An Inquiry to a Green Airline*"**.

You are an environmentally conscious traveler planning a trip abroad. Write an email to an airline asking about their sustainability policies. Include:

- Questions about their carbon offset program, recycling, or fuel efficiency.
- A polite request for advice on how passengers can reduce their carbon footprint.
- Your own short opinion on the importance of green travel.

Use at least five expressions from the unit (*carbon footprint, sustainable travel, offset emissions, eco-friendly, renewable energy, go the extra mile*). Length**:** 150–180 words.

Exchange emails with a partner, provide peer feedback on tone, vocabulary, and clarity.

2. **Essay: *"Can Air Travel Ever Be Sustainable*?"** Write a short opinion essay discussing whether sustainable air travel is truly possible.

Structure:

Introduction: define sustainable air travel and its importance.
Body (2 paragraphs): Present one argument in favor of greener aviation (e.g., new technologies, renewable fuels). Present one counterargument (e.g., cost, global demand for travel).
Conclusion: state your opinion and one recommendation for future travelers.

Instructions:

Use linking expressions (*on the one hand, however, in contrast, as a result, to sum up*).
Use at least two idioms or phrasal verbs (*take off, reach new heights, cut down on flights, go the extra mile*). Length: 200–250 words.

3. **Creative task: "A Postcard from the Future"**

Imagine it's the year 2050 and you're writing a digital postcard to a friend describing your experience on a 100% eco-friendly flight.

Describe:

- What the airplane looks like and how it operates sustainably.
- What changes have been made to airports and travel habits.
- How travelers feel about green flying.
- Use at least six target words or expressions from the vocabulary list (*fuel-efficient, carbon-neutral, renewable energy, low-emission, sustainable tourism, bear fruit*).

Length: 120–150 words.

Unit 5. SOCIAL ISSUES AND CIVIC RESPONSIBILITY

Content Units:

- Recycling
- Volunteering
- Equality
- Social Justice
- Civic Engagement.

LISTENING

1. **Listen to the TED Talk:** "How to Be a Good Ancestor" – by Roman Krznaric https://www.ted.com/talks/roman_krznaric_how_to_be_a_good_ancestor
2. Identify three ideas from the talk that connect personal responsibility with future generations.

   Note one quote that inspired you the most.
3. In pairs, design a **mini social awareness poster** encouraging responsible action in your community.

   Vocabulary check: activism, empathy, long-term thinking, collective responsibility, legacy

READING

Discuss before reading the text

- Brainstorm: What does the phrase *"social responsibility"* mean to you?
- Discuss in pairs: Name three community problems that could be improved through collective action.
- Predict: What might "The Ripple Effect of Small Actions" refer to?

The ripple effect of small actions

In a world facing global challenges – climate change, poverty, inequality – many people feel powerless. Yet history shows that great social transformations often begin with simple, local actions. A person planting a tree, starting a neighborhood recycling project, or tutoring a child in need can spark a movement that touches thousands of lives. This is called ***the ripple effect*** – one good action inspiring another.



Civic responsibility is not only about obeying laws or paying taxes. It's about recognizing your role in society and taking initiative to improve it. Whether it's volunteering, raising awareness, or supporting fair policies, social engagement strengthens democracy. When citizens act collectively, they transform empathy into empowerment and care into action.

However, civic engagement requires perseverance. Many initiatives fail because people lose motivation or feel that their effort is too small to matter. That's where *collective responsibility* comes in. When

communities cooperate, individual actions multiply. Campaigns for clean cities, inclusive education, or gender equality succeed not through money or power but through solidarity and shared vision.

The rise of social media has also changed the face of activism. Online campaigns such as *#FridaysForFuture* and *#MeToo* have shown how digital voices can raise awareness and pressure decision-makers. Yet experts warn of *slacktivism*—the illusion of helping by clicking "like" instead of taking real action. The challenge of the 21st century is to turn online engagement into offline commitment. In the end, civic responsibility is less about heroic acts and more about consistency. As the activist Marian Wright Edelman said, *"You're not obligated to complete the work, but neither are you free to abandon it."* Every small effort counts when people choose to act together for a just and sustainable world.

Comprehension check

a) What does the text suggest about the relationship between empathy and action?
b) Why is *collective responsibility* important in social change?
c) How has social media influenced modern activism?
d) What does the quote by Marian Wright Edelman mean in your own words?

Critical thinking

a) Do you agree that "small actions can make a big difference"? Give examples.
b) How can young people in Moldova (or your own country) contribute to civic engagement?

Group task: Choose one social issue from the text and design a short "*Ripple Campaign*" – a project that starts small but could have long-term effects in your community. Present it to the class.



VOCABULARY

Word /Expression	Meaning	Example Sentence
civic responsibility	duty of citizens to contribute to society	Civic responsibility includes volunteering and following laws.
ripple effect	the continuing influence of one action on others	One act of kindness can create a powerful ripple effect.
grassroots movement	a campaign started and led by ordinary people	The recycling program began as a grassroots movement.
empowerment	giving people the power to take control of their lives	Education is the key to women's empowerment.
solidarity	unity and mutual support among individuals	The protest was a symbol of national solidarity.
awareness campaign	an organized effort to educate or inform people	Students launched an awareness campaign on climate change.
advocacy	public support for a cause or idea	His advocacy for equal rights inspired many others.
social justice	fair treatment and equal opportunities for all	Social justice ensures that everyone's voice is heard.
volunteerism	offering your time or skills without payment	Volunteerism helps build strong, connected communities.
collective action	efforts by a group to achieve a common goal	Collective action can solve problems faster than individual work.

Idioms and Phrasal Verbs

- **stand up for (something)** – defend an idea or person (*We must stand up for human rights.*)
- **give back** – contribute to the community (*Volunteering is one way to give back.*)
- **speak out** – express your opinion publicly (*She spoke out against inequality.*)
- **make a difference** – have a positive impact (*Even small actions can make a difference.*)
- **join forces** – collaborate for a purpose (*Citizens joined forces to clean the park.*)
- **step up** – take responsibility or act decisively (*It's time for young people to step up and lead.*)



ACTIVITIES

1. Match each term from Column A with its correct definition in Column B. Write the correct letter next to each number.

Column A	Column B
1. civic responsibility	A. Working together for a shared cause
2. ripple effect	B. A campaign that raises public understanding
3. solidarity	C. The influence that one small act has on others
4. empowerment	D. Helping others through voluntary service
5. advocacy	E. Duty of citizens to contribute to society
6. volunteerism	F. Public support for a social or political cause
7. awareness campaign	G. Giving people confidence and power to act

2. Complete the sentences using the words: *solidarity, empowerment, ripple effect, advocacy, civic responsibility, volunteerism, awareness campaign.*

1. The success of the recycling project showed the _____ of small community actions.
2. True _____ means caring about the people and the environment around you.
3. The school launched an _____ to promote gender equality.
4. Youth _____ has increased as students take part in clean-up events.
5. Non-profit organizations rely on _____ to support their projects.
6. Education gives people _____ to make informed decisions.
7. When citizens act in _____, even small efforts become powerful.

3. Pair each word with the most natural collocation. Example: *raise* awareness → ☑ **raise awareness**

Verb	Noun
raise	a campaign / awareness / funds
promote	equality / civic engagement / cooperation
take	responsibility / initiative / part
build	trust / community / partnerships
support	a cause / social justice / each other

Now *use three of your collocations* in original sentences about your own community.

4. Choose the correct phrasal verb or idiom from the box to complete the sentences.

stand up for – speak out – make a difference – give back – join forces – step up

1. Every citizen should _____ the environment and human rights.

2. After the flood, neighbors _____ to rebuild the houses.
3. Young people need to _____ and take part in decision-making.
4. The charity program encouraged students to _____ to their communities.
5. Even small gestures, like planting trees, can _____.
6. She decided to _____ against unfair treatment at work.

Follow-up task: In pairs, write a short dialogue (6–8 lines) using at least three of these idioms in context.

5. Complete the table by forming new words.

Base Word	*Noun*	*Adjective*	*Verb / Expression*
act			
engage			
aware			
empower			
include			

Write five sentences using different forms of these words.

6. Pair/group discussion:

- Describe a time when someone's *small action* created a *ripple effect* in your community.
- What forms of *advocacy* are most effective today – online or offline?
- How can schools promote *volunteerism* and *solidarity* among students?
- Why is *empowerment* essential for social progress?
- What does *civic responsibility* mean in your everyday life?



SPEAKING

1. **Work in groups of three or four**. Discuss the questions below. Use at least **three expressions or idioms** from the vocabulary section (e.g., ***stand up for***, ***make a difference***, ***join forces***, ***give back***). Be prepared to summarize your group's ideas to the class. **Questions:**
   - *What does civic responsibility mean to you personally?*
   - *How can individuals make a difference in their communities?*
   - *Which local or global issue do you feel most strongly about, and why?*
   - *Why is solidarity important in modern society?*
   - *Can social media really inspire real-world change?*
2. **Divide the class into two teams. One group supports the statement, and the other opposes it. Use connecting phrases such as *on the other hand*, *in my opinion*, *I strongly believe that*, *to some extent*, *that's a valid point but…*** Statement: "Online activism (sharing posts, signing petitions, using hashtags) is as effective as real-world volunteering." After the debate, reflect: Which arguments were more convincing? Why?
3. **Role-play: *The Town Hall Meeting***

Communicative Situation: You are members of a community council discussing how to improve your city's environment. Each of you represents a different interest group:

Local government representative
Environmental NGO member
High school teacher
Business owner
Student volunteer

Propose one civic project (e.g., *Clean City Week*, *Volunteer for Change*, *Green School Initiative*). Negotiate how to allocate time, funds, and responsibilities.

Use expressions such as *I suggest that…*, *Let's agree on…*, *We could cooperate by…*, *That's a fair point but…*

After the discussion, each group presents their plan briefly to the class (2 minutes).

4. **Picture-based discussion: "*Everyday Heroes in Action*"**



   - Look carefully at the picture. What story does it tell about responsibility and teamwork?
   - Describe what you see using compound adjectives: *eco-friendly, hard-working, community-minded, socially aware, hands-on.*

5. **Discuss:**
   - What kind of civic action is shown?
   - What motivates people to volunteer like this?
   - How do teamwork and empathy contribute to success?

   Create a slogan for an awareness campaign inspired by the photo (e.g., *"Small Acts, Big Change"*).

6. **Problem-solving: *The "Ripple Effect"* Challenge. Instructions:** Your community faces one of these problems:
   - littering in public areas
   - lack of youth engagement in civic activities
   - poor recycling habits

Task:

1. In pairs or groups of three, design a *"Ripple Project"* — a small, realistic action that could inspire others to join.
2. Use persuasive language and key vocabulary: *awareness campaign, solidarity, civic engagement, empowerment, advocacy.*
3. Present your mini-project to the class in 2–3 minutes.

7. **Opinion sharing. Instructions:** Work in pairs. Take turns answering and justifying your ideas. Use expressions like: *Personally, I think…*, *It seems to me that…*, *From my perspective…*, *I couldn't agree more…*

Do you believe that individual actions can create real change?
Should civic responsibility be taught in schools?
How can young people encourage older generations to act sustainably?
What does it mean to "give back" to your community?

WRITING

1. **You are a concerned citizen who wants to improve your community. Write a formal letter to the mayor or a local authority proposing an initiative that would make your town more sustainable and inclusive** (for example, a *Community Clean-Up Day*, *Green School Program*, or *Volunteer Network*). Your letter (200–250 words) should include:
   - A clear introduction stating the problem or need.
   - Three practical suggestions for action.
   - A persuasive closing paragraph encouraging collaboration.

Useful expressions:

I'll never forget the moment when…
What started as a small gesture soon became…
This experience opened my eyes to…
It made me realize how powerful empathy can be.
We all have the power to make a difference, no matter how small.
One person's kindness can create a ripple effect of change.

2. **Write a *blog post* (250–300 words) describing a real or imagined experience that shows how one small act of kindness or civic engagement made a difference.** Reflect on how this action inspired you (or someone else) to become more socially responsible.

   Your post should include:
   - A short introduction setting the scene.
   - A detailed description of the act of kindness.
   - A reflection on what it taught you about empathy, teamwork, or community spirit.
   - A final message encouraging readers to get involved.

Useful expressions:

I am writing to express my concern about…
It has come to my attention that…
I strongly believe that…
It is high time we took action to…
I would like to suggest that…
Let us join forces to make a difference.
Your support would mean a great deal to our community.
Together, we can create lasting change.

Studiul situativ al limbii engleze II – *Abordare modulară*

Situational Study of the English Language II – *Modular Approach*

Lilia Herța, PhD, Associate Professor

Unit 1. ENVIRONMENT AND SUSTAINABILITY

Content Units:

- Recycling
- Renewable energy
- Sustainable living

LISTENING

1. **Listen to the TED Talk:** *"How to Make the World a Better Place for the Next Generation"* (Melati Wijsen). **Link:** YouTube – TEDxTeen

   While listening, note down the main actions proposed by the speaker for protecting the planet. Identify at least three key values that motivated her activism.

After listening, discuss:

a. How does youth activism contribute to global sustainability?
b. What challenges do young environmentalists face today?
c. What role should education play in promoting environmental change?

2. **Watch the video:** *"How Recycling Actually Works* https://www.youtube.com/watch?v=A-0n6PXJSlo

   Watch the video and answer the following questions:
   1. What are the main sources of plastic pollution mentioned?
   2. What personal and collective actions can help reduce plastic waste?
   3. How can small daily choices make a big difference?

Group activity: Create a mind map of *"The Life Cycle of a Plastic Bottle."*
Trace the stages from production to disposal and suggest alternatives at each step.
Then, summarize your group's ideas in 3–5 sentences using expressions such as:
It's high time we…
We could make a difference by…
Reducing plastic use will definitely…
One simple habit can lead to…

READING

FROM AWARENESS TO ACTION: BUILDING A SUSTAINABLE CAMPUS

Across the world, universities are becoming laboratories for sustainability. What began as posters about *recycling* and reminders to switch off lights has evolved into campus-wide plans that target the **carbon footprint** of buildings, the **energy mix** that powers classrooms, and the **circular economy** practices that reduce waste. Students are no longer passive consumers; they are co-designers of

change who pilot *bike-share schemes*, propose *zero-waste cafés*, and lobby for *renewable energy* procurement.

One powerful shift is in **energy use**. Many campuses now audit their consumption and invest in *solar arrays*, *heat pumps*, or *smart meters* to reduce peak demand. While critics argue that renewables are *intermittent*, energy storage and demand-response strategies can smooth the curve. Crucially, universities also *retrofit* older buildings – improving *insulation*, sealing heat leaks, and installing efficient lighting – to cut emissions without compromising comfort.



Waste is another front line. Instead of focusing only on end-of-pipe recycling, the emerging priority is **refuse, reduce, reuse, repair**, and *only then* recycle. Libraries run *repair cafés* for laptops and bikes; residence halls trial *swap markets* to keep items in circulation. Food courts measure **food waste**, donate **surplus** to charities, and switch to **compostable** packaging where feasible. The result is less landfill and more mindful consumption.

Sustainability also depends on **behavioural change** and **policy**. Student unions collaborate with facilities teams to introduce *nudges* – default double-sided printing, *opt-out* receipts, or *pay-as-you-throw* for non-sorted rubbish. Courses integrate climate literacy, while research groups *crowdsource data* on air quality and micro-plastics. Communication matters: messages that highlight *co-benefits* (clean air, quieter streets, lower bills) tend to **win hearts and minds** more than abstract targets.

Of course, there are trade-offs. Installing technology is costly; measuring impact is complex; and change can face resistance. Yet small actions compound over time. When students *lead by example*, *get buy-in* from stakeholders, and *keep track* of progress, sustainability initiatives **take root**. A campus that walks the talk does more than cut emissions – it educates a generation to carry these practices beyond university gates.

VOCABULARY

1. Core Concepts

sustainability – meeting present needs without compromising future generations' ability to meet theirs
carbon footprint – total greenhouse gas emissions caused by a person, organisation, or activity
renewable energy – energy from sources that are naturally replenished (e.g., solar, wind)
circular economy – an economic model that minimises waste and keeps materials in use as long as possible
energy mix – the combination of energy sources used by a region or institution
behavioural change – modification of habits and routines to achieve a desired outcome (e.g., conservation)

2. Energy Transition

retrofit – to add new technology or features to older systems or buildings
insulation – materials used to reduce heat loss or gain

demand response – adjusting electricity use during peak periods to stabilise the grid
intermittency – variability in power supply from sources like wind and solar
smart meter – a device that records energy use in real time and communicates it to the supplier

Phrasal verbs/idioms (energy)

phase out – gradually stop using
scale up – increase in size or number
smooth the curve – reduce peaks and troughs; make fluctuations smaller
low-hanging fruit – easy, high-impact actions that can be implemented quickly

3. Waste & Circularity

compostable – able to decompose into natural elements in a compost environment
surplus (food) – extra food that is safe to eat but not needed
repair café – community event where volunteers help fix broken items
swap market – exchange event to give items a second life
pay-as-you-throw – waste fee system based on the amount of non-recyclable trash generated

Phrasal verbs/idioms (waste)

cut down on – reduce the amount of
use up – consume completely
throw away – discard
keep in circulation – continue to use and pass on rather than discard
second life – extended use of an item through repair or reuse

4. Policy, Advocacy & Communication

nudges – subtle design choices that encourage desirable behaviour
opt-out default – a setting users are automatically enrolled in unless they choose otherwise
co-benefits – additional positive outcomes beyond the primary goal (e.g., health benefits from cycling)
stakeholder buy-in – support and commitment from people affected by a decision
crowdsource – obtain input or data from a large group of people, typically via the internet

Phrasal verbs/idioms (advocacy)

lead by example – demonstrate expected behaviour through one's own actions
get buy-in – secure agreement and support
keep track (of) – monitor progress
win hearts and minds – persuade both emotionally and rationally
take root – become established and start to grow



ACTIVITIES

1. Fill in the blanks using words from the text.

a. Our residence halls now _____ older buildings to improve energy efficiency.
b. The university is shifting its _____ toward solar and wind.
c. The library hosts a _____ so students can fix devices instead of replacing them.
d. Clear messaging about _____ helps **win hearts and minds**.
e. The cafeteria donates _____ to local charities and measures _____ weekly.
(Word bank: retrofit, energy mix, repair café, co-benefits, surplus food, food waste)

2. Match each term (A–J) with its definition (1–10).

A. circular economy	1) Device that records real-time energy use
B. demand response	2) Strategy to adjust electricity consumption at peak times
C. retrofit	3) Additional advantages beyond the main target
D. smart meter	4) Design choices that subtly encourage certain behaviours
E. intermittency	5) Material that safely breaks down in a compost environment
F. nudges	6) Support from those affected by a decision
G. opt-out default	7) Enrolment setting where people are included unless they choose otherwise
H. compostable	8) Variability in renewable power supply
I. stakeholder buy-in	9) Updating older buildings with efficient technology
J. co-benefits	10) Model that keeps materials in use and minimises waste

3. Complete the sentences using each item once:

phase out – scale up – keep in circulation – low-hanging fruit – take root – cut down on – get buy-in – lead by example

a. Switching to double-sided printing is _____ that saves paper immediately.
b. Before launching the campaign, we need to _____ from staff and students.
c. The university plans to _____ single-use plastics over the next two years.
d. Clothing swap events help _____ useful items.
e. Student initiatives _____ when faculty publicly support them.
f. Energy-efficiency pilots can _____ once funding is secured.
g. Cycling to campus helps us _____ our carbon emissions.
h. Sustainability ambassadors should _____ to influence peers.

