

INSTITUCIÓN EDUCATIVA MIGUEL DE CERVANTES SAAVEDRA.

Jornada Nocturna

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Area : Inglés

Ciclo 4

Fecha : 8 FEBRERO 2021

GUIA No. 1

Estudiante: _____

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Buena Noche Estudiantes de Ciclo 4 de la Institución Educativa Miguel de Cervantes Saavedra. Favor resolver la guía y enviarla de regreso a SINAPSIS antes del 22 de febrero. Gracias

Unit »1

Human Actions and the Environment

» Objectives

- I can describe human actions that affect the environment.
- I can present myself: my interests, concerns, desires and talents.
- I can describe changes between the past and the present.

In Context » Environmental Concerns

1.  **Read »** Match the photos of environmental problems with expressions from the Word Bank.

Word Bank

soil pollution water pollution
illegal mining air pollution
deforestation

Eco life

Subscribe to our newsletter

I'm concerned about ...



2.  **Speak »**

- Complete the human actions with expressions from the Word Bank.
- Discuss your environmental concerns with a partner. What human actions in exercise 2 are associated with the environmental problems in exercise 1?

Word Bank

dump waste
produce fumes
extract metals and minerals
cut down trees
use pesticides



I'm concerned about deforestation.

I am, too. People cut down too many trees.

module 1 // Unit 1

1 3. Listen »

Read and listen to three stories about teenagers getting involved in their communities. Complete the text with environmental concerns from exercise 1.



I'm Carlos. I live in Növita, Chocó. It's near the River Támara. My friends and I **love living** in the rainforest with all its plants and animals. **We're concerned about** illegal ^a _____. This activity **pollutes** rivers and streams, **erodes** land, and **affects** our health.

I'm Diego from Ciénaga. I'm the son of a fisherman and I live near the lagoon. I'm **worried about** fish. They are dying because the level of oxygen is low. There is too much water ^b _____.

I'm Luisa. I live in Arcabuco, Boyacá. I **enjoy walking** in these beautiful mountains. I'm **concerned about** ^c _____. A lot of people cut down trees for agriculture and cattle farming. It affects ecosystems and biodiversity.

2 4. Listen »

Label the photos with the expressions in the box. Then listen and match the photos with the conversations.

organize and sign a petition
create an environmental newsletter

go on a demonstration
volunteer to plant trees



a. _____

b. _____

c. _____

d. _____

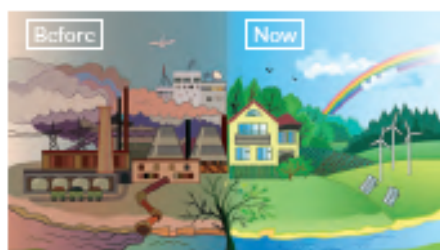
5. **Speak** » Work with a partner. Discuss the things you **would like to do** and the things you **would not like to do**.

- rescue abandoned animals
- pick up rubbish in a public place
- organize a petition
- participate in a demonstration
- volunteer at a community garden
- design a website.

I **would like to** rescue abandoned animals.

I **wouldn't like to** pick up rubbish, but I **would like to** organize a petition.

6. **Speak** » Look at the pictures and find four differences.



Before, the air **was** polluted, but **now** the air **is** pure.

Now there **are** a lot of trees. **Before**, there **were** no trees.

7. **Read** » Complete the text with the correct form of the verbs in brackets.

A Story of Change

La Paz School is a rural school in the mountains of Central Colombia. A few years ago, teachers and students ^a_____ (decide) to do something about the environmental problems they had. Deforestation and bad management of waste ^b_____ (be) their main concerns. As a result, they ^c_____ (create) an environmental group to look for solutions.

First, they ^e_____ (research) information about the people, their businesses and the impact of their actions. Then, they ^f_____ (organize) a campaign to protect the rivers in their town. They ^g_____ (talk) to the local authorities about prohibiting the industries from

dumping waste. They ^h_____ (start) teaching people about recycling methods and the whole town ⁱ_____ (sign) a petition to stop the destruction of their forests. They ^j_____ (plant) more than 2,000 trees near the river.

