HELLAS

Let's go Green!

Overview			
Linguistic dimension			
CEFR Level	**Skills**	**Duration**	**Target language**
A2/B1	Listening Speaking Writing	2x45	English or any other language
ICT dimension			
ICT resources	*PPT slide* *Wordle (http://www.wordle.net) or Tagul (http://tagul.com)* *Online game* **http://learnenglishkids.britishcouncil.org/en/fun-games/clean-and-green** *Song on You Tube song* **https://www.youtube.com/watch?v=wtoeZ9Nkeqk** *Voki presentation on* **http://www.voki.com/mywebsite.php** *Comic strip on* **http://www.toondoo.com** *Interactive wall on* **https://padlet.com** *Use free software for creating a poster on* **https://www.lucidpress.com/pages/examples/free-online-poster-maker** *or* **http://www.jukeboxprint.com/editor/poster_creator.php** *Samples of posters*			
ICT competences	- Make word clouds - Play a drag-drop online game - Create an oral presentation or a comic strip or an interactive wall - Relate information to complete tasks - Create an online poster			
Detailed description of the task			
Situation / theme(s)	*Recycling*			
I can…	• Write short, simple notes or messages			

	• Understand the gist in short, clear, simple messages and announcements • Understand phrases and high frequency vocabulary • Communicate by carrying out simple tasks requiring a direct exchange of information on familiar topics • Use a series of phrases and sentences to describe familiar topics in simple terms
Product	*Learners are able to create a poster or a recorded presentation or a comic strip to show the importance of recycling*
Product requirements or prerequisites	*In order to implement this lesson, an IWB is necessary as well as computers/ tablets for the learners so they can use the free software suggested during the teaching session(s). In most cases, learners need to create an account for using this software.*
Process	**PRE TASK CYCLE** Activity 1: The teacher projects a PPT slide with the sign of recycling and asks students what they think it stands for. **Activity 2:** Students brainstorm and use Wordle (http://www.wordle.net) or Tagul (http://tagul.com) to say which things we can recycle. They compare and report their findings in class. **Activity 3:** Click on http://learnenglishkids.britishcouncil.org/en/fun-games/clean-and-green or http://learnenglish.britishcouncil.org/en/vocabulary-games/recycling?page=0%2C2 to play a recycling game on the IWB. **Activity 4:** Students should match the words with their definitions either on a PPT slide or on a worksheet

Activity 5: Listen to the song
https://www.youtube.com/watch?v=wtoeZ9Nkeqk and write down at least
two tips about reducing, reusing, recycling proposed in the song.

TASK CYCLE

Activity 6: In groups, ask the students to discuss and decide what actions
should be taken in their school/ neighbourhood/area to support or promote
recycling- reusing-reducing. Use voki (**www.voki.com**) or penzu
(**www.penzu.com**) or toondoo (**www.toondoo.com**)to report your findings
in class You are going to show your presentations to the rest of the classes
at school in order to make them realize how important recycling is.

LANGUAGE FOCUS

Activity 7: Students are shown a pattern of how to form the imperative

verb	recycle
	reduce
	reuse
don't + verb	don't recycle
	don't reduce
	don't reuse
Let's + verb	Let's recycle
	Let's reduce
	Let's reuse
Subject + should + verb	You should recycle
	You should reduce
	You should reuse

Activity 8: Students are shown posters about recycling and discuss the language used as well as the characteristics of good and bad ones (i.e. place of motto, colour schemes, pictures etc.)

Activity 9: In groups, the students using the imperative, should create a poster for their school in order to try to show the importance of recycling. Use https://www.lucidpress.com/pages/examples/free-online-poster-maker or http://www.jukeboxprint.com/editor/poster_creator.php .

They present them in class and they vote for the best one!

Division of roles (optional)	*Group work*
Consolidating activities suggested or follow up plan	The teacher could use the following resources to further explore the topic. **http://ebooks.edu.gr/2013/books-pdf.php?course=DSGYM-A114** (THINK TEEN 1 – ADVANCED , WB Tasks: p.78-9, Tasks 4 and 5 for imperative sentences and 1, 2,and 3 for vocabulary expansion)
Success factors or evaluation criteria	Students have carried out the tasks well if they have successfully reached the outcome of the lesson namely, a video/comic strip/poster/short story/leaflet to promote recycling. The teacher will evaluate using direct observation of the task performance according to the success criteria described below and can also provide students with a self -evaluation sheet to check if they have responded appropriately to the CEFR criteria set for this lesson namely the "can do" statements. **Students have done well if in terms of :** **Content** They have created a video/comic strip/poster/short story/leaflet to help teenage refugees

	Vocabulary They have used vocabulary and expressions connected to the topic of recycling. **Grammatical correctness** They have used imperative sentences correctly; there has been minor influence by mother tongue in learners' speech. They have used the correct verb tense, word order and spelling. **Fluency** They have been able to talk without lacking words or making too many mistakes; **Coherence** They have been able to link sentences with fitting connectors and used conjunctions quite frequently; **Interaction** They are active within the small and larger groups, and share their ideas and accept other people's opinion and criticism. **Pronunciation** They could pronounce the words used correctly and could correct some major mistakes made by classmates or group members;
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Didactic added value of the task and other information	
Practical hints for teachers	Teachers should have tried all these sites and created accounts in order to avoid delays throughout the trialling. Students should have been given time before the actual teaching to become familiar themselves with the aforementioned ICT tools. The teacher can modify the activities according to the resources, equipment and learners' interests. The whole learning scenario is provided but no time is given for each teaching session as this may vary according to the learners' level, ICT preparation, equipment etc.
Additional methodological or didactic comments	This lesson aims at building attitudes and values. It was designed to introduce and **not** elaborate on the topic of recycling to 12 year-old-learners.

Reasons why this task is a model of best practices	It is based on material used for EFL teacher training in Greece. It was used to exemplify TBLT in the first class of Gymnasio (Junior High School) in Greece during an open class supervised by the EFL School Advisor and observed by EFL teachers. It has been trialled and evaluated successfully in different teaching contexts in Greece It is based on Willis' quote "Use your text-books flexibly: 'taskify' them" (Willis 2006). It was designed to develop language competences using ICT tools as well as social competences by encouraging students to appreciate the value of recycling.
Impact that it is expected to have on the teaching practices and attitudes	There are lots of user-friendly online tools which teachers can easily adopt and incorporate in their teaching situations. Teachers familiarize themselves with the use of TBLT methodology.
Reasons why this task travels well	It uses online tools which motivate and appeal to learners. Moreover, recycling is a topic discussed in most EFL curricula, so it would be easily adopted by teachers.
Rationale and/or theoretical underpinnings of the task	The lesson is organised in the 3 cycles (pre-task, task, language focus) based on Willis & Willis' view of task-based learning and teaching.