4. Discussion cards (pair work) — use at least two target expressions **per answer.**

Which sustainability actions should our campus scale up first, and why?
How can we win hearts and minds without sounding preachy?
What co-benefits could convince more people to change habits?
Where do we still need stakeholder buy-in, and how can we get it?

SPEAKING

1. Discussion questions.

Work in pairs or small groups. Discuss the questions below using at least **two target expressions** (from the vocabulary list) in each answer.
You may use expressions such as *carbon footprint, renewable energy, behavioural change, circular economy, retrofit, lead by example, win hearts and minds.*

1. What environmental issues are most visible on your campus or in your community?
2. How can students help reduce the university's carbon footprint?
3. What are some examples of low-hanging fruit—easy actions—that can make a big impact?
4. Should universities be required by law to use renewable energy? Why or why not?
5. In what ways can education promote behavioural change?
6. Do you think sustainability efforts should focus more on technology or on people's habits?
7. How can campaigns win hearts and minds and encourage participation?

8. What is the most creative sustainability project you've heard of or taken part in?

2. Debate. Form two groups. Debate the following statements. Use persuasive language and at least three expressions from the text. Statements:

"Technological innovation will solve the climate crisis faster than lifestyle changes."
"Universities should ban cars on campus and promote only green mobility."
"Sustainability should be optional, not mandatory, for individuals."

Useful phrases for debate:
I strongly believe that…
It's high time we…
While it's true that…, we must also consider…
The evidence clearly shows that…
Let's not forget that…

After the debate, vote for the team that presented the **most convincing and balanced** arguments.

3. Role-play: *The Green Campus Council*

Communicative situation: You are members of a "Green Campus Council." Each student takes one role (e.g., Rector, Student Union Representative, Facilities Manager, NGO Activist, Journalist). Together, hold a meeting to decide three sustainability priorities for the next academic year.

Steps:

1. Present your opinion and arguments (use words such as *retrofit, co-benefits, stakeholder buy-in, cut down on waste*).
2. Negotiate and reach a consensus.
3. Summarize your final plan in a short oral presentation (2–3 minutes per group).

4. Picture-*based* discussion: *"One Campus, One Planet"* Observe the picture from the text.

Instructions:

1. Describe what you see using compound adjectives such as *eco-conscious, energy-efficient, community-driven, hands-on, future-oriented*.
2. Discuss the following questions:
   - What message does the image send about teamwork and sustainability?
   - How do such activities help sustainability take root**?**
   - What other actions could make your campus more *environmentally conscious*?
3. Create a short campaign slogan (max. 8 words) inspired by the image, e.g., *"Go Green, Stay Clean"* or *"Small Acts, Big Change."*

5. Problem-solving task. Scenario: *Your university has received funding to improve sustainability.* However, you must choose only two areas to focus on:

1. Renewable energy projects
2. Waste reduction
3. Green transport
4. Awareness campaigns
5. Food sustainability

Instructions:

Discuss the pros and cons of each area.
Agree on two priorities and justify your decision using target language.
Present your decision to the class.

WRITING

1. **Opinion Essay - *"A Greener Campus for a Better Future"*.** Write a **150–180-word opinion essay** on the topic above.

   In your essay:

   a. Describe the main environmental problems you observe at your university or in your community.
   b. Propose two or three realistic solutions to make your campus more sustainable.
   c. Explain how these actions can help reduce the carbon footprint and improve students' environmental awareness.
   d. Use at least five expressions or collocations from the unit, such as: *circular economy, behavioural change, renewable energy, stakeholder buy-in, co-benefits, cut down on, take root, lead by example.*

2. **Letter to the editor – *"Dear Earth, We're Listening"***

   Imagine your university newspaper has launched a section called *"Voices for the Planet."* Write a **formal letter (120–150 words)** addressed to the editor expressing your opinion on the following statement: "Young people have the power to lead real environmental change."
   In your letter:

   - Give your opinion and support it with two examples from your daily life or campus experience.
   - Suggest one way your university could get buy-in from more students to participate in eco-friendly projects.
   - End your letter with a motivational message or quote that could inspire action.
   - Use at least five vocabulary items or idioms from the unit, e.g.: *win hearts and minds, low-hanging fruit, get buy-in, co-benefits, go green, phase out, scale up.*

3. **Creative writing – *Campaign Message "Our Planet, Our Promise"***

Work individually or in pairs. Design a short persuasive text (100–120 words) **for a** digital poster or social media post promoting environmental awareness among students.
Your campaign should include:

A catchy slogan (e.g., *Think Global, Act Local!*)
A short paragraph with a persuasive message encouraging behavioural change (use modal verbs like *must, should, can, need to*).
Two compound adjectives (e.g., *future-oriented, eco-conscious, energy-efficient*).
One call to action (e.g., *Join the Green Campus Challenge!*).

Useful expressions:

Let's take action before it's too late!
Small steps lead to big change.
Every action counts.
It's high time we changed our habits

Unit 2. MEDIA AND COMMUNICATION

Content Units:

- Press release
- Public statement
- Crisis communication
- Reputation management
- Media bias
- Transparency

LISTENING

1. TED talk: "How the News Shapes the Way We See the World" (by Alisa Miller). **Link:** https://www.youtube.com/watch?v=5r2YCHq1EqQ

- Listen carefully to the talk and identify:

a. Two ways the media can distort our understanding of global issues.

b. One example the speaker gives about what stories dominate the news.

- Discuss in pairs:

What responsibility do media companies have in shaping public opinion?

How can consumers develop *media literacy* to avoid misinformation?

> **Vocabulary check:**
> **coverage** – how much attention the media gives to a story;
> **bias** – a preference that prevents impartial judgment;
> **agenda** – the underlying motives or goals of a media outlet;
> **sensationalism** – exaggerated or shocking presentation to attract attention.

Post-listening discussion:

Was the company's response ethical and transparent?

What alternative strategies could they have used?

Have you ever seen a real example of good or bad crisis management?

Useful expressions for discussion:

We take full responsibility for…

We understand the concerns raised by…

Our priority is to rebuild trust and ensure transparency.

We are taking concrete steps to address the issue.

2. Creative listening task: "Design Your Message". After watching both videos (TED Talk + BBC audio), form small groups and choose a real or imaginary situation where a company or institution faces a communication challenge. Examples:

a. A university accused of wasting resources.

b. A brand criticized for greenwashing.

c. A government agency needing to regain public trust.

- Prepare a one-minute press statement (recorded or presented live).
- Include three compound adjectives (e.g., *well-prepared, fast-reacting, socially responsible*).

- Use at least three expressions from the vocabulary list (e.g., *issue a statement, respond to criticism, manage a crisis*).

READING

From information to influence: how media shapes public perception

In the 21st century, media has become more than a source of information — it has become a force that shapes identities, influences decisions, and defines public debates. From newspapers and television to social media platforms, we are constantly surrounded by messages designed not only to inform, but also to persuade, inspire, or sometimes manipulate.

The rise of *digital media* has revolutionized communication. A single post, video, or tweet can reach millions within seconds. However, this instant access also comes with risks — misinformation, bias, and "clickbait" headlines that prioritize emotion over truth. Journalists and communicators are now challenged to balance speed with responsibility, clarity with creativity, and persuasion with ethics.

Public relations (PR) specialists and communication officers play a vital role in managing an organization's reputation. During times of crisis, their words can either rebuild trust or destroy credibility. A *press release* must be transparent, a *public statement* must be clear and empathetic, and a *social media response* must be timely yet respectful. Poorly chosen words or delayed reactions can escalate a situation into a full-blown media disaster.



At the same time, the public has become more media-literate and socially aware. Audiences today expect honesty, inclusivity, and environmental or social responsibility from companies. A successful campaign is no longer just about selling a product — it's about telling a story that connects emotionally and aligns with shared values. Many brands have embraced *sustainability communication*, creating "green" campaigns that highlight ethical production and eco-friendly practices.

Nevertheless, some companies have been accused of *greenwashing* — pretending to be sustainable for publicity while continuing harmful practices behind the scenes. This has made the concept of *transparency* essential. Communicators now need to prove authenticity through verified facts, ethical storytelling, and open dialogue with their audiences. To sum up, media is not the enemy — it's a mirror of society. The key lies in using it wisely, with awareness and integrity. In an era of constant connectivity, the words we choose and the stories we tell can either divide or unite, deceive or enlighten. As future professionals, mastering the language of ethical and responsible communication is one of the most powerful tools you can possess.

VOCABULARY

1. Media and Public Communication

Term	Meaning
press release	an official statement given to journalists to provide information or an announcement
public statement	a formal message issued by an organization or individual
media coverage	how much and how a topic is reported in the media
reputation management	the practice of maintaining a positive public image
transparency	openness and honesty in communication
crisis communication	the process of managing a company's image during a difficult situation
spokesperson	the person who speaks on behalf of an organization
target audience	the specific group a message is directed at

2. Expressions and Collocations

Expression	Meaning
issue a statement	to make an official announcement or comment
respond to criticism	to reply to negative comments or feedback
handle a crisis	to deal with a serious or urgent problem effectively
go viral	to spread quickly and widely on the internet
manage public perception	to influence how people view a brand or organization
shape public opinion	to affect the way people think about an issue
maintain credibility	to keep the trust and confidence of others
rebuild trust	to regain confidence after losing it

3. Phrasal Verbs/Idioms

Expression	Meaning
blow over	when a difficult situation becomes less serious or is forgotten
clear the air	to remove tension or misunderstanding
backfire	when something has the opposite effect from what was intended
come clean	to admit the truth
take responsibility	to accept blame for a mistake
turn a blind eye	to ignore a problem intentionally
speak volumes	to convey a lot of meaning without words



ACTIVITIES

1. Fill in the blanks using words from the text.

a. The company decided to issue a _____ to clarify its environmental policies.

b. During a crisis, clear and honest _____ can prevent public panic.

c. Poor reputation _____ may cause a brand to lose customers.

d. Journalists should avoid _____ headlines that distort the truth.

e. The public values _____ more than perfect marketing.

2. Match each term with its correct definition.

1. Greenwashing	A. The process of handling difficult media situations
2. Transparency	B. Pretending to be eco-friendly for publicity
3. Spokesperson	C. The person who officially represents an organization
4. Crisis communication	D. Honesty and openness in information sharing
5. Go viral	E. To spread rapidly online

3. Complete the sentences with suitable expressions.

Use: *respond to criticism, handle a crisis, maintain credibility, come clean, rebuild trust*

a. The company must _____ immediately to avoid losing public confidence.

b. After the scandal, the CEO decided to _____ and apologize publicly.

c. Honest communication helps _____ even during difficult times.

d. It can take years to _____ once a company's reputation is damaged.

e. Leaders who _____ effectively are often admired for their transparency.

4. Discussion task:

In groups, discuss these questions using at least two new vocabulary items in your answers.
How has social media changed the way organizations communicate with the public?
What are some examples of responsible and irresponsible crisis communication?
Why do you think transparency is so important in today's digital world?
Can a company recover after a major PR crisis? How?



SPEAKING

1. Discussion questions. Work in pairs or small groups and discuss the following questions. Try to use at least two vocabulary expressions or idioms from the reading section in each answer.

- How has social media changed the way news is created and shared?
- What are some examples of responsible and irresponsible media communication you've seen recently?
- Why is *transparency* important in modern journalism and corporate communication?
- What do you think is more powerful – traditional news outlets or influencers? Why?
- How can a company *rebuild trust* after a public scandal?
- Should journalists always be completely objective? Is that possible?
- What are the risks of *greenwashing* or *fake news* in media today?
- How do emotions influence the way people interpret information online?

2. Debate. Form two teams and debate the following statements. Use functional expressions like: *I strongly believe that… / From my perspective… / Let's not forget that… / The evidence suggests that…*

- "Social media gives everyone a voice — and that's not always a good thing."
- "It's better for companies to stay silent than to risk saying the wrong thing in a crisis."
- "Public relations today is more about image than integrity."
- "Media should focus on facts, not feelings."

3. **Role-play scenarios.** Perform one of the following situations in pairs or groups. Use expressions from the unit such as *issue a statement, respond to criticism, handle a crisis, maintain credibility, come clean, rebuild trust.*

a. **Crisis at EcoWave Ltd.**

Your company has been accused of false advertising in an environmental campaign.

Student A: You are the *spokesperson* preparing a press statement.

Student B: You are a *journalist* asking critical questions.

Your goal: Maintain credibility and calm the situation.

b. **The Influencer Scandal**

An influencer who promotes sustainable living is caught using fast fashion.

Group 1: Write and deliver a short *public apology* on behalf of the influencer.

Group 2: Act as media reporters evaluating whether the apology was convincing.

c. **Fake News Alert**

A false rumor spreads online about a product recall.

Team 1: Create a short "press release" clarifying the facts.

Team 2: Act as the audience and decide whether the message was persuasive and transparent.

4. **Picture-based discussion: "The Press Conference". Instructions:**

1. Observe the picture from the text. Describe what you see using compound adjectives (e.g., *well-prepared, high-pressure, fast-paced, media-focused, truth-driven*).
2. Discuss in pairs or groups:
   a. What message might the spokesperson be delivering?
   b. How do you think the journalists feel in this moment?
   c. What makes a *successful* press conference?
   d. What could go wrong in this kind of setting?
3. Imagine you are part of this event. Write and present a short *30-second media statement* on behalf of your organization, using at least three expressions from the vocabulary list.

5. **Problem-solving task. Scenario:** Your university is facing public criticism online for poor recycling practices.

- In small groups, create a communication strategy to handle this crisis.
- Assign roles: *spokesperson, media officer, social media manager, and journalist.*
- Prepare:
  1. A 30-second press release.
  2. A 3-point action plan.
  3. A short Q&A simulation.



WRITING

1. **Writing a press release.** You are the communication officer of *EcoWave*, an NGO promoting sustainable practices on campus. Recently, your university launched a new campaign called *"Think Green, Act Smart."* Write a press release (150–180 words) announcing the launch. Include:

- A strong headline and opening paragraph summarizing the news.
- Two short quotes (from the university rector and an NGO representative).
- Key details: campaign goals, student involvement, and expected impact.

- A closing sentence that reinforces your message.

Useful expressions**:** *issue a statement, raise awareness, promote transparency, respond to feedback, highlight the importance of, maintain credibility, spread the message*

2. **Imagine you are the spokesperson for a company accused of *greenwashing* after launching an "eco-friendly" product that was later found to be misleading.** Write a public statement (200–250 words) addressing the issue. Include:

    1. An acknowledgment of the problem.
    2. A sincere apology and acceptance of responsibility.
    3. Explanation of corrective measures the company will take.
    4. A closing paragraph rebuilding public trust and reinforcing company values.

Useful expressions: *We take full responsibility for… / We deeply regret… / We are committed to rebuilding trust… / Our priority is transparency and accountability… / We are implementing new sustainability standards…*

Extension activity: In pairs, exchange your statements and act as journalists at a press conference. Ask follow-up questions using phrases such as:

- *How will you ensure this doesn't happen again?*
- *What concrete steps are you taking toward transparency?*

3. **Opinion essay: "*The Power of Words in a Digital World*".** Write a short **opinion essay (220–250 words)** discussing the statement:

"In the digital age, words can build or destroy reputations within seconds."

In your essay:

Present a clear opinion in the introduction.
Use examples from media, public figures, or social platforms.
Discuss both the *positive* and *negative* power of online communication.
Conclude with your personal reflection on ethical media use.

Useful expressions: *It cannot be denied that… / From my perspective… / The evidence suggests that… / We must acknowledge that… / Words carry tremendous influence…*

LEVEL II (MASTER)

Gramatica Funcțională și Programare Didactică – Abordare Infuzională

Functional Grammar and Didactic Planning – *Infusional Approach*

Oxana Golubovschi, PhD, Associate Professor

Unit1. WAYS OF TEACHING "THE NOUN" – NOUNS IN THE CONTEXT OF ECOLOGICAL PROJECTS

Level: C1 (Advanced)

LISTENING

Pre-listening

1. Discussion (in pairs):

1. How can *grammar*, particularly **nouns and nominal groups**, shape environmental discourse?
2. Why might ecological topics require precise and specialized **nominalization**?
3. In ecological education, what challenges arise from using **dense noun phrases** in texts or lectures?

2. Guess or construct meanings:

- anthropogenic acceleration
- systemic mitigation strategies
- lexical condensation
- eco-discursive framing
- cross-sectoral cooperation

3. Higher-Order Discussion:

1. Identify a climate activist or environmental educator whose discourse uses notable **noun-heavy constructions**.
2. Describe how nominalization can both clarify and obscure meaning in climate communication.
3. Which is more influential: *"climate action"* as a **process** or *"climate urgency"* as a **conceptual noun**? Explain.

4. Prediction: The lecture is titled:
"Why Nouns Matter: Language, Cognition, and Climate Optimism in the 21st Century"
Write 2–3 expectations about the content:

_____

_____

_____

5. Record yourself reading the text, listen carefully, and mark words or phrases that were challenging.

Good afternoon, everyone

Today I want to explore a somewhat unconventional connection: the relationship between *grammar*—specifically **nouns and noun phrases**—and our **capacity to respond to ecological challenges**.

In climate communication, nouns are far more than grammatical labels. They function as **cognitive containers**, condensing complex processes into stable conceptual units. When scientists talk about *"global warming," "carbon sequestration," "renewable infrastructure,"* or *"biodiversity collapse,"* they are engaging in what linguists call **lexical nominalization**—the transformation of dynamic processes into fixed, nameable entities.



Why is this relevant to climate optimism? Because nouns allow us to **frame problems and solutions** in ways that mobilize collective action. When we name something, we render it **legible**. When we render it legible, we make it **teachable**. And once it is teachable, it becomes **actionable**.

