

## TALLER No Junio -julio

NOMBRE DEL TALLER: Planet Earth

- **ÁREA:** Ingles
- **DOCENTE:** María Elena Muñoz Muñoz
- **GRUPO:** 8
- **FECHA:** Junio-julio 2024

### FASE DE PLANEACIÓN O PREPARACIÓN

**COMPETENCIA:** Describe human actions and environmental impact

- Present yourself to a group by describing your interests, concerns, desires and talents.
- Describe changes

**EVIDENCIA DE APRENDIZAJE:** » 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.

### FASE DE EJECUCIÓN O DESARROLLO

**INSTRUCCIONES:**

#### TEORÍA

**Actividad 1:** Los estudiantes organizaran las oraciones del recuadro de acuerdo a la imagen.

organize and sign a petition

go on a demonstration

create an environmental newsletter

volunteer to plant trees



a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_



d. \_\_\_\_\_



**Actividad 2:** El estudiante escribirá el texto en el cuaderno y en los espacios escribirá el verbo en la forma correcta.

## A Story of Change

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

**First**, they <sup>d</sup>\_\_\_\_\_ (research) information about the people, their businesses and the impact of their actions. Then, they <sup>e</sup>\_\_\_\_\_ (organize) a campaign to protect the rivers in their town. They <sup>f</sup>\_\_\_\_\_ (talk) to the local authorities about prohibiting the industries from

dumping waste. They <sup>g</sup>\_\_\_\_\_ (start) teaching people about recycling methods and the whole town <sup>h</sup>\_\_\_\_\_ (sign) a petition to stop the destruction of their forests. They <sup>i</sup>\_\_\_\_\_ (plant) more than 2,000 trees near the river.

**Now** people in our town <sup>j</sup>\_\_\_\_\_ (be) happy with the results. Liliana, a 15-year-old student at La Paz School, said: 'Now we <sup>k</sup>\_\_\_\_\_ (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 <sup>l</sup>\_\_\_\_\_ (do) can create big changes.'

**Actividad 3:** 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.

**Juana** is good at <sup>a.</sup> \_\_\_\_\_ (read and write). She enjoys <sup>b.</sup> \_\_\_\_\_ (talk) to people. She's interested in <sup>c.</sup> \_\_\_\_\_ (protect) the rivers and lagoons in her area. She would like <sup>d.</sup> \_\_\_\_\_ (do) research into the levels of pollution.



1. Designer or photographer

**Mateo** loves <sup>e.</sup> \_\_\_\_\_ (take) photos. He also likes <sup>f.</sup> \_\_\_\_\_ (design and draw) pictures of animals and flowers. He's good at <sup>g.</sup> \_\_\_\_\_ (use) software and applications. He would like <sup>h.</sup> \_\_\_\_\_ (travel) to remote villages to learn about other people.



2. Editor/ writer

**Carlos** enjoys <sup>i.</sup> \_\_\_\_\_ (read) books. He's very good at <sup>j.</sup> \_\_\_\_\_ (spell) words and <sup>k.</sup> \_\_\_\_\_ (correct) mistakes. He has written some articles for the school newspaper and has helped many classmates with their essays. He would like <sup>l.</sup> \_\_\_\_\_ (work) with indigenous communities.



3. Journalist

**Actividad 4:** Los estudiantes escribirán el siguiente texto y ubicaran las oraciones en los espacios en blanco las oraciones propuestas del 1 al 3.

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 **CO<sub>2</sub>** 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 **CO<sub>2</sub>** 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) ...

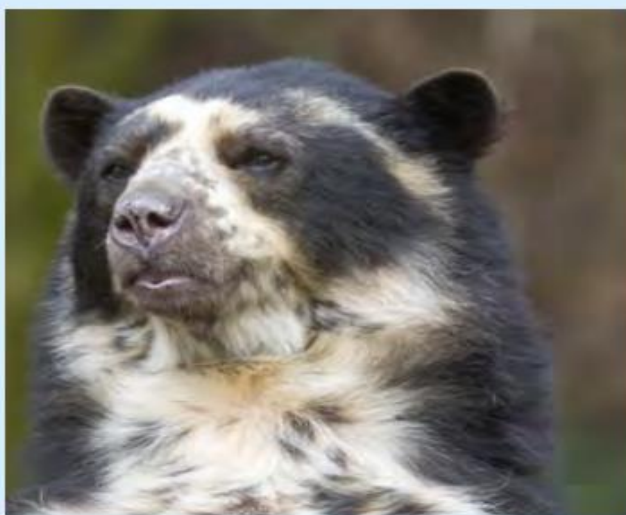
A healthy ecosystem allows many different species to live together. This is **biodiversity**, and it is **sustainable** when it is capable of providing the necessary conditions for all species to live and reproduce.

## EJEMPLOS:

### FASE DE EVALUACIÓN

#### ACTIVIDAD A EVALUAR:

Los estudiantes leerán el siguiente texto, buscarán el vocabulario desconocido y responderán las preguntas propuestas?



#### Bear Cries Over Lost Habitat

Silvio the bear loved live in the forest by the river. He enjoyed walked 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.



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- a. What is the story about?
- b. What happened at the beginning?
- c. What happened at the end?