Now people in our town ^k_____ (be) happy with the results. Liliana, a 15-year-old student at La Paz School, said: 'Now we ^l_____ (have) lots of trees around our houses and parks; the rivers are clean; and we understand that when people work together to support a cause, the little things that everyone ^m_____ (do) can create big changes.'

8. **Write** »

In groups, create a mind map to show how some human actions affect the environment negatively in your community or school. Then choose one problem to investigate and write notes about.

Study Tip

Create a diagram to show the relationship between ideas.






module 1 // Unit 1

Expanding Knowledge » Working for a Cause!

1. Read »

Three friends are creating an online eco-newsletter. Complete the profiles with the correct form of the verb in brackets. Then match each profile with an occupation.

<p>Juana is good at ^a _____ (read and write). She enjoys ^b _____ (talk) to people. She's interested in ^c _____ (protect) the rivers and lagoons in her area. She would like ^d _____ (do) research into the levels of pollution.</p>		 <p>1. Designer or photographer</p>
<p>Mateo loves ^a _____ (take) photos. He also likes ^b _____ (design and draw) pictures of animals and flowers. He's good at ^c _____ (use) software and applications. He would like ^d _____ (travel) to remote villages to learn about other people.</p>		 <p>2. Editor/ writer</p>
<p>Carlos enjoys ^a _____ (read) books. He's very good at ^b _____ (spell) words and ^c _____ (correct) mistakes. He has written some articles for the school newspaper and has helped many classmates with their essays. He would like ^d _____ (work) with indigenous communities.</p>		 <p>3. Journalist</p>

2. Pronunciation »

3

a. Notice the different pronunciations of -ed. Listen and repeat.

I'm concerned about deforestation.
/d/

I'm interested in planting trees in the school yard.
/əd/

b. In natural speech, final consonants are linked to the next vowel sound. Listen and repeat.

I'm concerned about illegal mining.
/aɪmkən'saɪndə'baʊtɪ'leɡəlmaɪnɪŋ/

I'm interested in planting trees in the school.
/aɪmɪnt'restədən'plɑːntɪŋtriːzən'skʊl/

**MODULE // 1** Unit // 1 Lesson // 2**3. Speak »** Complete the outline with personal information.

- a. Work with a partner and introduce yourselves to each other. b. Listen to your partner. Suggest a role for your partner on the eco-newsletter.

PERSONAL PROFILE Name: _____ Age: _____	Likes I like ...	Concerns I'm concerned about ...
I live in ...		Interests I'm interested in ...
Skills and Talents I'm good at ...		Dreams I would like to ...

4. Listen » Listen to an interview about an environmental problem.

- a. Listen to part 1. Select the photo that illustrates the environmental problem.

A.



B.



C.



- b. Listen to part 2. Put the photos in the correct order. Then write a sentence describing each photo.

D.



E.

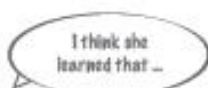


F.




First, they ... Then, they ... Finally, they ...

- c. What did Luisa learn from the experience?
Discuss with a partner.


21st Century Skills
 » Collaborating

Why is it important to work together?
What have you learned from the times
when you have worked with others?

module 1 // Unit 1

5.  **Read»** Read the text from an eco-magazine. Put the sentences (1–3) in the correct place (A, B, or C) in the text.

1. According to the WWF (the Worldwide Fund for Nature), human activity has destroyed 50% of the world's forests.
2. Our lifestyle is responsible for most environmental problems.
3. In an ecosystem, everything has a specific role to play: if something does not work, it will create imbalance in other parts of the ecosystem.

The Interconnectedness of Life

Everything is connected. There is a **symbiotic** relationship between all living things. One good example of this relationship is **ecosystems**. These are communities of living organisms that share the benefits of their habitat. They get air, water, and food. (A) ...


Our planet is an ecosystem, made up of many other small ecosystems. But human actions have transformed the Earth. Too much CO₂ in the atmosphere is changing the climate of the planet. This change creates other conditions that affect ecosystems.