In the last decade, we have witnessed an unprecedented proliferation of nouns that express both threat and opportunity: *"solar adoption rate," "climate vulnerability index," "community resilience hubs," "policy innovation ecosystems."* Each of these noun clusters compresses interdisciplinary knowledge into a form that can circulate across sectors—from policymakers to educators to young activists.

However, noun-driven discourse also carries risks. Excessive nominalization can produce **linguistic distance**, obscuring agency. When we say *"deforestation continues,"* the noun hides the human actors responsible. When we say *"emissions increased,"* the grammatical structure shifts focus away from those who emitted.

Therefore, a key principle for educators is **balanced grammatical framing**: using nouns for conceptual clarity, but also reinserting agents when teaching responsibility.

Here is where optimism emerges. Across the world, we see communities generating new noun phrases that embody innovation rather than catastrophe: *"urban rewilding corridors," "citizen-science observatories," "climate-responsive curriculum design."* These terms reflect not only scientific progress, but a cultural shift toward agency and hope.

Let me conclude with a challenge: As teachers, curriculum designers, and educational leaders, we must equip learners with both environmental knowledge **and** linguistic tools. If our students can name ecological realities precisely, they can navigate them critically. If they can articulate solutions using empowering nouns and noun phrases, they can shape the world they wish to inhabit.

Language is not merely descriptive – it is generative. The nouns we teach today can become the actions we witness tomorrow.

While listening

1. Write T (True) or F (False):

1. The lecturer argues that nouns serve as "cognitive containers." ___
2. According to the lecture, nominalization is mainly a scientific error. ___
3. Nouns can help translate complex ecological information across sectors. ___
4. Excessive nominalization may obscure who is responsible for environmental harm. ___
5. The lecturer claims that naming concepts makes them less teachable. ___
6. The lecture mentions that environmental discourse includes both threat-related and opportunity-related noun phrases. ___
7. The speaker sees climate optimism emerging from new, positive ecological noun clusters.___
8. The lecture suggests educators should remove agents entirely when describing ecological issues. ___
9. "Linguistic distance" can reduce clarity in ecological communication. ___
10. The final message emphasizes the generative power of language. ___

2. Write short notes for each point:

1. Role of nouns in framing ecological issues
2. Value of nominalization in interdisciplinary communication
3. Risks associated with overusing nominalization
4. Examples of noun clusters expressing innovation
5. Explanation of "balanced grammatical framing"
6. How grammar influences climate optimism
7. The teacher's role in shaping linguistic awareness

3. Complete the sentence

1. The lecturer describes nouns as _____that condense complex ideas.
2. Nominalization allows ecological processes to become _____.
3. Excessive use of noun-heavy constructions may create _____.
4. Positive ecological noun clusters, such as "urban rewilding corridors," express _____.
5. Balanced grammatical framing requires educators to _____.
6. The speaker argues that naming a phenomenon makes it _____.
7. Climate optimism emerges when discourse shifts from catastrophe to _____.
8. The final conclusion claims that the nouns we teach can _____.

🗣 Post-listening

1. Discussion

a) How does grammatical form shape ecological worldviews?
b) Which noun phrases from the lecture seem most influential for public perception?
c) Should educators intentionally redesign ecological vocabulary to increase agency? Why/why not?

2. Critical reflection (150–180 words)

Topic: **"How Grammar Shapes Environmental Imagination: A Personal Perspective."**

Include:

- ✔ 2–3 noun phrases from the lecture
- ✔ at least one example of nominalization

✔ a personal judgement about pedagogical implications

3. Action brainstorm

Groups of 3–4 design **a micro-lesson** where grammar (especially nouns) is taught infusively within an ecological project. Provide:

- lesson objective
- noun-related grammar focus
- ecological content
- expected learner outcomes
- sample activity task

Follow-up task (C1 reflective essay)

"Naming the Future: Which ecological nouns should be foregrounded in 21st-century education?"150–200 words
Underline at least two instances of nominalization.

READING

Discussion

1. How do **noun phrases** shape the perception of environmental urgency?
2. What are the pedagogical benefits of an **infusional grammar approach**?
3. Why do some learners struggle with **dense nominal groups** in scientific English?

The Grammar of Ecological Thinking: Why Nouns Matter in Environmental Education

In the linguistic architecture of environmental communication, **nouns and nominal structures** perform a disproportionate share of conceptual work. Contemporary ecological discourse relies heavily on what researchers call *lexical condensation*: the process of packaging complex, interdependent phenomena into linguistically compact noun phrases. Terms such as *"ecosystem resilience," "biodiversity depletion," "renewable-energy transition,"* or *"carbon-neutral infrastructure"* represent not merely environmental realities, but epistemological frameworks that guide public understanding.



Within educational settings, the mastery of noun-driven discourse becomes a prerequisite for scientific literacy. Students must not only learn lexical items, but also recognize how **nominalization** converts dynamic processes (*to pollute, to warm, to degrade*) into analyzable abstractions (*pollution, warming, degradation*). This transformation enables comparison, categorization, and critical evaluation—skills essential for advanced academic study.

However, the pedagogical challenge is substantial. Dense noun phrases can obscure agency, produce cognitive overload, and alienate learners unfamiliar with scientific register. The infusional approach offers an antidote. Instead of teaching grammar as an isolated domain, it embeds grammatical analysis into thematic units—in this case, ecological projects. By encountering nouns within meaningful environmental contexts, students develop both linguistic competence and ecological awareness.

Ultimately, the language of ecology is not neutral. The nouns we select foreground particular values, agents, and solutions. Teaching students to unpack and construct ecological noun phrases equips them to participate confidently in global sustainability dialogues.

1. True or False

1. Ecological discourse rarely uses condensed noun structures. ___
2. Nominalization allows verbs to become analytic concepts. ___
3. Dense noun phrases can sometimes hinder comprehension. ___
4. The infusional approach separates grammar from thematic content. ___
5. Ecological vocabulary carries ideological implications. ___

2. Comprehension Questions

1. What is lexical condensation, and how does it function in ecology-related discourse?
2. Why is nominalization important for advanced academic study?
3. What pedagogical challenges arise when students encounter dense noun phrases?
4. How does the infusional approach address these challenges?
5. Why is ecological language considered non-neutral?

3. Discussion

1. Which ecological noun phrases do you consider most effective or problematic?
2. How can Master-level students support undergraduates in acquiring noun-heavy ecological vocabulary?



VOCABULARY

- **lexical condensation** – compressing multi-step processes into one noun – *The term "climate migration" is a case of lexical condensation.*
- **anthropogenic acceleration** – human-driven intensification of ecological processes – *Anthropogenic acceleration reshapes global temperature patterns.*
- **ecological abstraction** – conceptual nouns representing ecological systems – *"Ecosystem integrity" is an ecological abstraction.*
- **discursive framing** – linguistic structuring of an issue – *Discursive framing can shift public attitudes.*
- **pedagogical scaffolding** – structured support for learning – *Dense noun phrases require careful scaffolding.*
- **systemic intervention** – large-scale coordinated action – *The transition to green energy demands systemic intervention.*
- **agency restoration** – reintroducing human decision-making into grammar – *Changing "deforestation happened" to "companies caused deforestation" restores agency.*

4. Fill in the gaps

1. The term *climate resilience* is an example of _____.
2. Teachers must provide _____ when introducing noun-dense texts.
3. Overreliance on abstract nouns may weaken _____.
4. Cross-sectoral collaboration enables _____ in environmental policy.
5. Many ecological concepts rely on _____ to achieve precision.

Collocations, Grammar Analysis, Activities & Writing

1. Academic Collocations

- *construct ecological taxonomies*
- *facilitate conceptual transfer*
- *embed grammatical consciousness*
- *conduct sustainability-oriented discourse analysis*
- *negotiate lexical choices*
- *design grammar-infused curricula*

2. Complex Noun Phrases

Identify:

- *premodification*
- *postmodification*
- *embedded clauses*
- *classifiers vs descriptors*
- *nominalization* patterns

Examples:

1. *rapidly escalating anthropogenic pressures on coastal ecosystems*
2. *community-generated climate-resilience initiatives*
3. *student-driven environmental-literacy action plans*

Phrasal Verbs & Idioms

- **phase out** — gradually eliminate
- **scale up** — expand in size or scope
- **break down** — analyze
- **feed into** — contribute to
- **draw on** — use as a resource

Idioms

- **shift the narrative**
- **change the lens**
- **bridge the gap**
- **move the needle**
- **the bigger picture**



ACTIVITIES

1. Break down the noun phrase: "rapid-deployment climate-innovation infrastructure network"

Tasks:

1. Identify all modifiers
2. Classify each as classifier / descriptor
3. Expand it into a full sentence
4. Reduce it back into a concise nominalization

2. **Transform each process into a noun phrase:**

- communities collaborate → _____
- ecosystems recover → _____
- teachers integrate grammar → _____
- students analyze discourse → _____

3. **Using a short climate text (teacher provides), students:**

1. Extract all ecological nouns
2. Group into semantic fields
3. Identify nominalizations
4. Propose simplified versions for B1 learners

4. **Design a micro-lesson for B1 students teaching "The Noun" through an ecological project.** Include:

- objectives
- scaffolded activities
- noun focus
- ecological content
- assessment

5. **Discuss:**

1. How does noun density influence scientific credibility?
2. When should teachers simplify noun phrases?
3. How can nominalization be used ethically in education?

Use at least 3 complex noun phrases.

6. **Debate**

Statement: **"Nominalization is essential for ecological literacy and should be central in curriculum design."**
Team A: defend Team B: oppose

7. **Role-Play (Teacher-Training)**

Scenario A
A teacher mentors a trainee struggling to teach noun phrases within an ecological project.
Scenario B
A curriculum designer explains why nouns dominate climate discourse.
Scenario C
A linguist advises a school on rewriting climate-education materials to restore agency.

WRITING

"Explain how nominalization functions as both a cognitive tool and a pedagogical challenge in climate education." (150–180 words)

Unit 2. STRATEGIES OF TEACHING "THE ADJECTIVE" – USING ADJECTIVES TO CREATE PERSUASIVE MESSAGES ABOUT ENVIRONMENTAL PROTECTION LEVEL

LISTENING

Pre-listening

1. Discussion:

1. Why are **adjectives** central to persuasive ecological discourse?
2. Which adjectives do you frequently encounter in environmental campaigns? (e.g., *sustainable, urgent, irreversible*)
3. Do adjectives increase emotional engagement or risk oversimplifying scientific facts?

2. Predict or construct meanings:

- evaluative adjectives
- intensifying modifiers
- emotion-laden descriptors
- discursive amplification
- framing adjectives



3. Higher-order discussion:

1. Identify an activist whose linguistic style relies heavily on **adjectival persuasion**.
2. How do adjectives build environmental *urgency*?
3. Are negative adjectives (*devastating, catastrophic*) more persuasive than positive ones (*renewable, restorative*)?

4. Prediction:

"Describing the Planet: How Adjectives Shape Environmental Persuasion in the 21st Century."
Write 2–3 predictions.

5. Record yourself reading the text, listen carefully, and mark words or phrases that were challenging.

Today's lecture explores how adjectives influence public perception, policy discourse, and environmental behaviour. Unlike nouns, which stabilize meaning, adjectives actively shape evaluation, often determining whether audiences feel alarmed, inspired, indifferent, or empowered.

Environmental campaigns increasingly rely on what linguists call evaluative and framing adjectives. When we label a forest "fragile," an ocean "endangered," or a river "contaminated," we are not merely describing ecosystems; we are generating affective positioning. These descriptors guide audiences toward specific emotional and ethical interpretations.

At the same time, intensifying modifiers—words such as "deeply," "critically," "severely," or "remarkably" – produce discursive amplification, signaling urgency and compelling audiences to reconsider their priorities. Research suggests that adjectival intensity often predicts the success of climate-related messaging, particularly among younger demographics.

However, persuasive adjectives carry risks. Excessive alarmist language may create compassion fatigue or resistance, whereas overly optimistic descriptions may minimize real threats. The

challenge for educators is to develop balanced adjectival framing that motivates action without distorting facts.

Finally, adjectives also serve as identity markers. When students describe themselves as "conscious consumers," "responsible citizens," or "environmentally aware learners," they internalize ecological values through linguistic choice. Teaching adjectives within ecological projects therefore encourages both linguistic precision and personal engagement.

The words we choose do not merely depict the world – they invite learners to imagine a better one.

While listening

True or False

1. The speaker claims that adjectives stabilize meaning in ecological discourse. ___
2. Evaluative adjectives shape emotional interpretation of environmental issues. ___
3. Intensifying modifiers increase the urgency of ecological messages. ___
4. Using too many urgent adjectives always increases persuasion. ___
5. Environmental adjectives can influence students' identity construction. ___
6. The speaker warns against unbalanced adjectival framing. ___
7. "Compassion fatigue" means people feel more motivated by emotional language. ___
8. The lecture argues that adjectives are irrelevant to ecological education. ___
9. Adjectives can distort reality if used irresponsibly. ___
10. The closing message suggests adjectives can inspire imagination. ___

Write notes for each point:

1. Role of adjectives in shaping evaluation
2. Examples of framing adjectives in environmental discourse
3. Function of intensifying modifiers
4. Risks of excessive emotional language
5. Concept of balanced adjectival framing
6. Adjectives as identity markers
7. Teacher responsibility in adjective instruction

Complete the sentence

1. Evaluative adjectives create _____.
2. Intensifiers contribute to _____.
3. Overuse of alarming adjectives may lead to _____.
4. Balanced framing encourages _____.
5. Students internalize ecological values when they describe themselves as _____.
6. Adjectives can distort scientific realities if _____.
7. Environmental persuasion depends heavily on _____.
8. The speaker concludes that adjectives help learners _____.

🗣 Post-listening

1. Discussion

a) How do adjectives manipulate environmental narratives?

b) Which adjectives in climate discourse feel overused?
c) Should educators teach students to **critically evaluate** adjective choice?

2. Critical reflection (150–180 words)

"The double-edge of adjectival persuasion in climate communication."

Include:

- ✔ 3 evaluative adjectives
- ✔ at least 1 intensifier
- ✔ a reference to emotional impact

3. Create a 15-minute micro-lesson teaching adjectives through an ecological campaign.

Include:

- ❖ objective
- ❖ sample text
- ❖ adjective analysis
- ❖ persuasive task
- ❖ grammar–content integration

4. Follow-up task (150–200 words)

"Which adjectives should be foregrounded in education to promote accurate yet motivating ecological awareness?"

Underline 2–3 adjectival nominalizations (e.g., *sustainability-oriented, climate-responsive*).

READING

Discussion

1. Why are adjectives key indicators of stance in environmental policy documents?
2. How does grammar support ecological citizenship?
3. Why do some learners avoid using strong adjectives?

Reading Text

Persuasive Ecology: The Role of Adjectives in Framing Environmental Action

Environmental communication is saturated with adjectives that shape evaluative stance, guide moral judgement, and influence behavioural outcomes. Unlike nouns, which categorise the world, adjectives **interpret** it. Terms such as *degraded habitats, vulnerable communities, regenerative agriculture,* or *innovative green solutions* illustrate how adjectival choices infuse discourse with perspective.



One central feature of environmental language is the use of **intensifying adjectives**—forms that magnify urgency or potential. These descriptors compress complex scientific data into emotionally resonant messages. Yet they also require caution, as disproportionate intensity may oversimplify nuance or provoke scepticism.

From a pedagogical standpoint, teaching adjectives through ecological projects offers significant benefits. Students engage in multimodal tasks—designing posters, analysing campaigns, producing slogans—which naturally foreground adjectival decisions. Through this infusional method, learners examine how language influences cognition, identity, and action.

Ultimately, adjectives do more than describe environmental realities. They **activate values**, prompting individuals to reconsider their relationship with the planet. A sophisticated command of adjectival framing thus becomes essential for both linguistic competence and environmental leadership.

1. True or False

1. Adjectives categorise environmental reality. ___
2. Intensifying adjectives make ecological messages more emotionally resonant. ___
3. Overuse of strong adjectives always improves clarity. ___
4. Project-based learning supports adjective analysis. ___
5. Adjectives influence environmental identity and values. ___

2. Comprehension Questions

1. How do adjectives shape evaluation in ecological discourse?
2. Why can intensifying adjectives be problematic?
3. What pedagogical benefits arise from teaching adjectives infusively?
4. How do adjectives influence environmental identity?
5. Why does adjectival framing require critical awareness?

3. Discussion

1. Which adjectives are most effective in sustainability education?
2. How can Master students model responsible adjective use for younger learners?

Writing (150–180 words)

"Explain why adjectival framing plays a decisive role in environmental persuasion."

VOCABULARY

- **evaluative adjective** – expresses judgement – *"Unsustainable practices" contains an evaluative adjective.*
- **amplifying modifier** – increases intensity – *"Extremely fragile ecosystems" uses amplification.*
- **affective stance** – emotional position – *Adjectives create affective stance in climate appeals.*
- **discursive amplification** – highlighting urgency – *Intensifiers produce discursive amplification.*
- **ethical framing** – aligning description with moral values – *Calling a policy "unjust" signals ethical framing.*
- **regenerative** – restoring – *Regenerative agriculture improves soil health.*
- **mitigative** – reducing negative effects – *Mitigative strategies target carbon output.*

1. Match the terms (1–7) with the correct descriptions (A–G).

Each term describes how adjectives function in ecological and climate-related communication.

Terms

1. Evaluative adjective
2. Amplifying modifier

3. Affective stance
4. Discursive amplification
5. Ethical framing
6. Regenerative
7. Mitigative

Descriptions

A. ___ Strengthens intensity or urgency within a sentence, often through lexical or grammatical intensifiers.

B. ___ Expresses the speaker's moral judgement about an environmental practice or policy.

C. ___ Establishes an emotional direction or attitude toward an issue, shaping how the audience should feel.

D. ___ Characterizes actions or systems designed to restore ecological health rather than merely sustain it.

E. ___ Communicates strategies aimed at reducing harmful impacts, especially emissions or degradation.

F. ___ Frames an issue as aligned with or violating moral values, influencing ethical interpretation.

G. ___ Increases the force of a description, drawing attention to urgency or severity in environmental messaging.

2. Fill in the gaps

1. Strong adjectives contribute to emotional _____.
2. Teachers must provide _____ when analysing persuasive campaigns.
3. Excessive amplification may undermine _____.
4. Positive ecological messaging often uses _____ descriptors.
5. Evaluative adjectives signal the writer's _____.

