



JAIME ROLDOS AGUILERA PUBLIC SCHOOL

School Year: 2021 - 2022


Morning Section



PHASE N° 3 – PROJECT N° 3 - WEEK N° 3

INTERDISCIPLINARY HUMANISTIC AND SCIENTIFIC PROJECT

Teacher:	Ms. Diana Urrutia Bonilla	Weekly Work N° 17	August 30 th to September 3 rd , 2021
Subject:	English	Target Group:	Bachelor's degree in Informatics "A"
Sublevel:	Baccalaureate		Bachelor's degree in Informatics "B"
Date:	Monday, August 30 th , 2021		Bachelor's degree in Accounting "A"
Student:			Bachelor's degree in Tourism "A"

SKILL AND PERFORMANCE CRITERIA OF THE ENGLISH AS A FOREIGN LANGUAGE AREA	<p><u>READING</u></p> <ul style="list-style-type: none"> EFL 5.3.8 Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics.
READING	<p><u>READING</u></p> <ul style="list-style-type: none"> I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2)
CURRICULAR THREADS:	<p>WHAT CAN WE DO TO REDUCE THE IMPACT OF NATURAL DISASTERS IN OUR COMMUNITIES?</p> <div>   </div> <div> <p>DAILY ENGLISH VOCABULARY</p> <p>Vocabulary</p> <p>tectonic plates. Large pieces of the earth that move and can cause earthquakes</p> <p>threat. the possibility of something bad or harmful happening</p> <p>suffering. physical, mental, or emotional pain</p> </div>
RESOURCES:	<ul style="list-style-type: none"> WhatsApp group, English Pedagogical Modules - Ministry of Education, Recycled Paper, Recycled folder (Portfolio) / Digital Portfolio, Markers, Pens, Ruler, Dictionary, Technological Resources Liveworksheets.

TOPIC: **READING**



Read the complete text carefully and answer the questions. Sometimes the answers can be found in the text, other times you must work out the answer by the author. The question may also ask you to give some evidence from the text to support your answer. Take note of the marks for each questions so that you know much to write.

PROMOTING A CULTURE OF DISASTER PREPAREDNESS



As we saw in the last pages, weather can cause natural disasters. However, there are many other factors that can also cause these events.

We live on an active planet. This means that it moves and reacts. Earth's movements can cause changes in the weather. In addition, there are many active volcanoes around the world, and our **tectonic plates** are always moving. This is why every place in the world faces the **threat** of a natural disaster. There has been major progress in technology that can help us prevent many disasters. However, there's still no way to predict some events, such as earthquakes.



Besides this, the way we have treated our planet has made natural disasters cause more destruction and **suffering**. This is why we have to be more responsible about the protection of natural resources, the environment, and nature in general.

It is important to promote better practices when building houses or other constructions, and to be careful when choosing the places in which we settle. Education is also a powerful tool to teach people how we can reduce the impact of natural disasters on our lives.

1. Why are there natural disasters? Use complete sentences in your answer.

2. What can we do to reduce the impact of natural disasters? Choose the correct answers:

A

Learn about better ways to build our houses

B

Use the special equipment available to predict earthquakes

C

Take care of nature

D

Choose dangerous places to live

ACTIVITY N°1

TOPIC: **READING COMPREHENSION**



Read and listen the text and answer the questions. Choose the best answer for each question.



THE SACK GARDEN



This is Meg. Meg lives in South Africa. She has three kids. It is hard to feed her kids. White people own most of the farmland in South Africa. Meg does not have land for a garden. Food costs a lot of money.

But Meg has a very good way to grow food. She finds a big sack. She puts rocks in the middle of the sack. She fills the rest of the sack with dirt. She makes little holes in the side of the sack. She puts a tomato plant in one hole. She puts a bean plant in one hole. She puts a green pepper plant in one hole. She puts eggplant in the top of the sack. She waters the sack garden from the top.

Her garden does not need much water. Her garden does not need much room. Her garden does not cost much money to make. Her garden does not have many weeds.

Now Meg can feed her kids.

ACTIVITY N°2

1. What is something that is difficult for Meg?

- ☐ A. It is difficult for her to understand white people.
- ☐ B. She can't be creative.
- ☐ C. It is hard for her to feed her children.
- ☐ D. It is difficult for her to control the weeds in her garden.

2. What is Meg's way of growing food?

- ☐ A. She uses special seeds.
- ☐ B. She gets help from her neighbors.
- ☐ C. She keeps different kinds of fruits and vegetables in different sacks.
- ☐ D. She puts different kinds of food in a sack that doesn't need much room or water.

3. There is something Meg does not grow in the little holes in the side of the sack. What is it?

- ☐ A. Tomatoes
- ☐ B. Eggplant
- ☐ C. A bean plant
- ☐ D. Green pepper

4. Which of the following is NOT something good about Meg's garden?

- ☐ A. It does not need much water.
- ☐ B. It can grow a lot of food very quickly.
- ☐ C. It does not need much space.
- ☐ D. There are not many weeds in Meg's garden.

5. Why doesn't Meg grow food in the same way as other farmers?

- ☐ A. There is not enough water.
- ☐ B. There are too many weeds.
- ☐ C. It would cost too much money.
- ☐ D. She does not have any land.

Note:

- To make your participation more effective, I give you three options so that you can complete today's task.
 - **First option:** You can access the link and complete them online. Once the activity is completed and send me directly by [Liveworksheets](#) or you can take a picture or screenshot of the score and send it to me by mail diana.urrutia@educacion.gob.ec
 - **Second option:** You can print the sheet, do it and send me in PDF by email diana.urrutia@educacion.gob.ec
 - **Third option:** You can do your work on recyclable sheets, you take a photo and send it to me by mail diana.urrutia@educacion.gob.ec

REMEMBER

- You must keep your pedagogical file as evidence. You can use materials available at home (*notebook, sheets, recyclable paper, or digital*). Remember to keep it chronologically, week by week.
- You have (2) two days to complete and submit it on time.

DEVELOPED BY	The document was revised and approved by		
English Teacher	Pedagogical Committee Area Coordinator	Academic Board	Academic Vice-Principal
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Date: August 3 rd , 2021	Date: August 3 rd , 2021		