(B) ... We create pollution. We build roads, kill animals, cut down trees, pollute the soil, air and water, and consume resources without thinking of the effects. Forests are necessary to purify the air. Trees absorb CO₂ and release oxygen. They also maintain the water cycle by releasing water vapour into the atmosphere. The forests are the **habitat** of many organisms and animals. They provide food and water. Clearly, **deforestation** is our biggest problem. (C) ...

A healthy ecosystem allows many different species to live together. This is **biodiversity**, and it is **sustainable** when it is capable of providing the necessary conditions for all species to live and reproduce.

6.  **Write»** Match the definitions with the words in bold in the article in exercise 5.

1. The natural environment where species live.
2. Connected and interdependent.
3. Cutting down large numbers of trees.
4. Communities of living organisms sharing mutual needs and benefits.
5. Capable of supporting itself.
6. A variety of different species living in the same space.
7. A gas that is present in the atmosphere.

7.  **Speak»** Read the article in exercise 5 again. Discuss the questions with a partner.

- a. What are some characteristics of ecosystems?
- b. According to the article, what happens when something does not work in an ecosystem?

When people cut down trees, animals lose their habitat.
When people pollute rivers, ...



Preparing Your Task » Regional Environmental Problems

1. **Speak »** Play the game with a partner. The aim is to cross the board from start to finish. Your teacher will give you instructions.



2. **Read »** Read the story about Silvio the Spectacled Bear. Find six mistakes and correct them.



Bear Cries Over Lost Habitat

Silvio the bear loved live in the forest by the river. He enjoyed walking around the forest. One day Silvio went to a different part of the river to drink water and eat fruit from the trees. When he came back to his place in the forest, he saw something terrible. People had cut in his favourite trees. Silvio sat by the river and cried.

Now Silvio would like find another place to live, but he's not interested of living near humans because they destroyed its habitat.



module 1 // Unit 1

3. **Speak »** Work with a partner. Think of a story about an environmental problem. Take turns to ask and answer questions.

Student A – Ask your partner the questions.

- What is the story about?
- What happened at the beginning?
- What happened at the end?

Student B – Answer your partner's questions.

It's about a family. They travelled to a beach, but it was closed because a factory dumped waste in the lake and polluted the water. They went home and organized an online petition.

4. **Write »** Label the photos with the words and expressions in the Word Bank.

Word Bank

• open mine • fossil fuels • pesticides • deforestation



5. **Listen »** Decide if the sentences are true (T) or false (F). Then listen and check.

	T	F
a. Coal is the second largest export of Colombia.		
b. The biggest environmental problem in Colombia is soil pollution.		
c. In Colombia pesticides are not used very much.		
d. El Cerrcñn is the second biggest open mine in the world.		
e. The world still depends on fossil fuels like coal, oil and gas to produce energy.		

5. **Listen »** Listen again and complete the notes with the correct numbers.

17

The production of coal has increased by ¹ _____ %.

² _____ % of the total illegal mining happens in Antioquia and Chocó.

Colombia lost ³ _____ km² of forest last year.


According to the Minister of Mines, illegal mining of some minerals in Guainia and Guaviare destroyed ⁴ _____ km² of a protected nature reserve in ⁵ _____ months.

According to the World Bank, Colombia increased the use of pesticides by ⁶ _____ % in the last 20 years.

7.  **Read»** Your teacher will give you a text. Read the text and complete the chart.

Community (Who, Where)	Activity (What)	Impacts (How)
Rural areas in Chocó and Antioquia	Extraction of gold	Destroys vegetation, pollutes water

Study Tip
Using tables can help you organize your ideas before writing.

8.  **Group Work»** In groups, complete a similar chart for the environmental problem you chose in lesson 1, exercise 8.

Community (Who, Where)	Activity (What)	Impacts (How)

9.  **Write»** When you do research, it's important to show (cite) the source of your information.

- a. Complete the notes for the environmental problem in exercise 8. Follow the example.

Example:

Source: *The Ministry of Mines and Energy report in El Espectador.*

Source: _____

Citing the information:

Citing the information:

Information: *Illegal mining of a mineral called Coltan ruined 5 km² of a nature reserve in three months.*

Information: _____

According to a report by the Ministry of Mines published in El Espectador, illegal mining of a mineral called Coltan ruined 5 km² of a nature reserve in three months.