Collocations, Grammar, Activities, Speaking & Writing

Collocations

- environmentally damaging practices
- severely threatened ecosystems
- widely acknowledged risks
- socially responsible consumption
- scientifically credible statements
- cognitively engaging descriptors
- ethically motivated campaigns

Adjective Phrase Analysis

Students analyse:

- ✓ pre-modifying vs post-modifying adjectives
- ✓ stacked adjectives (opinion → size → age → shape → colour → origin → material → purpose)
- ✓ adjective order shifts for stylistic effect
- ✓ evaluative vs factual vs technical adjectives
- ✓ nominalized adjectives (e.g., *the vulnerable, the disadvantaged*)

Phrasal Verbs

tone down – reduce intensity
play up – emphasize
point out – highlight
call for – demand
speak out – express views powerfully

Idioms

a wake-up call
in the spotlight
paint a bleak/bright picture
strike the right tone
walk the talk



ACTIVITIES

1. Analyse a short climate-campaign text.

Identify:

- evaluative adjectives
- intensifiers
- emotional descriptors
- technical adjectives

Rewrite the text in:

1. neutral scientific register
2. highly persuasive activist register

2. Transform each neutral description into a persuasive version:

1. The air is polluted → _____
2. The forest is changing → _____
3. The solution is possible → _____
4. The ecosystem is delicate → _____

Then reverse: persuasive → neutral.

3. Using a small provided corpus:

1. Extract all adjectives.
2. Categorize into:
   - evaluative
   - scientific
   - emotional
   - intensifying
3. Rebuild a persuasive message using selected adjectives.

4. Design a 20-minute lesson for B1 learners: "Using adjectives to describe endangered ecosystems."

Include scaffolding.

5. Discuss:

1. How do adjectives support or distort scientific truth?
2. Should environmental messaging rely on fear or hope?
3. How can educators teach *responsible* persuasion?

6. Role-play

Scenario A: You are a teacher advising a trainee who overuses dramatic adjectives in lessons.
Scenario B: You are a climate-campaign designer explaining why balanced adjective use is crucial.
Scenario C: You are a linguist reviewing a school's environmental posters for accuracy.



WRITING

Option A – Academic Memo. "Balancing emotional and scientific adjectives in environmental education."
Option B – Critical Commentary. "Why intensifiers can both strengthen and weaken ecological persuasion."
Option C – Lesson Plan. "Integrating adjective analysis into ecological project-based learning."

Unit 2. METHODS OF TEACHING "THE PRONOUN": PRONOUNS REFERRING TO GLOBAL ENVIRONMENTAL ISSUES

LISTENING

Pre-listening

1. In pairs or triads, discuss:

- When you read environmental news, do you notice how often pronouns like *we, they, it, this* are used?
- Do such pronouns clarify or obscure responsibility?
- Who is included in "we" when discussing climate change? Citizens? Governments? Corporations? Humanity?

2. Predict meanings:

- collective agency
- referential ambiguity
- anthropocentric framing
- deixis
- inclusive vs. exclusive we

3. Record yourself reading the text, listen carefully, and mark words or phrases that were challenging.

Pronouns, Responsibility, and the Climate Crisis: How Reference Shapes Environmental Agency

Good afternoon, everyone.

Today's lecture focuses on an aspect of grammar that often goes unnoticed in environmental communication: the role of pronouns in constructing, shifting, and framing ecological responsibility.

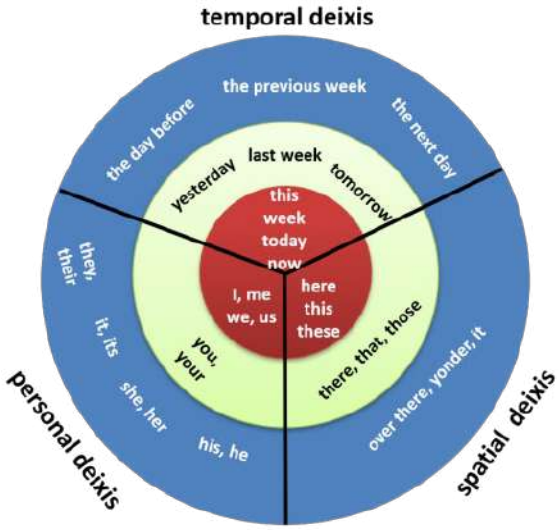
Although pronouns are usually treated as simple reference words, in climate discourse they function as powerful ideological tools. They help speakers assign responsibility, build solidarity, minimize blame, or distance themselves from environmental problems.

Let's begin with one of the most influential pronouns in climate rhetoric: we. Depending on context, *we* may function as an inclusive pronoun—inviting all humans into a shared project of sustainability—or as an exclusive pronoun, referring only to a government, an institution, or a specific community. For example, in the sentence *"We must act now to reduce emissions,"* the referent seems global and collective. But in *"We have drafted a new climate policy,"* the pronoun refers only to policymakers, not the public. The same form, therefore, constructs entirely different social groups.

The pronoun they also plays a crucial role. In climate debates, *they* may refer to corporations, governments, polluters, previous generations, or even imagined adversaries. While *they* can clarify responsibility, it can also create a convenient external enemy.

This externalization risks producing the illusion that environmental harm is always caused by "others," rather than by shared systems and collective behaviour.

Another important element is ecological deixis, expressed through demonstrative pronouns like *this* and *that*. When an activist says *"This crisis demands immediate action,"* the demonstrative *this* shortens the psychological distance, making the problem feel urgent and immediate. Conversely, phrases such as *"That issue will affect future generations"* push responsibility into the future and create temporal distance.



The impersonal pronoun it deserves special attention. When we say *"The planet is warming and it needs protection,"* using *it* depersonalizes the Earth, potentially reinforcing an anthropocentric worldview.

In contrast, Indigenous communities often use pronouns that reflect relationality rather than objectification, which aligns with ecological ethics.

From a pedagogical perspective, analysing pronouns in environmental discourse helps learners develop critical ecological literacy. By teaching students to track referents, notice who is included or excluded, and identify when agency is obscured, educators support both grammatical awareness and ethical reflection.

To conclude, pronouns are not merely small function words.

They are strategic devices that shape how we understand environmental agency, responsibility, and community. If we want to foster a generation capable of addressing the climate crisis, we must teach them not only ecological concepts, but also the linguistic structures that influence how these concepts are communicated.

While listening

1. True or False

Environmental communication often uses the pronoun *we* to create a sense of shared responsibility. ___

Pronouns always clarify agency and never obscure responsibility. ___

The pronoun *they* is frequently used to assign blame to external groups. ___

Pronouns like *this* and *that* help speakers frame environmental issues as immediate or distant. ___

Abstract pronouns can depersonalize harmful actions. ___

Exclusive *we* refers to everyone on the planet. ___

Using *it* for Earth can reinforce anthropocentric distance. ___

Pronouns are neutral and have no ideological function. ___

Environmental activists often use inclusive *we* to build solidarity. ___

Teaching pronouns in ecological contexts promotes critical language awareness. ___

2. Write short notes:

1. Two functions of inclusive **we** in climate communication:

---

2. What risk does the pronoun **they** carry in activism discourse?

---

3. How do demonstratives (*this / that*) shape environmental urgency?

_____

4. One example of agency being obscured by pronouns:

_____

5. Why is pronoun awareness pedagogically important?

_____

3. Complete the sentence

1. The lecturer argues that pronouns act as _____ in environmental storytelling.
2. The pronoun **we** may either unite communities or _____.
3. The pronoun **they** can construct divisions by _____.
4. Demonstratives like **this crisis** work by _____.
5. Referring to Earth as **it** can promote a worldview that _____.
6. Pronoun instruction helps learners identify _____.

🗣 Post-listening

1. Discussion

- Who should be included in *we* when speaking about climate responsibility?
- Does the media use pronouns to shift blame?
- Can pronouns motivate collective environmental action?

2. Analytical mini-essay (150–200 words)

Topic: *"How pronoun choice shapes our understanding of global environmental problems."*

Must include:

✔ at least three pronouns analyzed
✔ an example from climate discourse
✔ one linguistic term (deixis, agency, referential shift)

3. Group activity: Pronoun hunt

In groups, examine 1–2 news headlines and identify:

✓ pronouns
✓ possible referents
✓ ideological implications

READING

Pre-reading

Discuss:

– What do pronouns reveal about political stance in environmental texts?
– Which pronouns make environmental problems feel personal?
– Which pronouns make them feel distant?

Vocabulary prediction:

– ecological deixis
– referent negotiation
– collective positioning

- discourse alignment
- responsibility framing

READING

Reading text

Pronouns and Environmental Responsibility: How Reference Shapes Climate Discourse

Environmental narratives rely heavily on pronouns to structure responsibility, proximity, and agency. In climate communication, pronouns are not merely grammatical devices but strategic discourse tools that shape how audiences perceive environmental problems. The pronoun *we*, for example, can function inclusively ("we must reduce emissions") or exclusively ("we as policymakers must act"). Each version constructs a different social group and a different locus of responsibility.



Similarly, *they* often externalizes blame, framing corporations, governments, or other nations as responsible for ecological degradation. While this can illuminate power imbalances, it can also obscure shared responsibility. Demonstratives such as *this crisis* or *that disaster* contribute to ecological deixis, positioning issues as either urgent and present or distant and abstract.

Moreover, the impersonal pronoun *it* frequently refers to the planet, nature, or the climate system. While efficient for cohesion, this usage risks reinforcing an anthropocentric worldview by rendering Earth as an object rather than a living system. Pronoun choice, therefore, plays a major role in climate ethics: it can mobilize, divide, obscure, or empower.

For educators, teaching pronouns through environmental discourse cultivates both linguistic precision and ecological literacy. Students learn to track referents, critique rhetorical strategies, and recognize how grammatical choices influence societal engagement with the climate crisis.

Reading tasks

1. True or False

1. Pronouns in environmental discourse are ideologically neutral. ___
2. *We* can be inclusive or exclusive depending on context. ___
3. Demonstratives help speakers locate issues in conceptual space. ___
4. *They* always clarifies responsibility. ___
5. Pronoun choice influences the ethical framing of environmental issues. ___

2. Comprehension Questions

1. Why is *we* considered a strategic pronoun in environmental texts?
2. How can the pronoun *they* both clarify and obscure responsibility?
3. What is ecological deixis?
4. Why is the pronoun *it* potentially problematic when referring to Earth?
5. How can pronoun instruction support environmental literacy?

3. Discussion

- Which pronouns create solidarity?
- Which pronouns create distance?
- How can pronouns reinforce or challenge power structures?

VOCABULARY

Key terms

- ecological deixis — linguistic positioning of environmental issues (*this drought*, *that flood*)
- referent tracking — identifying who/what pronouns refer to
- collective agency — shared capacity to act (*we can restore biodiversity*)
- intersubjective alignment — signaling shared perspective
- pronoun ambiguity — unclear referent (*they* could mean governments, companies, or people)
- actor deletion — removing agents (*emissions increased*)
- responsibility diffusion — spreading or hiding responsibility via pronouns

Grammar Focus — Pronouns in Environmental Discourse

Included Pronoun Categories:

- **personal pronouns** (we, they, I, you) → responsibility
- **demonstrative pronouns** (this, that) → ecological deixis
- **impersonal pronouns** (it, one) → depersonalization
- **indefinite pronouns** (everyone, anyone) → moral universality
- **reflexive pronouns** (ourselves) → ethical agency
- **reciprocal pronouns** (each other) → sustainability cooperation

Learners examine how grammar reshapes meaning in ecological texts.



ACTIVITIES

1. Students highlight all pronouns in a short climate article and classify them by function:

- solidarity
- distancing
- deflecting agency
- expressing urgency

2. Match:

1. ecological deixis	a. unclear referent
2. actor deletion	b. shared ability to act
3. collective agency	c. removing the agent behind an action
4. responsibility diffusion	d. pointing to environmental events spatially
5. pronoun ambiguity	e. hiding/obscuring responsibility

3. Rewrite sentences to show responsibility clearly:

- *Emissions increased last year.*→ _____
- *This must stop.*→ _____

4. Transform sentences by changing pronouns and analyzing meaning:

- We must change our habits.
- They must change their habits.
- One must change one's habits.

Discuss ideological shifts.

5. **Provide a climate-related tweet or headline. Students answer:**
   - Who is "we"?
   - Who is "they"?
   - What ideologies are implied?
6. **Role-play**

   Scenario: A journalist interviews a climate activist. Students negotiate meaning of pronouns in their arguments.
7. **Mini-debate**

   Statement: *"The pronoun we is overused in climate discourse and hides responsibility."*
   Team A: Defend Team B: Oppose



WRITING

Write 180–220 words:

"Discuss how pronouns can either empower or obscure agency in global environmental debates."

Must include:

- 4 pronoun categories
- 3 examples from discourse
- 1 linguistic term

Unit 4. FUNCTIONAL STRATEGIES OF TEACHING "THE ENGLISH VERB – TENSES, ACTIVE AND PASSIVE VOICE"

LISTENING

Pre-listening

1. Discussion

1. Why are verb choices essential in environmental discourse?
2. How do different tenses influence public perception of ecological problems?
3. When do environmental scientists prefer **passive** structures? Why?

2. Awareness-raising: Verb focus in eco-texts

Students read and comment:

- *"The planet **is warming** rapidly."*
- *"Communities **have been developing** adaptive strategies."*
- *"Thousands of species **will be threatened** by 2050."*

3. Discuss:

• What does each tense communicate?
• How do active vs passive forms shift responsibility?

2. C1 VOCABULARY PRE-TEACHING (Verb-Centered)

Students infer meanings:

- to accelerate (process intensifies)
- to mitigate (reduce negative impact)
- to deteriorate (worsen)
- to implement (put into action)
- to forecast (predict scientifically)

3. Record yourself reading the text, listen carefully, and mark words or phrases that were challenging.

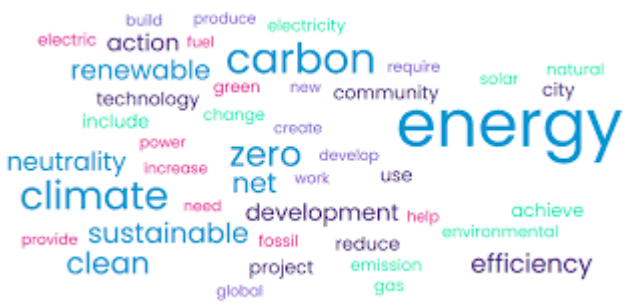
How Verb Choices Shape Environmental Understanding

When we examine environmental communication, verb tenses perform crucial rhetorical functions.

The **present simple** constructs ecological facts: *"Temperatures rise."*

The **present continuous** conveys immediacy: *"Temperatures are rising."*

The **present perfect** signals accumulated processes: *"Temperatures have risen significantly over the past decades."*



The **future forms** — *will*, *be going to*, and the future continuous — help model predictions and policy commitments.

In policy documents, the **passive voice** is used strategically to obscure agency or present actions as institutional rather than personal:

"Regulations will be implemented,"

"Forests are being protected,"

"Waste is often mismanaged."

Conversely, activist discourse prefers active forms to highlight responsibility:

"Corporations emit vast quantities of CO_2,"

"Communities are creating climate-resilient networks."

Therefore, teaching verbs through ecological contexts strengthens not only grammatical accuracy but also *critical ecological literacy*—the ability to interpret who acts, who is responsible, and who is affected.

While-Listening Tasks

1. Identify the tense

Listen and label each sentence:

1. "Temperatures **are rising**." → _____
2. "Scientists **have documented** major changes." → _____
3. "Communities **will adopt** new energy systems." → _____
4. "Forests **are being destroyed**." → _____
5. "Governments **implement** policies too slowly." → _____

2. Active or passive? Explain the effect.

1. "Waste is being dumped into rivers." → Active / Passive?
2. "Local farmers are restoring the wetlands."
3. "Regulations will be introduced next year."
4. "The community has taken immediate action."

For each:

• Who is the agent?
• Is agency clear or hidden?
• How does this influence interpretation?

3. Complete the sentence

1. Scientists predict that by 2050 global temperatures _____ (increase) by 2°C.
2. Many species _____ already _____ (disappear) from coastal regions.
3. New adaptation programmes _____ (develop) across the EU at present.
4. If governments act now, emissions _____ (drop) significantly.
5. Massive investments in renewable energy _____ (implement) in the last decade.

Post-Listening Activities

1. Discussion questions

1. Why do news reports often use **present continuous** for climate events?
2. When delivering environmental warnings, which tense is most persuasive? Why?
3. Should ecological education prioritize the active or passive voice? Justify.

2. Short reflective writing (150–180 words)

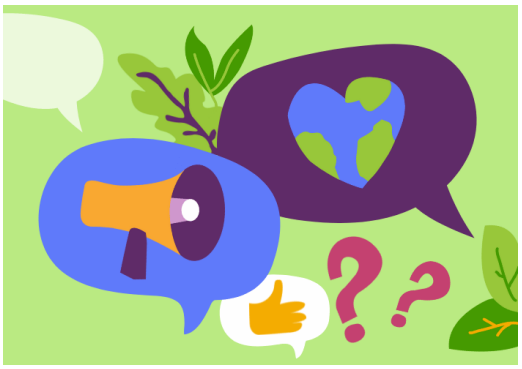
Topic: *"How verb tenses influence environmental narratives and public engagement."*

Use at least:

- ✔ one perfect tense
- ✔ one passive structure
- ✔ one future form

READING

Verbs that Change the Climate Conversation



Environmental discourse relies heavily on verb tenses to organize time, agency, and urgency. The present simple maps established scientific facts: *"The Earth rotates," "The climate warms unevenly."* In contrast, the present continuous highlights unfolding crises, signalling that processes are not abstract but active: *"The Arctic is melting at unprecedented speed."*

Perfect forms are equally strategic. The present perfect – *"Scientists have warned…"* – connects past research with current policy debates, while the future perfect—*"We will have reduced emissions by 2030" – *superimposes goals onto projected timelines.

Active and passive constructions reshape responsibility. Activists typically prefer active verbs to emphasize agency. Governments and corporations, however, frequently rely on the passive voice to present policies as inevitable or bureaucratically neutral. Understanding these grammatical patterns allows readers to notice subtle ideological framing and decode the intentions behind ecological messages.

1. True / False

1. The present simple is used to describe scientific facts. ___
2. The passive voice always clarifies responsibility. ___
3. Activists prefer active verbs to highlight agents of change. ___
4. The future perfect describes actions completed before a point in the future. ___
5. Perfect forms disconnect past events from current debates. ___

2. Comprehension questions

Answer in full sentences:

1. Why is the present continuous useful in climate reports?
2. How does the future perfect shape long-term environmental goals?
3. Why might governments prefer the passive voice?
4. What advantages do active structures offer in ecological activism?
5. How do verb choices subtly influence ideology?

