

**Cli-fi - Writing for Change (Cat 4)**  
**A/S Praxis Forlag (Denmark)**

**Positive comments.**

*First reviewer*

The book builds on an innovative and original idea: climate writing, connecting the learning of English to a real and important topic.

The power of language for social change is clearly shown. It is motivating for students to use their writing actively in pursuit of a better climate.

The book offers students a rich variety of inspiring texts in different genres showing the students that there are many ways of writing about climate.

The book is well organized in four chapters where the first chapter is a good introduction to the topic. This gives the students the necessary vocabulary for reading, writing, and talking about the climate crisis.

The book contains several informative films (also access to films outside the book) about problems connected to climate. This gives the students good arguments for use in their writing and discussions.

Many creative and varied exercises support the students in their engagement with the book.

There are excellent exercises for groups of students, for two learning partners and for reflection individually or with other students.

The book gives the students good models for analysis, for example of art.

*Second reviewer*

This English language learning material adopts an original perspective and a specific teaching angle by offering an online application dedicated to the climate emergency and encouraging learners, through language teaching activities, to act as advocates in this cause.

The material provides the learners with a wide choice of digital language learning resources: exercises and tasks as well as assessment activities using a wide variety of text types, ranging from poems to fiction or nonfiction articles, video films, or even games like the "Climate Blame Game".

This application helpfully provides valuable advice and detailed recommendations to learners in the "Tools for analysis" section by recalling the rules, forms and modalities of the different types of tasks that learners will have to face in their end-of-unit evaluations or for the final exam, as well as making a series of practical suggestions.

The various texts are provided with hypertext links which lead either to articles of various lengths explaining the concept, or to translations of the word or expression in Danish.

The actual texts of the assessment tasks can easily be copied from a link, as well as downloaded by the learners to work outside the online App.

The layout of the digital tool is well designed with video backgrounds, with quite a simple and efficient navigation, and through clear connections to films and videos.

#### *Third reviewer*

The webbook is easy-to-navigate and well-designed, with eye-catching, engaging illustrations and video material and lots of user-friendly details (filtering for various content, read-out-loud function, notes, dictionary function, etc.).

The topic could not be more timely and more important, especially for the age group, and the material uses well-chosen examples and resources to engage students.

Apart from the language aspect, the material also develops important transferable skills by providing tools for analysing fiction, non-fiction, poetry, and film.

The resources for the teacher are not overwhelming and they are built into the material seamlessly.

Although it deals with a serious topic, and it does not take it lightly, the overall message of the material is positive, focusing on what can be done, enabling and empowering students with the idea that they can also contribute to the fight against human driven climate change.

#### **Suggestions for improvement**

##### *First reviewer*

The design of the book could be less compact. Some pages are a little over-loaded.

The learning aims and relation to the curriculum could be more clearly explained.

##### *Second reviewer*

The Foreword introduction which precisely describes the contents and objectives of the various parts of the digital application could have been displayed in a more digitalized layout, matching the online nature of the material.

Some of the grammar tasks (Word tasks) seem much simpler and less demanding than the Comprehension check tasks for learners of this language proficiency level.

##### *Third reviewer*

More emphasis could be placed on the element of self-evaluation.

Some tasks could be daunting for some students (e.g., writing poetry) – the material could offer alternative tasks in these cases.