According to _____

Study Tip

Find different sources of reliable information (the Internet, specialized magazines and stories and videos). Remember to cite your sources.





module 1 // Check Your Progress

Check Your Progress

6

1. Listen »

Listen to Juana and Marcos talking about their environmental concerns. Complete the chart.

	What are they concerned about ?	What would they like to do?	What are they good at ?
Juana	She's concerned about the pollution in her city.		
Marcos			

I can present myself: my interests, concerns, desires and talents. ✓

Very well

Quite well

With difficulty

2. Write »

Complete the texts with the human actions.

Industries



Industries _____ and toxins in rivers.

Agriculture



When people _____ they kill vegetation and damage the soil.

Deforestation



When people _____ many animals lose their habitat.

I can describe human actions that affect the environment. ✓

Very well

Quite well

With difficulty

3. Write »

Complete the article with the correct form of the verb in brackets.

National Park Is Closed

The National Park was a beautiful place to go hiking. You could see many different plants and animals there. The trees ¹ _____ (be) very tall and very old. Things changed when an illegal mining business came to the park. They ² _____ (start) an open mine and quickly cut down most of the trees near the river. They ³ _____ (want) to extract some important and valuable minerals.

Sadly, the local authorities ⁴ _____ (be) not interested in taking care of the park. Time passed and many more illegal miners came. They ⁵ _____ (pollute) the water with mercury and other toxic substances.

Now, some environmental groups ⁶ _____ (be) concerned about the problem. But it may be too late. The damage from the illegal mining is irreparable. The soil in the affected areas will never regenerate.



I can describe changes between the past and the present. ✓

Very well

Quite well

With difficulty



Unit »1

module 1 // Unit 1

Human Actions and the Environment

Lesson 1 » Environmental Concerns

Word Bank
air pollution
deforestation
illegal mining
water pollution

1. Label the photos with words from the Word Bank.



A

B

C

D

1. I come from Xingtai in China. Unfortunately there are so many factories here and they cause really bad air pollution. It's horrible; when I go outside I wear a mask. I want to do something to change this!

2. Here in the Magdalena region of Colombia we have major environmental problems thanks to _____ for gold and carbon. This practice devastates the biodiversity of our rivers and forests. It's time we put a stop to this practice.

3. I am Brazilian and I am really worried about the rate of _____ of our Amazon rainforest. Large cattle farmers and mining are the principal causes. My friends and I are trying to think of ideas to solve the problem.

4. We come from Argentina where you can find the Matanza-Riachuelo River. It is also called the 'Killer' river. This is because it is one of the ten rivers with the most _____ in the world. We have to stop local factories from dumping waste into the river.

3

2. Complete the comments in exercise 1 with the words from the Word Bank and match them to the correct photo.

3. What would you do to help the environment in your area? Make full sentences with *would like to* or *wouldn't like to* about each idea.

1. No, I wouldn't like to sort rubbish at a recycling centre. (sort rubbish at a recycling centre)
2. _____ (participate in a demonstration)
3. _____ (organize a petition)
4. _____ (volunteer at a community garden)
5. _____ (help plant trees in a park in your community)



Lesson 2 » Working for a Cause

1. Complete the sentences with prepositions from the box.

1. We are worried about the levels of contamination.
2. He is interested _____ saving the Andean spectacled bear.
3. They are concerned _____ erosion.
4. She is good _____ taking photos.

about (x2) at in

2. Read and complete paragraphs 1-3 with the correct form of the verbs in brackets. Then match with photos A-C.

1. Pablo is really interested in ¹ conserving (conserve) the natural habitat of the Andean condors. He loves ² _____ (be) in nature and is really good at ³ _____ (organize) tree planting days with his friends. _____

2. Sara enjoys ⁴ _____ (meditate) in the forest, but she is concerned about illegal mining in the area. She would like to ⁵ _____ (start) an educational campaign about the negative impacts of mining. _____

3. Andrés and Tina like ⁶ _____ (swim) in their local river, but they are worried about the water pollution from local factories. They are interested in ⁷ _____ (create) an online magazine about sustainability. _____