VOCABULARY: VERB-FOCUSED ECO-LEXIS

Verb/ Phrase	Definition	Example
to mitigate	reduce negative effects	Policies mitigate climate risks.
to escalate	intensify or worsen	Wildfires escalate rapidly in dry seasons.

to deploy	put into practical use	Nations deploy renewable technologies.
to deteriorate	become worse	Soil quality deteriorates without protection.
to generate	produce (energy / effects)	Solar panels generate clean electricity.
to enforce	apply a rule or law	Authorities enforce emission limits.
to be driven by	motivated or caused by	Policies are driven by scientific evidence.

3. Match

1. escalate
2. enforce
3. generate
4. mitigate
5. deploy

a. put into use
b. intensify
c. apply regulations
d. produce
e. reduce harm

4. Fill the gaps

a. Governments must _____ stricter environmental regulations.
b. Renewable energy systems _____ clean electricity without emissions.
c. Extreme weather events _____ due to rising temperatures.
d. New technologies are being _____ across the region.
e. Community gardens help _____ urban heat effects.

Active vs Passive Voice Analysis

1. **Rewrite each passive sentence into active, then explain the change in meaning**.
    1. "The forests were destroyed by illegal loggers."
    2. "New climate laws will be implemented next year."
    3. "Millions of tonnes of waste are produced annually."
    4. "The wetlands have been restored by volunteers."
2. **Use three different tenses to describe:**
    1. recent environmental developments
    2. ongoing ecological processes
    3. future predictions
3. **Debate the statement: *"The passive voice should be avoided in environmental journalism."***
    Team A: Agree
    Team B: Disagree
    Each team uses:
    - ✔ 3 passive structures
    - ✔ 3 active structures
    - ✔ future predictions

WRITING

Essay: "How verb tenses and voice choices influence accountability in climate communication." (200–250 words).
Requirements:

- ✔ 2 passive constructions
- ✔ 2 present perfect form
- ✔ 1 future perfect clause
- ✔ 3 environmental verbs (e.g., mitigate, deteriorate)

Unit 5. MODAL VERBS

LISTENING

Pre-listening

1. Discussion

1. Which ecological solutions **can** realistically be implemented in your community?
2. Which environmental problems **might** become more serious in the future?
3. What actions **must** governments take immediately?
4. What small habits **should** individuals adopt?

Vocabulary Pre-Teaching (Modal-related phrases)

- **moral obligation** – duty based on ethics
- **policy requirement** – necessity imposed by law
- **probabilistic reasoning** – estimating likelihood
- **ecological feasibility** – whether something can realistically be done
- **behavioural tendency** – what people are likely to do

2. Record yourself reading the text, listen carefully, and mark words or phrases that were challenging.

How Modal Verbs Shape Ecological Possibilities and Responsibilities

Environmental communication relies heavily on modal verbs, because ecological issues involve uncertainty, probability, obligation, and possible futures.

The modal **can** expresses capacity: *"Renewable energy can reduce emissions."* **Could** and **might** introduce uncertainty: *"Sea levels might rise faster than predicted."* **May** suggests scientific possibility: *"Heatwaves may increase in frequency."*

Should expresses recommendation or moral guidance: *"Governments should invest in adaptation."* **Ought to** strengthens the ethical dimension: *"Industries ought to reduce waste."* **Must** and **have to** express necessity and urgency: *"We must act now."*

Modal verbs also shape public perception. If scientists say, "Temperatures could rise by 2°C," audiences often feel less urgency than if they hear, "Temperatures will rise by 2°C."

Pedagogically, environmental discourse is rich material for teaching modals because it requires learners to evaluate possibilities, make predictions, and articulate responsibilities—grammatical skills that mirror real-world ecological decision-making.

While-Listening Tasks

1. Identify the function of each modal (*possibility, probability, necessity, obligation, recommendation*)

1. "Green roofs **can** reduce energy consumption." →
2. "Sea levels **might** rise dramatically." →
3. "We **must** reduce methane emissions immediately." →
4. "Cities **should** redesign public transport." →
5. "Extreme weather events **are likely to** intensify." →

2. Multiple choice — Which modal fits best?

1. Scientists warn that future droughts _____ become more severe
   a) must b) might c) ought to
2. Local communities _____ adopt water-saving strategies to remain resilient.
   a) should b) can c) might
3. Renewable energy _____ replace fossil fuels entirely within decades.
   a) could b) must c) would
4. Farmers _____ adapt their crops to changing rainfall patterns.
   a) might b) need to c) would

3. Complete the sentences (modal verb of your choice)

1. Climate models suggest that heatwaves _____ become more frequent.
2. To protect biodiversity, governments _____ enforce conservation laws.
3. Individuals _____ reduce their carbon footprint by cycling.
4. Without immediate action, environmental damage _____ become irreversible.

Post-Listening Production Tasks

4. Discussion

1. Which environmental solutions **could** realistically succeed in your region?
2. Which actions **should** be prioritized in education?
3. What consequences **might** occur if global temperatures rise beyond 1.5°C?

Writing (150–180 words)

Topic: *"How modal verbs influence ecological narratives and decision-making."*

Include:

- ✔ at least 5 different modals
- ✔ at least 1 expression of probability
- ✔ at least 1 ethical recommendation

READING

Reading Text:

Modal Verbs as Tools for Environmental Possibility and Agency

Environmental discourse depends on modal verbs to express different degrees of certainty, urgency, and responsibility. Scientists use **may**, **might**, and **could** to signal probabilistic outcomes. For example, "Glaciers might disappear by 2100" presents a plausible scenario without guaranteeing it.

Policy documents, however, prefer stronger modals such as **must** or **need to**, framing ecological action as unavoidable. Meanwhile, activists often rely on **should** and **ought to**, highlighting moral responsibility rather than legal requirement.

Understanding these modal distinctions is essential for critical ecological literacy because modal verbs influence how audiences interpret risks, possibilities, and solutions. If a report states that sea levels "may rise," citizens might feel less urgency than if told they "will rise."

Thus, mastering modal verbs helps learners evaluate scientific information, engage in policy debates, and communicate environmental messages with precision.

1. True or False

1. Scientists typically use strong modals like *must* in their predictions. ___
2. Activists use modals such as *ought to* for ethical arguments. ___
3. Modal verbs always express certainty. ___
4. Policy documents prefer modals expressing obligation. ___
5. Modal verbs influence how audiences interpret climate risks. ___

2. Comprehension questions

1. Why do scientists often use weaker modals like *might* or *could*?
2. What modals do policymakers prefer, and why?
3. How do *should* and *ought to* differ from *must*?
4. Why are modal verbs important in environmental communication?



ACTIVITIES

1. Modal verb "Possibility ladder"

Students rank ecological outcomes from **least possible** to **most possible**, using modals:

- might
- could
- may
- will
- is likely to
- must inevitably

Example: "By 2050, heatwaves *might* intensify." "By 2050, extreme weather *will* intensify."

2. Modal debate carousel

Students walk around the classroom rotating between debate stations.

Station 1 – "Governments must ban single-use plastics."
Station 2 – "Cities should invest in cycling infrastructure."
Station 3 – "Renewable energy can supply 100% of national needs."
Station 4 – "Climate refugees will reshape global politics."

Use the assigned modal in each argument.

3. Eco-Scenario Role Play

Roles: Climate scientist, Government minister, NGO representative, Journalist

Scenario:

"A new report indicates that rainfall patterns **might** collapse in your region."

Students negotiate:

- What **should** be done?
- What **must** be prioritized?
- What could realistically work?
- What might fail?

4. Rewrite each sentence with a different modal, and discuss how meaning changes.

1. "Temperatures **might** rise." → Strengthen it.

2. “Governments **should** reduce emissions.” → Make it a requirement.
3. “Communities **can** save water.” → Make it unlikely.
4. “Biodiversity **will** decline.” → Make it uncertain.

5. Modal verb story challenge

Groups write a short text titled: “*A Future City in 2080: What Might, Could, Should, and Must Happen?”*

Use:

- ✔ at least 6 different modal verbs
- ✔ predictions
- ✔ warnings
- ✔ solutions
- ✔ obligations

Groups present their stories.

WRITING

Essay: **(200–250 words)**

“Modal verbs as predictive and ethical tools in environmental policy communication.”

Requirements:

- ✔ Use at least 8 modals
- ✔ Include one example of probabilistic reasoning
- ✔ Include one ethical recommendation
- ✔ Demonstrate precise control of modality levels

Abordări interdisciplinare în studiul limbii engleze – *Abordare modulară*
Interdisciplinary Approaches to the Study of the English Language – *Modular Approach*

Tatiana Chiriac, PhD, Associate Professor

Unit 1. THE DIGITAL DETOX - A HEALTHIER LIFE WITH TECHNOLOGY

Unit Objective: By the end of this unit, students will be able to understand the signs of digital overload, implement a personalized digital detox plan, and develop long-term strategies for a healthier relationship with technology.

Key Vocabulary: Digital Detox, Unplug, Mindfulness, Phantom Vibration Syndrome, FOMO (Fear of Missing Out), JOMO (Joy of Missing Out), Analog, Notification Overload, Blue Light, Conscious Consumption.

READING

A Quiet Change: Finding Focus Again

Today, we can connect with anyone in the world. Our phones let us talk to people and find information anytime. But for many people, this has a bad side. They feel tired, distracted, and far away from the real world. This feeling is called digital overload. It is the reason why more people need a **digital detox**.



A digital detox does not mean you stop using technology forever. That is not possible for most people. Instead, it is a short time when you decide to use your phone, computer, and social media much less, or not at all. Think of it like a "restart" for your brain. It is a break from the online world to feel calmer and in control.

Our brains get very tired from all the phone sounds, messages, and notifications. This can cause problems:

- *Trouble Focusing*: Switching between emails, messages, and apps makes it hard to pay attention to one thing, like reading a book.
- *Bad Sleep*: The blue light from screens tells your brain to stay awake. Looking at your phone in bed can make it difficult to fall asleep and sleep well.
- *FOMO* (Fear of Missing Out): On social media, you see the best parts of other people's lives. This can make you feel anxious and like your life is not good enough.
- *Worse Friendships*: If you look at your phone when you are with friends or family, you are not really with them. This can make your relationships weaker.

When you unplug, many good things happen:

- *A Clearer Mind and Less Stress*: Without so many notifications, your mind feels quiet. You can think more clearly and feel more relaxed.
- *Better Sleep*: If you read a book instead of looking at a screen before bed, you will sleep much better.
- *More Focus and New Ideas*: A calm mind can think of new things and focus better on work or hobbies.
- *Better Relationships*: When you put your phone away, you show people you are listening. Talking becomes easier and more fun.

In the end, a digital detox is a first step. It helps you change from someone who just uses technology all the time to someone who uses it carefully. It's about choosing when to use your phone, so that technology helps you instead of controlling you. When you learn to disconnect from the screen, you can reconnect with your life.

Comprehension questions:

1. What are two feelings you can have from "digital overload"?
2. What is one reason why looking at a phone before bed is bad for sleep?
3. What is one good thing that can happen to your friendships when you do a digital detox?

VOCABULARY

1. *Digital Detox* (noun) = A time when you stop using phones and computers to feel less stressed.
2. *Unplug* (verb) = To stop using digital devices for a period of time.
3. *Mindfulness* (noun) = The practice of paying attention to the present moment.
4. *Phantom Vibration Syndrome* (noun) = When you think your phone is vibrating, but it is not.
5. *FOMO* (noun) = Fear of Missing Out. The worry that others are having fun without you.
6. *JOMO* (noun) = Joy of Missing Out. The happiness you feel when you enjoy what you are doing and don't worry about others.
7. *Analog* (adjective) = Not digital. For example, a paper book or a board game is analog.
8. *Notification* Overload (noun) = The stress from too many alerts and messages on your phone.
9. *Blue Light* (noun) = The light from screens that can make it hard to sleep.
10. *Conscious Consumption* (noun) = Thinking carefully about how and why you use technology.

Phrasal verbs

Phrasal Verb	Meaning	Example Sentence
Cut down on	To reduce the amount of something.	"I need to cut down on the time I spend on my phone."
Log off / Log out	To exit an account or website.	"For your detox, log out of all your social media apps."
Turn off	To stop a device from working.	"Turn off your phone notifications to avoid distractions."
Put away	To place something out of sight.	"Put away your devices during meals."
Switch off	To turn off an electrical device.	"I switch off my computer at 6 PM to relax."
Tune in	To pay attention to something.	"Unplugging helps you tune in to the real world."

Zone out	To stop paying attention and not think.	"I just zone out by scrolling, which isn't relaxing."
Wind down	To gradually relax.	"Wind down before bed by reading instead of scrolling."
Burn out	To become exhausted from stress.	"Constant connectivity can make you burn out."
Catch up on	To do something you haven't had time for.	"Use detox time to catch up on sleep or hobbies."
Go over	To check or examine carefully.	"Go over your app usage to see where you waste time."
Take up	To start a new hobby.	"Take up an analog hobby like drawing or sports."
Get away from	To escape or take a break from.	"A detox helps you get away from digital noise."



ACTIVITIES

1. Match the phrasal verbs on the left with the correct sentence endings on the right to create logical and grammatically correct sentences.

Phrasal Verb	Sentence Ending
1.Wean yourself off	A. from all non-essential apps to create a quieter digital environment.
2. Single out	B. a new hobby, like painting or learning a language, to fill your free time.
3. Opt out of	C. social media gradually rather than going cold turkey.
4. Carve out	D. the main culprits of your screen time, such as a specific social media app.
5. Take up	E. specific times during the week dedicated to being screen-free.
6. Block out	F. push notifications and email digests that you don't truly need.

2. Read the following statements. Decide if they are True (T) or False (F) based on a correct understanding of digital wellbeing.

T / F *A digital detox requires you to throw away your smartphone permanently.*
T / F *"Phantom Vibration Syndrome" is a scientifically recognized condition where you feel your phone vibrate when it hasn't.*
T / F *The "Attention Economy" is a system where digital platforms compete to capture and monetize your focus.*
T / F *"Digital Minimalism" is about using as few digital devices as possible, regardless of their utility.*
T / F *"JOMO" (Joy of Missing Out) is the positive feeling of being content with your own present moment, away from online social pressures.*
T / F *The blue light from screens helps your brain produce melatonin, which makes you sleep better.*

3. Fill-in-the-blank – Complete the text **"Beyond the Screen: The Philosophy of Digital Detox"** by filling in the blanks with the correct concepts. The words you need are in the box below, but be careful! There is one extra word you will not use.

> **Word Box:** *JOMO, withdrawal, consumption, digital mindfulness, attention economy, addiction, engagement, architect, Why*

Beyond the Screen: The Philosophy of Digital Detox

The modern push for a digital detox is often misunderstood as a simple act of turning off devices. In reality, it represents a deeper, more philosophical shift: the move from passive **(1)** _____ to conscious **(2)** _____. This process isn't about rejecting technology's value, but about challenging the **(3)** _____— a system designed to profit from our fragmented focus. The initial discomfort one feels during a detox, the subtle anxiety and boredom, are not signs of failure. Instead, they are symptoms of **(4)** _____ from a cycle of constant stimulation, revealing how our neural pathways have been conditioned to seek digital validation.

Successfully navigating this discomfort leads to a more profound objective: achieving **(5)** _____. This concept goes beyond merely limiting screen time; it involves cultivating a continuous awareness of your interactions with technology. It means asking not "Can I check my phone?" but " **(6)** _____ do I want to check my phone right now?" Is it out of genuine need, or is it a reflexive response to an emotional trigger like boredom or loneliness? By practicing this kind of introspection, you stop being a passive user and start being an intentional **(7)** _____ of your digital life. The ultimate goal is to reach a state of **(8)** _____, or the Joy of Missing Out, where you find deep satisfaction in the rich, unfiltered experience of your own immediate reality.

4. Your phone's notifications are constant demands for your attention. Conduct a full audit.

Action: Go through every app in your phone's notification settings. For each one, ask: "Is this essential for my work, safety, or core relationships?" Turn off *all* non-essential notifications (social media, games, shopping apps, news alerts). The goal is to move from an interrupt-driven experience to one you control.

5. Practice being fully present in a social setting.

Action: The next time you share a meal with others, everyone places their phone face-down in a stack in the center of the table. The first person to check their device (without an urgent reason) volunteers for a friendly penalty, such as paying for dessert or doing the cleanup. This makes mindfulness a shared, fun game.

Activity 3: Watch the Video "Digital detox: What is it and how do we do it?"
(https://www.youtube.com/watch?v=3hmDPdeCIYo)

6. To understand the concept of a digital detox and identify practical steps for doing one.

Action: Watch the video and complete a checklist of the different detox tips mentioned by the speaker.

Part A: Before You Watch
Discuss with a partner. Use the words you matched (like digital, detox, and plan) to guess what the video will be about.

Complete this sentence together: *I think the video will explain what a _____ _____ is and give us _____ for one.*

Part B: Watch and Discuss

After you watch, discuss with your partner what you saw and heard.

7. Fill out this blueprint to prepare:

- ✓ *My Detox Date:* _____ (e.g., Next Sunday)
- ✓ *People I Will Inform:* _____ (e.g., My partner and my family group chat)
- ✓ *Apps I Will Delete for the Day:* _____ (e.g., Instagram, Twitter, Email)
- ✓ *My "Analog" Morning:* _____ (e.g., Make a nice breakfast, read the newspaper, go for a walk)
- ✓ *My "Analog" Afternoon:* _____ (e.g., Meet a friend for coffee, work on a puzzle, go for a bike ride)
- ✓ *My "Analog" Evening:* _____ (e.g., Cook a new recipe, listen to a full album, play a board game, read a book before bed)

8. Read the article once and complete it with the correct phrases A–K. Write the correct letter (A–K) in each blank. One phrase does not fit.

A. detect a range of potential mental health patterns
B. help patients progress more quickly and ease practitioner workload
C. create personalized diet and exercise plans for emotional balance *(extra – does not fit)*
D. visually revisit the battlefield through a headset
E. breathing exercises, visual aids and journaling guides
F. prevent visits to the emergency room
G. engages users through uplifting or sympathetic conversations
H. help those suffering from anxiety and depression
I. gamifies mental health upkeep
J. takes just two hours per treatment, compared to six to eight hours required of traditional therapy
K. act as supplemental or preventative care

Brave new innovation (by Rina Raphael)

(https://www.globalwellnesssummit.com/wp-content/uploads/2020/04/GlobalWellnessTrends2020.pdf)

Mental wellness wearables such as headsets and bracelets slowly see traction, though many are still in the early stages of clinical trials. Sentio Solutions recently announced Feel, an emotion-sensing wristband with integrated biosensors that monitors a user's physiological signals throughout the day. Paired with an accompanying cognitive behavioral therapy (CBT) app, it aims to **(1)** **_____.**

"We envision a world where technology understands when someone is going through a depressive phase or panic attack and provides support in their time of need," says Sentio Solutions Founder and CEO George Eleftheriou, noting the Feel might **(2)** **_____.** Tech is also rounding out care, filling in the gaps left by traditional models. These wellness solutions are not replacements for medical professionals but often **(3)** **_____.**

Mindfulness and meditation apps such as Headspace, Calm and female-focused Sanity & Self offer audio tracks to relax listeners and strengthen mental resilience. Oftentimes, they're paired with

(4) _____. Israeli social network Wisdo connects individuals struggling with mental conditions, as well as those overcoming difficult emotional situations.

