

PROPÓSITO:

*Hago descripciones sencillas sobre diversos asuntos cotidianos de mi entorno.

*Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés. (Taller 1, Periodo 1)

MOTIVACIÓN:**ACTIVIDAD DE FORMACION QUE AYUDE AL DESARROLLO PERSONAL DEL ESTUDIANTE****Values and Virtues**

cooperation creativity
respect responsibility

EXPLICACIÓN:**DIAGNOSTIC PROOF: THINKS I LOVE ABOUT BRITAIN**

-Present simple and past simple: Interrogative, negative and affirmative sentences

My Ecological Footprint**GRAMAR AND VOCABULARY:**

Save energy Turn lights off Save water Reduce pollution Reduce possessions
Educate people Reduce consumption Save trees Recycling bins Reduce waste Organic food

1. Read the statements from three schools who are reducing their eco-footprints and complete each one with the words in the boxes.

1 Last week our teachers had a meeting to discuss how we could become more environmentally sustainable. There were some great ideas so we chose three. We are going to ¹ reduce pollution by starting a car-sharing programme for students who arrive by private car. This means that there will be fewer cars on the roads. We are also going to ² _____ by creating a school vegetable garden where we can learn how to grow organic food. Another thing we are going to do is ³ _____ by installing recycling bins around our school.

reduce pesticide use
reduce pollution
reduce waste

2 My students and I want to change our lifestyles to reduce our eco-footprint. We decided to do three things. First we are going to ⁴ _____ by donating the things to a charity, like old clothes, games and electronics that we don't use. We are also going to ⁵ _____ by collecting rainwater to use on the school gardens. Finally we are going to ⁶ _____ by turning off the lights when we aren't in the classroom. These actions will help our class reduce its eco-footprint and become more environmentally friendly.

reduce possessions
save energy
save water

3 Our school is making changes to become eco-friendly. We are going to ⁷ _____ by asking students to write on both sides of the pages in their notebooks. We are going to ⁸ _____ about environmental issues by publishing an environmental newsletter for students and their parents and we are going to ⁹ _____ by having a swap shop once a month where students can exchange things like old clothes, toys and books, etc. with each other.

educate people
reduce consumption
save trees

EJERCICIOS:

Think Green!

Lesson 1 » My Ecological Footprint

1. Match the eco-friendly actions with the photos A-H.

1. composts organic waste E
2. grows his/her own food _____
3. has solar panels _____
4. recycles plastic bottles _____
5. rides a bicycle to school _____
6. turns off lights _____
7. turns off tap when brushing teeth _____



2. Read the eco-actions and decide if they reduce, reuse or recycle. Complete the table.

Lesson 3 » Regional Environmental Problems

Colombia is the second most biodiverse country in the world, after Brazil. This is because of the variety of different ecosystems like tropical forests, mountain habitats, grasslands, páramos, and deserts. Amphibians, birds and plants are just some of the species that make up a large part of Colombia's biodiversity. In fact, Colombia is known for having more bird species than any other country, with more than 1900 species.

Now for the sad news; Colombia is facing a major ecological problem because of illegal logging, the agricultural industry, the mining industry, cocaine production and the development of hydro-electricity energy resources. Deforestation costs the country 2,000 km of forest each year and this figure is rising. The areas with the highest deforestation rates include Caquetá in the Amazon region and Antioquia in the

Andes mountains, while there have been major rises in deforestation in Putumayo and Norte de Santander in the past few years.

Deforestation has many negative effects on the environment, including habitat loss, a decrease in biodiversity, the extinction of animal and plant species, soil erosion, air pollution. There are many others, too. Today, almost one-third of Colombia's original forest has been destroyed by deforestation, so as you can imagine, this is a serious problem and urgent action is required. It is a problem that affects us all, so please, educate yourselves and take action now. Who knows, tomorrow might be too late!



1. Read the article and complete the table. Write full sentences.

1. Area (where?)	3. Causes (why?)
2. Problem (what?)	4. Impact of the problem (how?)

Choose the correct option.

<p>1. Which is not an action to combat environmental problems?</p> <p>a. volunteer to plant trees b. organize and sign a petition c. dump waste into rivers d. take part in a demonstration</p> <p>2. What environmental problem isn't caused by the agriculture industry?</p> <p>a. soil pollution c. illegal mining b. deforestation d. water pollution</p> <p>3. Choose the correct sentence.</p> <p>a. I am concerned in soil erosion. b. I am concerned at soil erosion. c. I am concerned to soil erosion. d. I am concerned about soil erosion.</p> <p>4. I am good at ____ trees.</p> <p>a. plant c. planted b. planting d. plants</p> <p>5. Which industry extracts metals?</p> <p>a. agriculture c. mining b. cars d. factories</p>	<p>6. We are interested ____ an environmental website.</p> <p>a. in starting c. in start b. to start d. about starting</p> <p>7. The natural environment where a species lives.</p> <p>a. habitat c. sustainable b. biodiversity d. symbiotic</p> <p>8. The journalist would like ____ research into deforestation.</p> <p>a. doing b. to do c. did d. have done</p> <p>9. Roberto is interested ____ signing the petition.</p> <p>a. at b. about c. in d. to</p> <p>10. She wouldn't like to ____ in a polluted river.</p> <p>a. swims c. swimming b. swam d. swim</p>
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CLASS ACTIVITY: Write a letter to an important government person in order to show your points of view about ENVIRONMENTAL PROBLEMS. (propose any kind of solution).

EVALUACIÓN:

Se calificará el trabajo realizado teniendo en cuenta la participación durante las actividades y el desarrollo de las GUÍAS FORMATIVAS durante las clases utilizando los medios y recursos ofrecidos por la Institución: CARTILLAS, PLATAFORMA COLEGIOSONLINE, PLATAFORMA SINPISIS o mediante llamada telefónica por WhatsApp y el ingreso eventual a encuentros por MEET O ZOOM.

BIBLIOGRAFÍA:

<https://gogreentravelgreen.com/go-green-campaigns-go-green-movement/>

WAY TO GO ENGLISH SERIES. 2016. M.E.N.