A



B



C

3. Match 1-6 with A-F to make complete sentences.

- | | |
|---|---|
| 1. When communities of organisms share mutual needs and benefits, _____ | A. we refer to this as deforestation. |
| 2. When there are a variety of different organisms living in the same area, _____ | B. it is considered symbiotic. |
| 3. When people cut down lots of trees, _____ | C. the biodiversity is healthy. |
| 4. When an animal lives in its natural habitat, _____ | D. it is sustainable. |
| 5. When an ecosystem is capable of supporting itself, _____ | E. they are in an ecosystem. |
| 6. When everything is connected and interdependent, _____ | F. it lives in its natural environment. |

module 1 // Unit 1

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?)

2. You are worried about the deforestation in Colombia. Write a letter to the Colombian government to express your concern.

Dear Mr President,

I enjoy _____ in our forests, but I am
(an activity you do in forests)
 _____ the deforestation here in Colombia.

I am writing to you because I _____ ask you to
 stop the logging of our forests and start _____
(an action to stop the problem)
 Deforestation is very bad for our environment because it causes
 _____.

Urgent action is needed.

Yours sincerely,

(your name)



6 / 60



48,5%



MODULE // 1 Unit // 1 Check your progress

Check Your Progress

Choose the correct option.

1. Which is not an action to combat environmental problems? a. volunteer to plant trees b. organize and sign a petition c. dump waste into rivers d. take part in a demonstration	6. We are interested ____ an environmental website. a. in starting c. in start b. to start d. about starting
2. What environmental problem isn't caused by the agriculture industry? a. soil pollution c. illegal mining b. deforestation d. water pollution	7. The natural environment where a species lives. a. habitat c. sustainable b. biodiversity d. symbiotic
3. Choose the correct sentence. 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.	8. The journalist would like ____ research into deforestation. a. doing b. to do c. did d. have done
4. I am good at ____ trees. a. plant c. planted b. planting d. plants	9. Roberto is interested ____ signing the petition. a. at b. about c. in d. to
5. Which industry extracts metals? a. agriculture c. mining b. cars d. factories	10. She wouldn't like to ____ in a polluted river. a. swims c. swimming b. swam d. swim

		Very well	Quite well	With difficulty
Vocabulary	I can understand vocabulary related to human actions and impact on the environment.			
Grammar	I can use adjective-preposition collocations to talk about human actions.			
Reading	I can understand texts related to environmental problems and human actions.			
Writing	I can write about environmental problems and human actions.			
Listening	I can understand audio material related to environmental problems and human actions.			
Speaking	I can speak about environmental impacts and human actions.			



Ejercicios: Past Simple

(El pasado simple)

Completa las frases con la forma correcta del verbo que se encuentra entre paréntesis.

Sample

Last night we ____ (walk) to the cinema.

walked

Q1 of 10

Sam ____ (stop) the car to take a picture.

|

Q2 of 10

I ____ (study) for the exam for three hours.

Q3 of 10

They ____ (be) happy to be home.

Q4 of 10

Sally _____ (be) disappointed she _____ (miss) the party.

Sally _____ (be) disappointed she _____ (miss) the party.

Q5 of 10

When I was young, we always _____ (go) to Florida for the summer.

Q6 of 10

Dan _____ (not/work) last week.

Q7 of 10

_____ you _____ (wash) the dishes?

_____ you _____ (wash) the dishes?

Q8 of 10

I _____ (dream) I could fly last night.

Q9 of 10

We _____ (meet) them at the restaurant.

Q10 of 10

_____ you _____ (find) your book?

_____ you _____ (find) your book?

ORACIONES EN PASADO SIMPLE

Completa las oraciones escribiendo en pasado el verbo entre paréntesis:

1. Laura (bring) _____ candies for her brothers and sisters.
2. I (drink) _____ two cups of coffee in the restaurant.
3. Michael (go) _____ to the university of California.
4. My cat (steal) _____ a sausage from the butcher's shop.
5. They (ride) _____ the new bicycles in the park.
6. We (sing) _____ an old song at the bar.
7. You (tell) _____ me a science fiction story.