Some apps take their cues from entirely different genres, as evidenced by the evergrowing anti-anxiety gaming space. Nearly a million people have played SuperBetter, an app that **(5) _____.** Players accrue points by persevering through stressful situations, completing breathing exercises and breaking bad habits.

Chatbots are also on the rise. Woebot is an AI-enabled "robot friend" who looks like Wall-E and **(6) _____.** The adorable digital therapist is now available in 120 countries, serving more than half a million people.

"We've been able to show that people develop an alliance with robots," explains Athena Robinson, CCO of Woebot Labs, noting its success in conjunction with ongoing therapy.

Other therapies employ more futuristic technology. Mindstrong is an app that analyzes how users interact with their phones – how they type or scroll – to identify mood states. Its machine learning can reportedly **(7) _____.** It is now being tested on California patients through the state's public mental health system.

Meanwhile, virtual reality is used as an exposure therapy tool for PTSD survivors. This allows an army veteran to **(8) _____.** A recent study in *Frontiers in Psychology* found that individuals who participated in virtual reality therapy were more likely to continue and complete treatment than those who participated in traditional programs.

Virtual reality therapy is gaining traction in the US and specifically in China, where an estimated 90 percent of citizens with mental health disorders do not receive treatment and the number of psychiatrists is four times lower than the global average.

UK patients with an extreme, debilitating fear of heights (acrophobia) can access immersive virtual therapy through a public healthcare provider. One such available service is Oxford VR, which **(9) _____.** With such tools, therapists can treat five times the amount of patients.

"We're using technology to do the repetitive, tedious parts of therapy and enable the therapist to focus on the really important parts – triage diagnosis and care management," explains Oxford VR CEO Barnaby Perks.

Granted, tech isn't completely replacing the human model. A slew of new companies reimagines the doctor's visit by way of technology-aided services.

Octave Health takes a hybrid approach by combining in-person therapy with virtual coaching services. Patients come in for therapy but are also paired with interactive digital programs to learn CBT skills. The digital services, says Founder Sandeep Acharya, **(10) _____.** Octave recently became one of the first behavioral health practices to ink a major insurance deal by becoming an in-network provider for Anthem Blue Cross of California.

"[Digital mental health] is a $500 billion category over the next decade," predicts Acharya. While the industry might look crowded of late, Acharya simply sees it as evidence of growing opportunity. "We've seen a huge spike in patient demand… and employers are demanding that their insurance companies cover this category better."

Unit 2. TECHNOLOGY AND SUSTAINABILITY

Unit Objective: By the end of this unit, students will be able to understand how technology addresses environmental challenges, evaluate different sustainable technology solutions, and discuss the role of innovation in creating a greener future.

LISTENING

Video Title: The Most Eco-Friendly Schools | Green Schools Around the World
https://www.youtube.com/watch?v=HEiMWxVEAxE

1. Identify, compare, and evaluate the innovative sustainability features of different green schools featured in the video. Listen and watch carefully to complete the table below with specific details about each school.

School Name & Location	Unique Eco-Friendly Feature(s)	Main Goal or Philosophy
Example: Green School, Bali	Classrooms made from bamboo; open-air design.	To be a natural, holistic learning environment.
2.		
…		

READING

Smart Solutions for a Sustainable Planet

The Digital-Environmental Nexus

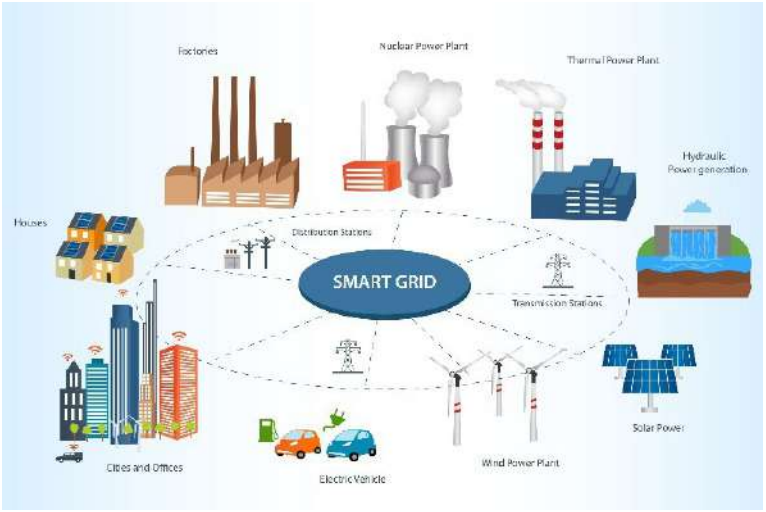
As we grapple with the escalating climate crisis, technology is emerging as a powerful ally in our quest for sustainability. The convergence of digital innovation and ecological awareness is creating what experts call the "green tech revolution" – a fundamental shift in how we approach environmental conservation and resource management.

Renewable Energy Systems

The energy sector has undergone a remarkable transformation through technological advances. Smart grids now optimize electricity distribution, cutting down significantly on energy waste. Solar panel efficiency has improved by over 40% in the past decade, while wind turbine technology has brought renewable energy costs down to compete with fossil fuels. These developments are helping countries phase out coal and gas plants faster than anticipated.

The Internet of Things (IoT) for Environmental Monitoring

Networked sensors are revolutionizing how we understand and protect our environment. Smart agriculture employs soil moisture sensors that cut water usage down by up to 30%, while air quality monitors in cities provide real-time data that helps governments come up with targeted pollution reduction strategies. These connected devices create an intricate web of environmental intelligence, enabling proactive rather than reactive conservation.



Circular Economy and Waste Management

Technology is turning the linear "take-make-dispose" model into a circular system where waste becomes a resource. AI-powered sorting systems in recycling facilities can identify and separate materials with 95% accuracy, dramatically improving recycling rates. Meanwhile, blockchain technology is being used to track supply chains back to their origin, ensuring sustainable sourcing and reducing environmental fraud.

Sustainable Urban Development

Smart cities represent the frontier of sustainable living. From intelligent buildings that adjust their energy consumption to occupancy levels, to electric vehicle networks that run on renewable energy, urban centers are becoming living laboratories for sustainable innovation. These integrated systems bring us closer to achieving the net-zero emissions targets set by the Paris Agreement (a landmark international treaty on climate change, adopted by nearly every country in the world in 2015).

Challenges and Considerations

However, this technological transformation brings new challenges up. The environmental cost of producing technology itself - from rare earth mineral extraction to e-waste generation - cannot be ignored. As we move toward increasingly tech-driven solutions, we must ensure they don't give new environmental problems off. The ethics of data collection and the digital divide also require careful consideration to ensure equitable access to sustainable technology.

The Path Forward

The most promising aspect of technological advancement is its ability to scale solutions up rapidly. What begins as a pilot project in one community can be replicated globally within years. As we continue to look for innovative ways to address environmental challenges, technology provides the tools to not just mitigate damage but to actively regenerate our ecosystems, pointing us toward a future where human progress and planetary health are no longer at odds.

Comprehension questions:

- How does technology contribute to addressing the climate crisis, according to the text?
- What are some examples of how the Internet of Things (IoT) is used for environmental monitoring?

- In what ways does the circular economy differ from the traditional "take-make-dispose" model?
- What challenges are associated with the growing use of green technologies?

VOCABULARY

Environmental conservation – Protection and preservation of natural resources
Resource management – Responsible use of available resources
Renewable energy – Energy from sources that naturally replenish
Smart agriculture – Technology-enhanced farming practices
Supply chains – Network between a company and its suppliers
Sustainable sourcing – Ethically and environmentally responsible procurement
Environmental fraud – Deception related to environmental claims
Sustainability – Meeting present needs without compromising future generations
Green Tech Revolution – The shift toward environmentally friendly technology
Smart Grid – Intelligent electricity distribution network
Internet of Things (IoT) – Network of connected devices sharing data
Circular Economy – Economic system that eliminates waste through reuse
Blockchain – Digital ledger technology for tracking transactions
Net-Zero Emissions – Balancing emitted greenhouse gases with removal
E-waste – Discarded electronic equipment
Rare Earth Minerals – Elements essential for electronic devices
Digital Divide – Gap between those with and without technology access

Phrasal Verbs

Phrasal Verb	Meaning	Explanation (in context)
Cut down on	Reduce	To use or consume less of something, usually to save energy or resources
Bring down	Reduce	To make something lower, such as emissions, costs, or pollution levels
Phase out	Gradually eliminate	To stop using or producing something slowly over time
Come up with	Develop or create	To invent or think of a new idea or solution
Turn into	Transform	To change something from one state into another
Track back to	Follow to origin	To trace or identify where something originally came from
Adjust to	Modify for	To change something in order to fit a new situation or need
Run on	Operate using	To be powered or function using a specific type of energy
Bring closer to	Move nearer to achieving	To make progress toward a goal or objective
Bring up	Raise or introduce	To mention or start discussing a topic or issue
Move toward	Progress in direction	To make gradual progress in achieving something
Give off	Emit or produce	To release substances like heat, gas, or light into the environment

Scale up	Increase size or scope	To expand a project or system so it can serve more people or areas
Look for	Search or seek	To try to find or discover something
Point toward	Indicate direction	To suggest or show that something is likely or possible



ACTIVITIES

1. Find words or phrases in the text that mean the same as the following.

reduce → _____
environmentally friendly → _____
create → _____
manage → _____
innovations → _____
monitor → _____
pollution → _____
future generations → _____

2. Complete the sentences with the correct phrasal verb (*cut down on, bring down, phase out, come up with, turn into, scale up*)

1. Governments are trying to _____ fossil fuels like coal and gas.
2. Smart agriculture helps farmers _____ water usage by up to 30%.
3. We need to _____ innovative solutions to environmental challenges.
4. Successful pilot projects can be _____ to benefit entire communities.
5. New technology can _____ waste _____ valuable resources.
6. Solar and wind power have _____ the cost of renewable energy.

3. Rewrite these sentences from the text using the passive voice.

Example: *Technology is transforming the energy sector.*
The energy sector is being transformed by technology.

1. Networked sensors are revolutionizing environmental protection.
2. AI-powered systems can identify and separate materials with 95% accuracy.
3. Blockchain technology is using to track supply chains.
4. The digital divide requires careful consideration.
5. Technology is bringing renewable energy costs down.
6. We must address the environmental cost of producing technology.

4. Complete the sentences with the correct form of the word in CAPITALS.

1. SUSTAIN
   There's growing concern about the _____ of current farming methods.
2. TRANSFORM
   The energy sector has undergone a remarkable _____.
3. CONSUME
   Intelligent buildings adjust their energy _____ automatically.
4. INNOVATE

Technology provides tools for _____ solutions to environmental problems.

5. EMIT
   The goal is to achieve net-zero _____ by 2050.
6. CONSERVE
   Digital tools are creating new opportunities for environmental _____.

5. Complete the sentences with the correct form of the verb.

1. If we _____ (*develop*) better recycling technology, we _____ (*reduce*) waste significantly.
2. Unless governments _____ (*invest*) in renewable energy, we _____ (*not meet*) our climate targets.
3. If smart grids _____ (*be*) widely adopted, they _____ (*save*) massive amounts of energy.
4. If we _____ (*not address*) e-waste, it _____ (*become*) a major environmental crisis.
5. Unless consumers _____ (*support*) sustainable products, companies _____ (*not change*) their practices.
6. If solar efficiency _____ (*continue*) to improve, solar power _____ (*become*) the dominant energy source.

6. Read the following statements about technology and sustainability. Decide if they are True (T), representing a correct concept, or False (F), representing a common misconception, based on the information in the unit.

1. **T / F** The main goal of a "smart grid" is simply to produce more electricity, not to manage its distribution more efficiently.
2. **T / F** A "circular economy" aims to completely eliminate waste by reusing and recycling materials, unlike a traditional linear economy.
3. **T / F** The "Internet of Things (IoT)" only refers to personal devices like smartphones and computers, not to sensors used in agriculture or environmental monitoring.
4. **T / F** "Net-zero emissions" means that no greenhouse gases are produced at all by human activities.
5. **T / F** Blockchain technology can be used to make supply chains more transparent and help prevent environmental fraud.
6. **T / F** The "digital divide" is a positive effect of technology that brings everyone equal access to sustainable solutions.
7. **T / F** "E-waste" is not a significant problem because all electronic devices are fully recyclable.
8. **T / F** The "green tech revolution" acknowledges that technology itself, such as the mining of rare earth minerals, can have an environmental cost.

7. Match the key terms on the left with their correct definitions on the right.

Key Term	Definition
1. Smart Grid	A. An economic system that eliminates waste and continually uses resources.
2. Internet of Things (IoT)	B. Discarded electronic appliances and devices.

3. Circular Economy	C. A network of physical objects embedded with sensors to collect and share data.
4. Blockchain	D. The gap between those who have access to modern technology and those who do not.
5. Net-Zero Emissions	E. An intelligent electricity network that optimizes distribution and reduces waste.
6. E-waste	F. The balance between the amount of greenhouse gas produced and the amount removed from the atmosphere.
7. Digital Divide	G. A digital ledger used to record transactions and track assets in a supply chain.
8. Renewable Energy	H. Energy collected from resources that are naturally replenished, like sunlight and wind.

8. **Complete the text below by filling in the blanks with the correct concepts**. The words you need are in the box below, but be careful! There is one extra word you will not use.

Word Box: ride-sharing platforms, real-time data, eco-friendly, renewable energy, electric vehicles, emissions, smart grids, hybrid systems, reduce, public transport apps, sensors

Smart Tech for a Green Future

In recent decades, technology has become a key driver in the pursuit of sustainability. From smart energy systems to ***(1)*** *_____ products, digital innovations are helping* ***(2)*** *_____ the negative impact of human activity on the environment. Governments and businesses are increasingly investing in* ***(3)*** *_____ sources such as solar and wind power to cut dependence on fossil fuels.*

One of the most promising developments is the rise of ***(4)*** *_____, which use* ***(5)*** *_____ and advanced* ***(6)*** *_____ to balance electricity supply and demand more efficiently. This not only lowers carbon* ***(7)*** *_____, but also allows cities to manage their energy networks dynamically and respond faster to consumption changes.*

In the transportation sector, digital tools are transforming the way people move. ***(8)*** *_____ and* ***(9)*** *_____ are gaining popularity for their environmental benefits, while* ***(10)*** *_____ encourage citizens to choose greener travel options. Together, these innovations are helping to create cleaner, smarter, and more sustainable urban environments.*

SPEAKING

1. **Hold a structured debate on the motion**: **"Technology alone can solve our environmental problems."**

2. Divide the class into two teams: Proposition (For) and Opposition (Against).
3. Give teams time to research and prepare arguments using the text and other sources.
4. Proposition should argue that technological innovation is the primary driver of solutions (e.g., renewable energy, AI efficiency).
5. Opposition should argue that technology is not enough and must be paired with policy, behavioral change, and addressing social inequalities (e.g., e-waste, digital divide).
6. Hold the debate with timed speeches and a rebuttal period.
7. The class can vote on the winning team based on the strength of the arguments.

2. **In groups, design a blueprint for a "Smart City of the Future" that addresses key sustainability issues.** Create a poster or digital presentation that includes:
   - *Energy***:** How will the city generate clean power? (e.g., solar roads, wind turbines)
   - *Transportation:* What sustainable transport systems will it use? (e.g., electric vehicle networks, hyperloops)
   - *Waste Management***:** How will it achieve a circular economy? (e.g., AI-powered recycling, composting hubs)
   - *Green Spaces***:** How is nature integrated? (e.g., vertical farms, parks)
   - *Challenge:* Identify one potential downside of your high-tech city (e.g., e-waste, privacy concerns) and propose a solution for it.

3. Conduct a personal audit of your electronic consumption and waste habits.

1. *Inventory*: List all the electronic devices you own (phones, laptops, headphones, etc.).
2. *Lifespan*: Note how long you have had each one and what you did with your previous device.
3. *Research*: Find out the correct way to recycle or dispose of one item on your list that you no longer use.
4. *Action Plan*: Based on your audit, write three personal pledges to reduce your future e-waste (e.g., "I will use my phone for at least 4 years," "I will repair my laptop instead of replacing it," "I will donate my old electronics").

4. Research and explain a specific green technology in a simple, creative way.

1. Choose one technology from the text (e.g., smart grids, blockchain for supply chains, IoT sensors in agriculture).
2. Create a simple infographic, a short video, or a live demonstration using everyday objects to explain:
   - What problem it solves.
   - How it works in basic terms.
   - One real-world example of its use.

5. Design a class-wide campaign to promote a sustainable habit using technology.

1. As a class, choose one habit to promote (e.g., reducing energy use, cutting down on single-use plastic, composting).
2. Brainstorm how technology could help (e.g., creating a social media challenge, using a shared app to track progress, making a persuasive podcast or video).
3. Create the campaign materials and implement the campaign for one week.
4. Track your progress and present the results to the class.

6. Role-play activity: *Green Schools Around the World*

Scenario: An international "Future of Education" expo is being held. Representatives from different green schools are at their booths, pitching their school's model to visiting parents and educators. Roles:
*The Bamboo Pioneer***:** A representative from Green School Bali. You must explain the benefits of a wall-less, natural environment and the student-guided, entrepreneurial curriculum.

*The Upcycling Engineer***:** A representative from Somos Tagma in Uruguay. Your focus is on how you built a sustainable school from recycled materials and how your curriculum teaches practical environmental skills.
The Forest Guide: A teacher from a Finnish Forest Kindergarten. You need to convince visitors of the benefits of all-weather outdoor learning and how it fosters creativity and resilience.
The Skeptical Parent: You are interested but have concerns. Is an open-air school safe? Will my child learn enough math if they're playing in the forest all day? Is a school made of bottles and cans durable?
*The Curious Educator***:** You are a teacher from a traditional school. You want to know about academic results, cost, and how to implement some of these ideas on a smaller scale.
In groups, conduct the role-play. The school representatives should use details from the text to promote their model and answer the tough questions from the parent and educator.

