

ACTIVITY #1

VOCABULARY: Selecciona la palabra o frase que no pertenece a la misma categoría. Observa el ejemplo.

Evaluation

Vocabulary

Circle the word or phrase that doesn't belong to the same category. There is one example.

- | | | | |
|-------------------------------|-------------------------|----------------------|----------------------------------|
| 0. A. use pesticides | B. illegal mining | C. deforestation | <u>D. recycling</u> |
| 1. A. volunteer | B. pollute | C. rescue an animal | D. sign a petition |
| 2. A. waste | B. reduce | C. reuse | D. recycle |
| 3. A. plastic bottles | B. recycle | C. fruit peelings | D. magazines |
| 4. A. protect the environment | B. take shorter showers | C. have solar panels | D. use energy saving light bulbs |
| 5. A. I strongly believe... | B. I'm certain... | C. launch a petition | D. I'm sure... |



ACTIVITY: # 2

GRAMMAR: Selecciona la palabra que mejor complete la oración. Observa el ejemplo.

Grammar

Circle the word that best completes the sentence. There is one example.

- | | |
|---|---|
| 0. I enjoy _____. | 8. We can reduce pollution by _____ less plastic. |
| A. pollution | A. buy |
| B. walking | B. buying |
| <u>C. deforestation</u> | C. is buying |
| 6. There are many trees in our neighbourhood. Before, there _____ none. | 9. It's important to _____ consuming less. |
| A. were | A. have started |
| B. are | B. starting |
| C. weren't | C. start |
| 7. Jessica is really good at _____. | 10. I strongly _____ we can help the environment. |
| A. sing | A. believe |
| B. doesn't sing | B. sure |
| C. singing | C. opinion |





ACTIVITY #3

READING: Lee el siguiente texto. Selecciona la mejor respuesta para cada pregunta, que encontraras en la siguiente página. Observa el ejemplo

Reading

Read the following text. Circle the best answer for each question. There is one example.

In recent years, climatic phenomena such as El Niño and La Niña have increased the lack of water in several countries. Fog catchers are nets between two wooden poles that capture water without polluting the environment. Scientists are starting to think that fog catchers can help us collect water in an efficient way. They are especially effective in deserts, mountains and other places that have a lot of fog. In the Atacama Desert in Chile, fog catchers are used for water supply and agriculture with wonderful results. A team of engineers from the Massachusetts Institute of Technology (MIT) is working to improve fog catchers. Scientists believe that, because they are easy to assemble and effective, fog catchers could become a globalized solution for water supply and agriculture all over the world.

0. Where have El Niño and La Niña increased the lack of water?
- a. In the Atacama Desert b. In places that have a lot of fog c. In several countries

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11. What are El Niño and La Niña?
- a. They are objects that collect water. b. They are climatic phenomena. c. They are a solution to the lack of water.
12. What is a fog catcher?
- a. A type of agriculture. b. An object that pollutes water. c. A net that collects water.
13. Why are fog catchers helpful?
- a. Because are useful for collecting water. b. Because they are easy to make. c. Because they are made of wood and a net.
14. Where are fog catchers especially efficient?
- a. Near the ocean. b. In places with a polluted environment. c. In deserts and mountains.
15. What is the MIT team doing?
- a. They are working in the Atacama Desert in Chile. b. They are studying El Niño and La Niña. c. They are working to improve fog catchers.

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ACTIVITY #4

WRITING: Completa el cuadro dando respuestas acerca de ti.

Writing

Complete the chart below about yourself.

A description of you:
(16) _____

What are you good at?
(17) _____

What do you like?
(18) _____

What are you interested in? (19) _____

What worries you?
(20) _____

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ACTIVITY #4

PROJECT: Un ECO-GROUP para evaluar el impacto de las acciones ambientales humanas en tu comunidad.

MODULE // 1 Project

PROJECT

An eco- group to evaluate the impact of human actions on the Colombian environment

1. In groups, collect the information and materials you created in this module. Use the checklist to make sure you have everything you need.

Unit 1 Human Actions and the Environment	Unit 2 Think Green!	Unit 3 Caring For the Environment
Lesson 3, exercises 5-7 Facts about Colombia's eco-concerns ☐	Lesson 2, exercise 6 Eco-friendly advice for travellers ☐	Lesson 3, exercises 1-3 Photos and facts about problems in the oceans ☐
Lesson 3, exercise 10 Poster of environmental problem research ☐	Lesson 3, exercise 3 Information leaflet with suggestions for a school recycling programme ☐	Lesson 3, exercise 4 Article on the Magdalena River ☐
	Lesson 3, exercise 4 Eco-promise ☐	Lesson 3, exercises 7-8 A petition letter ☐
	Lesson 3, exercise 9 News articles about the school eco-footprint ☐	

2. Decide which information you want to include in your newsletter.

3. Look at the two options for presenting the newsletter. Discuss the advantages and disadvantages of each option: an online newsletter or a poster presentation.

4. Read the suggestions for what to do before, during and after the launch of the newsletter. Can you think of other ideas?

	Online newsletter	Poster presentation
Before	1. Crea un grupo ecológico de max 3 participantes. 2. Escojan su nombre y logo en inglés. 3. Escoger una herramienta tecnológica para realizar una presentación de tu proyecto. Puede ser Prezzi, Powtoons, Cava etc. Nuestro profe de tecnología nos apoyará en asesorarte.	
During	1. Busca la evidencia del problema ambiental en tu barrio, toma fotos como evidencia. 2. Una vez ya hayan escogido la herramienta tecnológica para la presentación, debe incluir lo siguiente: - Logo y nombre del grupo en inglés, nombre de integrantes, grado, colegio, nombre del profesor, Ciudad y barrio donde se desarrolla el proyecto	
After	1. Usa las imágenes y las expresiones en inglés aprendidas en clase para describir el problema. 2. Plantea las posibles soluciones del problema en inglés, usando las expresiones aprendidas en clase	

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