7. **Design a blueprint or a detailed description for a new "Green School" in your local area, incorporating at least three features from the text.**

Action:

1. *Analyze*: Review the "Features of Green Schools" section (Energy Conservation, Resource Management, etc.).
2. *Design*: Create a plan for your school. You must include:
   - One feature related to the building's design (e.g., like Green School Bali's wall-less structure or Somos Tagma's recycled materials).
   - One feature related to resource management (e.g., like Somos Tagma's rainwater system or comprehensive recycling).
   - One feature related to the curriculum or community (e.g., like the Forest School's outdoor learning or Green School Bali's community-integrated projects).
3. *Present and Justify*: Give your school a name and present your blueprint to the class, explaining *why* you chose each feature and how it benefits students and the planet.

Did You Know...?
Reading comprehension – „Green Schools"

The ongoing evolution of Education for Sustainable Development (ESD) led to the establishment of environmentally conscious educational institutions, commonly known as the Green School Movement. While interpretations of "Green Schools" vary, similar to ESD (Education for Sustainability), these institutions are broadly recognized as educational vehicles supporting ESD objectives. They function as establishments aligned with the United Nations' 17 Sustainable Development Goals (SDGs). The educational sector demonstrated quick adaptation to ESD initiatives, evidenced by the Foundation for Environmental Education (FEEE) launching Eco-Schools across Europe in 1994 and the establishment of the United States Green Building Council in 1993.

Features of Green Schools

Energy Conservation: Green schools employ advanced design principles to maximize energy efficiency, implementing cutting-edge technologies that minimize power usage, decrease carbon emissions, and reduce utility expenses.

Resource Management: Green schools adopt comprehensive waste management approaches, incorporating recycling initiatives and selecting sustainable materials, to decrease landfill impact.

Environmental Design: These institutions select strategic locations and integrate natural elements, wildlife preservation, and minimal light interference in their architectural plans.

Public Participation: They actively collaborate with local communities in environmental initiatives, building relationships with nearby organizations and promoting sustainable practices among students and their families.

Enhanced Air Standards: Green schools emphasize superior indoor air quality through advanced ventilation design, eco-friendly materials, and measures to reduce allergens, creating optimal learning conditions.

Green schools deliver multiple advantages, including enhanced student learning outcomes, decreased operational expenses, minimized environmental impact, and cultivating environmental awareness in youth. They serve as catalysts for environmental change by developing ecological consciousness early and decreasing education's environmental impact. Below find some examples.

Green School Bali



Inspired by Alan Wagstaff's "Three Springs" educational design concept, Green school Bali is a wall-less, action-based Pre K-12th grade school located amongst the jungles and rice fields of Bali. Built entirely out of bamboo, it's doors officially opened in 2008. Today, there are 3 more Green Schools located in Tulum, South Africa and New Zealand. Using a holistic, student-guided approach, they educate for sustainability, through community-integrated, entrepreneurial learning in a natural environment. Students focus on developing environmental solutions and taking action to make a real impact.

Somos Tagma



In Canelones, Uruguay, the first 100% sustainable public school in Latin America was built. The 270-square-meter building took just 7 weeks to build and used approximately 4,000 bottles and 8,000 cans. The structure is 100% powered by photovoltaic panels and has a collection and treatment system for rainwater, which is used for human consumption, irrigation, and cisterns. Its curriculum teaches students environmental responsibility, how to grow food organically, and the importance of properly recycling, reusing and disposing of waste.

Forest Schools and Outdoor Kindergartens

One of the most admired and internationally recognized features of Finland's early education system is the forest kindergarten, a place where learning happens almost entirely outdoors, regardless of the weather.

These kindergartens, known in Finnish as *metsäpäiväkoti* (forest daycare), represent a simple yet powerful idea: that nature provides everything children need to grow, learn, and thrive. Instead of bright plastic toys and high-tech classrooms, children in these settings play with what the forest gives them, sticks, rocks, snow, mud, pinecones, and tree stumps. And they don't miss the gadgets. In fact, they thrive without them.



Children climb, dig, build, jump, observe, and listen. They imagine worlds inspired by wind and wildlife. And all of this happens under the watchful guidance of trained educators, who balance structured activities (like nature-themed songs or group counting games) with unstructured free play, which is essential for creativity and self-regulation.

In many municipalities across Finland, early childhood education centers are intentionally located near forests, fields, or parks, some even have permanent forest classrooms with simple wooden shelters, outdoor fire pits, and logs for seats. Children bundle up in layers during the winter months and wear waterproof suits in the rain. Weather is not seen as an obstacle but as a co-teacher, offering new experiences each season.

Unit 3. INSIDE THE INTERNET

Unit Objective: by the end of this unit, learners will be able to understand the main components that make the Internet work, explain how front-end and back-end systems interact, and describe the role of emerging technologies such as cloud computing, artificial intelligence, and blockchain in shaping the digital world.

LISTENING

1. Watch the video: *How Does the Internet Work?*: *"How Does the Internet Work?"* (available on YouTube – https://www.youtube.com/watch?v=x3c1ih2NJEg, around 5 minutes)

2. View the video *"How Does the Internet Work?"* and analyze how data is transmitted across networks. Afterwards, evaluate the following statements and indicate whether they are *True (T) or False* (F) based on your understanding of how the Internet works.

1. **T / F** The Internet is stored in one big computer in the United States.
2. **T / F** When you type a web address, your computer sends a request to a DNS server.
3. **T / F** DNS stands for "Digital Network System."
4. **T / F** The Internet works through physical cables, including ones under the ocean.
5. **T / F** Data travels through the Internet in one single stream from one device to another.
6. **T / F** Servers store and send the information that websites are made of.
7. **T / F** HTTP stands for "HyperText Transfer Protocol."
8. **T / F** HTTPS is less secure than HTTP.
9. **T / F** Wi-Fi and mobile data are the only ways devices connect to the Internet.
10. **T / F** The Internet was originally created to share information between scientists and the military.

READING

The Hidden World Behind the Internet

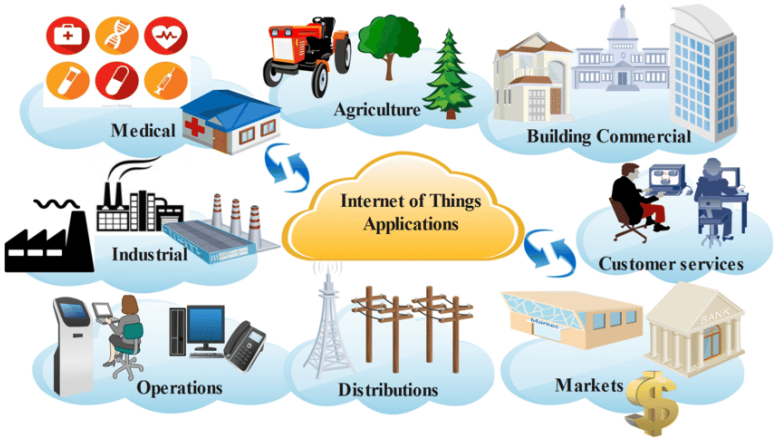
The digital world is no longer a separate space from our daily lives. It has become part of who we are and how we function as a society. Every message we send, every video we watch, and every search we make depends on an invisible digital architecture that allows information to move quickly and safely across the globe. Understanding this architecture helps us see how the modern, connected world truly works and how to figure out the fundamental components that power it.

At the core of the Internet are *protocols*, the universal rules that allow devices and computers to communicate in the same digital language. One of the most important is *TCP/IP*, which divides information into small data packets that travel through networks and reassemble perfectly when they arrive. Another key protocol is *HTTP* — and its secure version, *HTTPS* — which makes it possible for web browsers to load websites while protecting sensitive information such as passwords or personal data. Working silently in the background, the *Domain Name System (DNS)* acts like the Internet's address book, translating human-friendly web names (like *www.google.com*) into the numerical IP addresses that computers can find out and identify.

Building an online presence often begins when developers set up websites or applications. This process involves two distinct layers: the *front-end* and the *back-end*. The front-end is the visible face

of a website or app, everything a user sees and interacts with directly in their browser. It is built with *HTML* (for structure), *CSS* (for design), and *JavaScript* (for interactivity). The back-end, in contrast, operates behind the scenes on powerful computers called servers. This is where the application's logic is processed, user accounts are managed, and all persistent information is stored in databases. Here, programming languages like Python or PHP work to handle requests and ensure everything runs smoothly before users log in.

Two revolutionary concepts, *cloud computing* and *APIs*, keep up with the rapid growth of the digital world. Cloud computing has democratized access to powerful computing resources, allowing businesses and developers to **back up** data and avoid **running out of** storage space by renting resources from specialized providers instead of investing in expensive hardware. Simultaneously, APIs (Application Programming Interfaces) act as bridges that enable different software applications to exchange data and functionalities seamlessly. When a weather website displays a forecast or you **log in** to an app using your social media account, you are witnessing the invisible work of an API.



On the technological horizon, innovations like *Artificial Intelligence (AI), Blockchain*, and the *Internet of Things (IoT)* are transforming how we live and work. AI helps machines learn and make decisions, powering tools such as virtual assistants or recommendation systems. Blockchain has introduced a decentralized and cryptographically secure model for recording transactions, with applications that extend far beyond cryptocurrencies. Finally, IoT connects everyday physical devices, allowing them to **hook up** with networks and *send out* data, creating a vast ecosystem that brings the physical and digital worlds closer than ever before.

In essence, the digital world functions as a single, integrated system. Cloud computing provides the infrastructure, APIs enable interaction, AI adds intelligence, and Blockchain ensures trust. Together, these elements form the invisible foundation of the digital age — an ecosystem that constantly evolves and connects people, ideas, and technology. When we use these technologies, we **go online** and interact with this system every day.

Comprehension questions

1. What does the term *digital architecture* refer to in the text?
2. How do TCP/IP protocols contribute to the functioning of the Internet?
3. What role does the DNS play in Internet communication?
4. What advantages does cloud computing bring to users and companies?
5. How does cloud computing help individuals and companies?
6. In what ways are Artificial Intelligence, Blockchain, and the Internet of Things changing modern life?
7. What message does the author express in the conclusion about the interconnection of digital technologies?

VOCABULARY

Protocol – A set of rules that defines how data is transmitted and received over a network.
TCP/IP – The main suite of communication protocols that enables data transfer on the Internet.
HTTP / HTTPS – Protocols for transferring web pages; HTTPS adds encryption for security.
DNS (Domain Name System) – A system that translates website names into IP addresses.
Front-end – The visible part of a website or application that users interact with.
Back-end – The hidden part of a system that processes data and manages logic on a server.
Cloud Computing – Using remote servers on the Internet to store, manage, and process data.
API (Application Programming Interface) – A set of tools and rules that allows different applications to communicate.
Artificial Intelligence (AI) – Technology that enables machines to perform tasks that require human intelligence.
Blockchain – A decentralized digital ledger that securely records transactions.
Internet of Things (IoT) – A network of physical devices connected to the Internet, collecting and sharing data.

Internet Infrastructure: *protocol, TCP/IP, DNS, server*

Website Components: *front-end, back-end, HTML, CSS, JavaScript*

Modern Technology: *cloud computing, API, AI, blockchain, IoT*

Phrasal verbs from the text

Phrasal Verb	Meaning
figure out	to understand or solve something
find out	to discover information
set up	to create or establish
log in	to enter a system or website
keep up with	to stay updated
back up	to make a copy of data
run out of	to have no more left
hook up	to connect a device to a network
send out	to transmit data
go online	to connect to the Internet



ACTIVITIES

1. Fill in the blanks with the correct word or phrasal verb from the box:

Word Bank: *DNS, log in, back-end, hook up, send out, cloud computing, API*

1. Users must _____ to access their accounts.
2. The _____ processes information behind the scenes on the server.
3. Smart devices _____ data to communicate with networks.
4. Developers can _____ websites or applications quickly using modern servers.
5. The _____ acts like the Internet's address book, translating names into IP addresses.
6. Companies use _____ to store and process data without owning physical hardware.
7. APIs allow different applications to communicate and _____ information seamlessly.

2. Answer the questions using one of the vocabulary words or phrasal verbs:

1. Imagine you want to log in to a new app. What steps do you take?
2. Your IoT devices hook up with a new network. What kind of information might they send out?
3. A website needs to store large amounts of user data. How could cloud computing help?
4. You want to check a website, but your browser needs to convert the name into an IP. Which system does this?

3. Complete the sentences using a suitable linking word: *because, so, therefore, as a result, due to*.

1. Data is divided into packets _____ TCP/IP can deliver it reliably.
2. Smart devices are connected to the Internet, _____ they share information with other systems.
3. HTTPS encrypts communications, _____ it protects user privacy.
4. Cloud computing is popular _____ it avoids the cost of physical servers.
5. APIs connect applications; _____ data flows seamlessly.
6. AI processes large amounts of information _____ it can make predictions.
7. Blockchain is decentralized, _____ no single entity controls the ledger.
8. The back-end stores data securely, _____ users can trust the system.

4. Complete the sentences with the correct phrasal verb from the box.

Word Bank: *log in, hook up, send out, set up, back up, plug in, take down, boot up*

1. Before accessing your account, you need to _____ with your username and password.
2. The technician will _____ the new server in the data center today.
3. Smart devices automatically _____ data to the cloud for processing.
4. Always _____ important files to avoid losing them in case of failure.
5. Connect the printer by _____ the cable to the computer.
6. The security team decided to _____ the compromised website temporarily.
7. When you start your computer, it will _____ all necessary programs.
8. IoT sensors can easily _____ to a local network for seamless communication.

5. Match the terms in column A with their correct description in column B.

Column A	Column B
1. Firewall	A. A network of computers connected over the internet
2. Cloud Storage	B. Software that prevents unauthorized access to a network
3. VPN	C. Technology that allows devices to communicate and exchange data
4. Router	D. A private network that encrypts your connection over the Internet
5. IoT (Internet of Things)	E. A device that forwards data between networks
6. Server	F. Online space where users can store files and access them from anywhere

6. Choose the correct answer for each question.

1. What does a router do?
   a) Stores user files in the cloud

b) Forwards data between networks
c) Protects against viruses
d) Translates domain names

2. Which protocol is used to load web pages securely?
   a) FTP
   b) HTTPS
   c) SMTP
   d) DNS
3. What is the main purpose of a VPN?
   a) Increase your internet speed
   b) Encrypt your connection and protect privacy
   c) Store files online
   d) Analyze data
4. Which technology allows devices like fridges, watches, and sensors to communicate online?
   a) Cloud computing
   b) IoT (Internet of Things)
   c) Blockchain
   d) Firewall
5. What does blockchain provide?
   a) Temporary storage for files
   b) A decentralized and secure record of transactions
   c) Faster internet speed
   d) A programming language
6. What is the function of a DNS server?
   a) Protects your computer from malware
   b) Converts domain names into IP addresses
   c) Encrypts online data
   d) Manages cloud services

SPEAKING

1. Discussion in groups:

- Discuss how cloud computing has changed the way people store and share information.
- Debate whether AI should be allowed to make important decisions without human control.
- Talk about how IoT devices make everyday life easier—or more complicated.
- Share your thoughts: Would you trust blockchain for online banking? Why or why not?

2. Create a digital poster or infographic titled *"How Data Travels Across the Internet"*

Your design should include:

- *Icons or small illustrations* (for example: computers, routers, cables, clouds)
- *Arrows or lines* showing how information moves from one device to another
- *Short descriptions* or labels (3–5 sentences in total) explaining each step of the process – for example:
  - "Data is divided into small packets."
  - "Packets travel through different networks."
  - "The DNS helps the data reach the right address."

Tips for success:

- Keep the text *short and clear* – use keywords instead of full paragraphs.
- Use *color and contrast* to make the information easy to follow.
- Make sure the *flow of information* is logical – left to right or top to bottom.
- *Check your spelling and grammar carefully.*

Output: Export your project as a downloadable file (PDF or PNG) or share it as an online link with your classmates or teacher.

3. Write a short summary of the reading passage using your own words.

4. Include at least three main digital technologies mentioned in the text.

5. Use linking words such *as because*, *therefore*, *however*, *in addition*.

6. Draw a mind map that shows how AI, IoT, Blockchain, and Cloud Computing are connected.

7. Read the text carefully. Some words or phrases have been removed. Complete the blanks using the words/phrases from the box below.

Word Bank: (A) *automate routine processes,* (B) *specialized software,* (C) *structured courses,* (D) *simplification,* (E) *live environment,* (F) *cloud,* (G) *drag-and-drop interface,* (H) *visual boards,* (I) *virtual hard drive,* (J) *templates,* (K) *digital second brain,* (L) *real-time collaboration.*

"The Digital Toolkit"



The internet's true power for the average user lies not just in its ability to provide information, but in its vast ecosystem of practical, often free, tools. These web-based applications have democratized capabilities that were once expensive, complex, or required _____, empowering individuals and small teams to achieve professional results. They can be broadly categorized into several key areas of utility.

1. The Organized Mind: Productivity and Collaboration Tools

The traditional office suite has been reinvented for the _____. Tools like *Google Workspace* (*Docs*, *Sheets*, *Slides*) and *Microsoft 365 Online* have made _____ the new standard. Multiple people can now edit the same document, spreadsheet, or presentation simultaneously, from anywhere in the world, eliminating the confusion of emailing different file versions. This category also includes:

• *Project Management Platforms*: Tools like *Trello*, *Asana*, and *Notion* act as a shared digital brain for teams. They allow you to organize tasks on _____, assign responsibilities, set deadlines, and track progress, bringing clarity and structure to any project, from planning a wedding to launching a business.

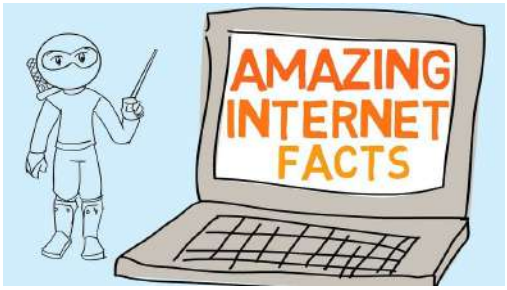
• *Cloud Storage*: Services like *Google Drive*, *Dropbox*, and *OneDrive* act as a _____. They automatically sync files across all your devices, serve as a secure backup, and make sharing large files as simple as sending a link.

2. The Creative Studio: Design and Multimedia Tools

You no longer need a powerful computer or expensive licenses for Adobe Creative Suite to create stunning visuals.

• *Graphic Design*: Platforms like Canva have revolutionized graphic design by offering thousands of _____ for social media posts, presentations, posters, and more. Its _____ makes professional-looking design accessible to everyone.

• *Audio and Video Editing*: Tools like *Audacity* for audio recording and editing, and web-based platforms like *Canva's Video Editor* or *Clipchamp* allow users to create and edit videos directly in their browser. *Loom* is another invaluable tool for asynchronous communication, allowing you to quickly record and share video messages of your screen, voice, and face.



3. The Continuous Classroom: Learning and Knowledge Tools

The internet is the world's largest library, and these tools help us navigate and absorb its information effectively.

• *Learning Platforms*: Sites like *Coursera*, *edX*, and *Khan Academy* offer _____ from top universities and institutions on virtually every topic, making high-quality education accessible to all.

• *Note-Taking and Research*: Applications like *Evernote* and *Notion* serve as a _____, allowing you to capture ideas, organize research, and clip web pages into a searchable, personal database. For academic work, *Zotero* and *Mendeley* help manage citations and bibliographies automatically.

4. The Technical Toolkit: Development and IT Tools

For those building the web itself, browser-based tools have become indispensable.

• *Code Sharing and Collaboration*: *GitHub* is the essential platform for developers to host, review, and collaborate on code. It manages different versions of a software project and fosters open-source contribution.

• *Code Sandboxes*: Tools like *CodePen*, *JSFiddle*, and *Replit* provide a _____ in the browser to write, test, and share snippets of HTML, CSS, and JavaScript code without setting up a complex development environment.

5. The Personal Assistant: Utility and Automation Tools

Finally, a host of smaller tools solve very specific problems, saving time and effort.

• *Password Managers*: *LastPass* and *Bitwarden* securely store and auto-fill your login credentials across all your devices, enabling you to use strong, unique passwords for every site without having to remember them.

• *Automation Tools*: *IFTTT* (If This, Then That) and *Zapier* allow you to create "applets" or "zaps" that connect different web services. For example, you can automatically save your Gmail attachments to Dropbox or post your Instagram photos to Twitter.

The common thread among all these tools is empowerment through _____. They lower the barrier to entry for complex tasks, foster collaboration across distances, and _____. By leveraging this digital toolkit, anyone can become more productive, more creative, and more organized, turning the vast potential of the internet into tangible, practical results in their personal and professional lives.

Did you know… ?

The internet we know – with its social sites, search engines, and video streams – is just the tip of a gigantic iceberg. Behind this familiar screen lie strange, amusing, and profoundly technical things that reveal a parallel world.

Cable "Mice": Nearly 99% of international internet traffic travels through *hundreds of thousands of kilometers of submarine cables* laid on the ocean floor. These cables, as thick as a garden hose, are sometimes accidentally cut by ship anchors or... by shark teeth! Shark attacks on cables are a real, though rare, danger, for which companies use special protective sheathing.

The Fog: Beneath the streets of Manhattan lies a complex maze of tunnels filled with fiber optic cables, servers, and networking equipment, sometimes called *"The Fog"*. This subterranean system is so vital to the global financial market that it is one of the most guarded and secured places on Earth.

Deep Web vs. Dark Web: These terms are often confused. The *Deep Web* is enormous and includes anything behind a password wall – your Gmail account, your company's intranet, medical databases. It is roughly 400 to 500 times larger than the "surface web" we search. The *Dark Web* is a small part of the *Deep Web*, accessible only with special browsers (like *Tor*), and is used for both legitimate activities (journalists in oppressive states) and illegal markets.

The Internet Was Invented Over 40 Years Ago, in a Beer Garden! Who says the best ideas don't come over a drink! The internet was born in 1974, when two computer scientists, Vint Cerf and Bob Kahn, published a paper describing a protocol for sharing data across different networks. They called it TCP/IP (Transmission Control Protocol/Internet Protocol), and it is still the basis of how the internet works today. They came up with the idea while drinking beer at the International Networking Working Group meeting in Sussex, England.

YouTube Was Invented on Valentine's Day: YouTube is the most popular video-sharing platform on the internet, with over 2 billion monthly active users who watch over 1 billion hours of video every day. YouTube was founded on February 14, 2005, by three former PayPal employees: Chad Hurley, Steve Chen, and Jawed Karim. They registered the domain name youtube.com on that day.

The First Thing Delivered via the Internet Was... a Pizza: In 1994, Pizza Hut became the first company to accept online orders. The first order was a pepperoni, mushroom, and extra cheese pizza, delivered to an address in California. This moment marked the beginning of e-commerce as we know it today.

"Dead" Languages Online: A study showed that over half of the world's living languages have virtually no presence on the internet. Over 2,000 languages are almost non-existent in the digital space, which condemns them to an even faster disappearance, as younger generations don't speak them online.

The name Google originated from a misspelling: The name 'Google' is the result of a misspelling of the mathematical term 'googol'. Googol is the number 1 followed by 100 zeros. An accidental mistake gave birth to one of the world's most famous brands. Larry Page and Sergey Brin, the founders of Google, intended to name their company "Googol" to reflect the vast amount of information the search engine would handle.

Geocultura în spațiul anglofon – *Abordare infuzională*
Geoculture in the English-speaking countries – *Infusional Approach*

Tatiana Lașcu, PhD, Associate Professor

Unit 1. GREEN GOVERNANCE IN THE UK

Content Units:

- British Environmental Policies and the Role of Green Parties - overview of environmental legislation in the UK
- The Climate Change Act
- The Green Party's influence, and post-Brexit environmental strategies



LISTENING

1. Pre-listening tasks

a. **Brainstorm with students:**
- What major environmental laws exist in the UK?
- What do you know about the Climate Change Act 2008 (UK)?
- What role do green parties have in the UK political system?

b. **Look at the video title "*Does planting trees actually cool the planet?*" https://www.youtube.com/watch?v=bbxmH_Kj7fk and predict:**
- What arguments might the speaker make? What are possible drawbacks or complications of tree planting as a policy?
- What other measures might go alongside tree planting to make a policy effective?

2. While-listening

Listen to the TED-Ed lesson *Does planting trees actually cool the planet?* – Carolyn Beans (on the TED-Ed website). TED-Ed Lessons Worth Sharing | TED-Ed

a. **After the first watch, answer:**
- What is the main conclusion of the speaker? What key point stood out?

b. **Fill in the gaps with selected sentences from the video:**

"Planting trees is often seen as _____, but the trouble is that tree-planting efforts don't always work as ____."

c. **Note down:**
- two policy recommendations given in the talk
- one example of where tree-planting failed or had unintended consequences
- one link the speaker makes to governance/policy (you can ask them to tie to UK later)

3. Post-listening

a. **Answer the following questions:**
- How do the arguments in the video apply to the UK? For example: the UK's target tree planting, or the role of the Green Party of England and Wales in UK politics, or post-Brexit environmental strategies.
- What would a "tree-planting policy" in the UK need to consider (legislation, protected habitats, native species, funding, monitoring)?

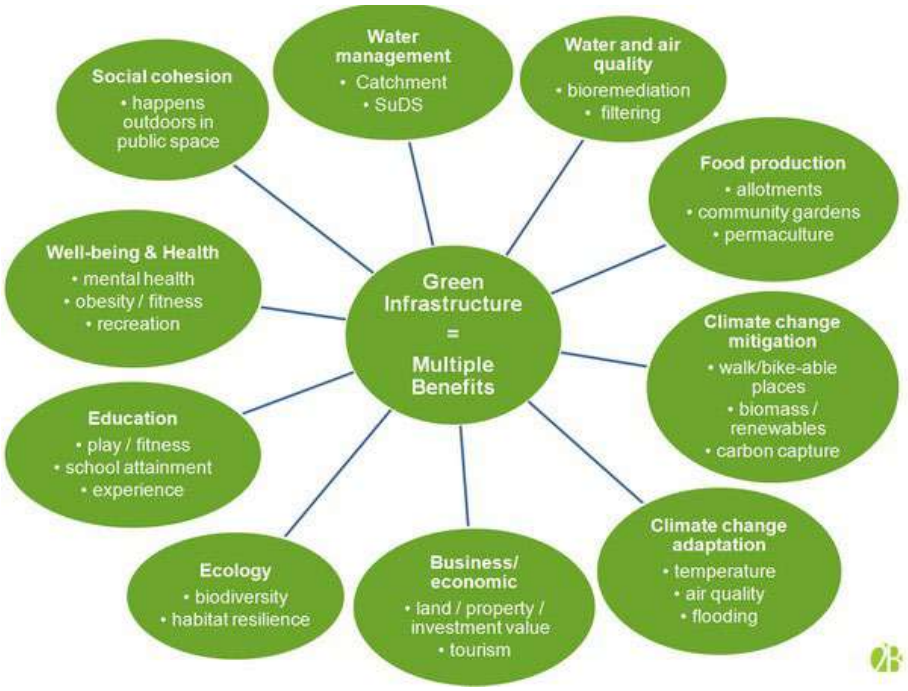
READING

Read the text

Green Governance in the UK: Policies, Legislation and Institutional Framework and do the activities after the text.

The United Kingdom has developed one of the most advanced frameworks of environmental governance, combining legally binding targets, independent scrutiny, and a complex institutional architecture. The cornerstone of this framework is the Climate Change Act 2008, which established the UK's duty to cut greenhouse-gas emissions and created the independent Committee on Climate Change (CCC) to advise government and monitor progress.

Following the UK's departure from the European Union, the governance system was significantly reinforced by the Environment Act 2021. This Act sets out a spectrum of long-term statutory environmental targets covering air quality, water, biodiversity and waste. It also creates the Office for Environmental Protection (OEP), which scrutinises government performance in delivering its obligations.



In practical terms, the UK government publishes its strategies and adaptation programmes to respond to both climate change mitigation and ecosystem resilience. For example, the government's latest response to the CCC's Adaptation Progress Report outlines measures for restoring native habitats, improving soil health, strengthening flood defences and integrating nature – recovery into agricultural policy. The role of political parties, including the Green Party of England and Wales, adds further dimension to green governance. While the Green Party remains a minority force in Parliament, its influence on policy discourse—especially on topics like biodiversity, sustainable tourism and protected landscapes—pushes major parties to embed stronger environmental commitments into manifestos and legislation. Post-Brexit dynamics further complicate governance: as the UK sets its own standards and deregulation paths, tensions emerge between economic growth, environmental protection and regulatory oversight.

In the field of natural landscapes and conservation, the UK maintains extensive protected areas, national parks and heritage sites through legislation such as the National Parks and Access to the Countryside Act 1949 and newer designations under the Environment Act. Sustainable tourism

practices, biodiversity enhancement schemes and habitat-restoration projects illustrate how governance intersects with ecological management. The UK's governance model tries to maintain an ecological balance between development and protection, recognising that ecosystem services (such as carbon sequestration, flood regulation and recreation) are essential for both nature and society.

In sum, green governance in Britain is characterised by a legally backed target-setting approach, independent monitoring, cross-sectoral policy integration and evolving institutional mechanisms. The success of this governance hinges on enforcement, coherent policy across local and national levels, and the integration of biodiversity and conservation goals into the broader climate strategy.

VOCABULARY

Governance	The system of rules, practices, and processes by which a government or organisation controls and directs activities.
Statutory	Required, permitted, or enacted by statute (i.e., law).
Duty	A legal or moral responsibility.
Independent scrutiny	Examination or oversight carried out by an entity that is not controlled by the government or the subject of the oversight.
Adaptation	Adjustments in systems (social, ecological) in response to actual or expected climate change or its effects.
Mitigation	Actions taken to reduce or prevent the emission of greenhouse gases, thereby limiting climate change.
Interface	The point at which two systems, subjects, organisations meet and interact.
Ecosystem services	The benefits people obtain from ecosystems (e.g., pollination, water purification, flood regulation).
Habitat restoration	The process of recovering a natural habitat that has been degraded, damaged or destroyed.
Biodiversity	The variety of life in the world or a particular habitat or ecosystem.
Protected area	A region designated for protection and maintained for ecological conservation and/or recreation.
Deregulation	The removal or relaxation of regulations or controls.
Statutory targets	Goals or objectives set out in law, which a government must work to achieve.
Scrutinise	To examine or inspect closely and thoroughly.

Collocation	Explanation
Set statutory targets	To establish legally binding goals, usually in environmental policy.
Independent monitoring framework	A neutral system for evaluating progress, separate from those being monitored.
Green governance architecture	The structure and systems used to manage sustainability and environmental policy.

Legal duty to reduce emissions	A formal obligation established by law to decrease greenhouse gas output.
Ecosystem services valuation	Assessing the economic or ecological value of benefits provided by ecosystems.
Habitat restoration programme	A structured plan for repairing or improving damaged natural environments.
Protected area designation	Officially declaring a geographic site as protected for conservation.
Sustainable tourism practice	Environmentally responsible methods of tourism that reduce negative impact.
Biodiversity enhancement scheme	A plan designed to increase species variety and ecological richness.
Policy/regulatory interface	The point where policy goals and legal regulations interact.
Deregulation versus environmental protection	The tension between reducing rules and maintaining laws that protect nature.
Cross-sectoral policy integration	Coordination of policies across sectors (energy, transport, agriculture) to achieve shared goals.



ACTIVITIES

1. Match the words from the text to their correct definitions:

Words:	***Definitions:***
A. *governance,*	1. Adjustments in response to climate change.
B. *statutory,*	2. Processes or rules by which a government or organization is controlled.
C. *independent scrutiny,*	3. Actions taken to reduce the severity of climate change.
D. *adaptation,*	4. Required or mandated by law.
E. *mitigation,*	5. Examination carried out by an entity not influenced by the government.
F. *ecosystem services,*	6. The variety of living organisms in an ecosystem.
G. *habitat restoration,*	7. Recovery of a damaged or destroyed habitat.
H. *biodiversity,*	8. Benefits people obtain from ecosystems, such as pollination or flood regulation.
I. *deregulation,*	9. Removal or relaxation of regulations or controls.
J. *cross-sectoral integration*	10. Cooperation between multiple policy areas or sectors.

2. Fill in the blanks with the correct word(s) from the box:

statutory, independent, ecosystem, habitat, biodiversity, governance, protected, mitigation, sustainable, cross-sectoral

1. The UK government sets _____ targets to reduce greenhouse gas emissions.
2. National parks are considered _____ areas to preserve natural habitats.
3. The Committee on Climate Change conducts _____ scrutiny of government climate policies.

4. Restoring forests contributes to carbon _____ and soil health.
5. Effective environmental _____ requires policy coordination across energy, agriculture, and transport sectors.
6. Preserving _____ is essential for ecosystem resilience.
7. Local authorities implement _____ tourism practices to protect landscapes.
8. Urban development can threaten _____ and require careful management.

3. Read the text again and decide whether the statements are true (T), false (F), or correct the false ones (C):

a. The Climate Change Act 2008 established the Office for Environmental Protection.
b. The Green Party has a majoritarian influence in the UK Parliament.
c. Post-Brexit, the UK sets its own environmental standards independent of the EU.
d. Habitat restoration is included in UK environmental strategies.
e. Ecosystem services only refer to recreational benefits.

4. Answer the following questions

a. Explain how the Climate Change Act 2008 contributes to green governance in the UK.
b. Discuss the role of the Green Party in shaping environmental policy, despite limited parliamentary seats.
c. Evaluate how the Environment Act 2021 addresses post-Brexit governance challenges.
d. Choose one UK national park and explain how policy frameworks protect its biodiversity and ecosystem services.



5. Create a diagram showing UK green governance framework. Explain it to your classmates.

Climate Change Act - Committee on Climate Change - Environment Act 2021 - Office for Environmental Protection - Policies for habitats, biodiversity, and ecosystem services.
Annotate with key vocabulary and collocations.
Compare UK environmental governance with one EU country (e.g., Germany or France). Focus on statutory targets, enforcement, biodiversity policies, and political party influence. Present findings in small groups using diagrams or tables.

6. TABOO WORDS activity. *British Green Governance.* Work in pairs or small groups. *D*raw a card and try to explain it to your partner(s) without using the "taboo words" listed. *If you* say a taboo word, you lose a point.

Card 1
Word: **Green party**
Taboo words: *politics, UK, Parliament, environmental, party*
Card 2
Word: **Biodiversity**
Taboo words: *variety, species, ecosystem, life, conservation*
Card 3
Word: **Habitat restoration**

Taboo words: *degraded, ecosystem, planting, recovery, nature*

Card 4

Word: **Ecosystem services**

Taboo words: *benefits, humans, nature, environment, support*

Card 5

Word: **Statutory targets**

Taboo words: *legal, obligation, law, government, mandate*

Card 6

Word: **Deregulation**

Taboo words: *removing, rules, law, control, simplify*

Card 7

Word: **Sustainable tourism**

Taboo words: *eco-friendly, travel, protected, nature, environment*

Card 8

Word: **National park**

Taboo words: *protected, landscape, government, area, conservation*

Card 9

Word: **Mitigation**

Taboo words: *reduce, climate change, action, emission, prevent*

7. **Unscramble sentences**
    1. targets / statutory / UK / greenhouse-gas / the / reduce / emissions / are / to / required / by / law / set
    2. Committee / independent / advises / Climate Change / government / on / and / monitors / progress / the / the / emission / reduction
    3. post-Brexit / Environment Act 2021 / Office / creates / Protection / the / Environmental / for / to / scrutinise / obligations / government
    4. habitat / restoration / is / restoring / ecosystems / degraded / a / key / strategy / for / biodiversity
    5. Green Party / minority / in / UK / remains / but / influence / has / policy / on / environmental / discourse
    6. national parks / protected / landscapes / biodiversity / and / maintain / help / ecosystem / UK / services / to
    7. mitigation / and / climate / adaptation / both / essential / are / strategies / effective / environmental / policies
    8. cross-sectoral / policy / integration / governance / and / require / collaboration / multiple / areas
    9. enforcement / success / green governance / depends / on / coherent / policies / and / monitoring
    10. tree-planting / alone / solution / silver bullet / not / climate / change / is / a / for

SPEAKING

1. Role-play. The class is split into three roles: *(a) UK government minister, (b) Green Party spokesperson, (c) conservation NGO.* The government proposes a new development in a protected landscape. Students must argue their position, propose mitigation measures, and negotiate an outcome.

2. Debate: "*Should the UK invest £X billion in tree-planting vs. other measures like peatland restoration or coastal protection*?" Bring arguments from the video, UK context, and use key vocabulary/idioms.

3. Case study research. Choose one UK national park (ex., *Lake District National Park, Peak District National Park*, etc.) and research: tree-planting initiatives there, protected habitats, how the park contributes to ecosystem services, any governance challenges (post-Brexit/UK laws). Prepare a short slide or poster to share in the next class.



WRITING

1. Write a paragraph reflecting on the video: *"In the long run, tree planting may be just a drop in the ocean unless… etc."* Share your paragraph with a peer who gives feedback.

2. Mini-project/policy. Write a short policy brief (300-400 words) to the UK government: "*Designing a tree-planting scheme for the UK that aligns with the Climate Change Act, supports national parks, and maintains biodiversity.*" Incorporate at least three vocabulary items (from your list) and link to ecosystem services and governance.

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