



INSTITUTO TÉCNICO GONZALO SUÁREZ RENDÓN - TUNJA

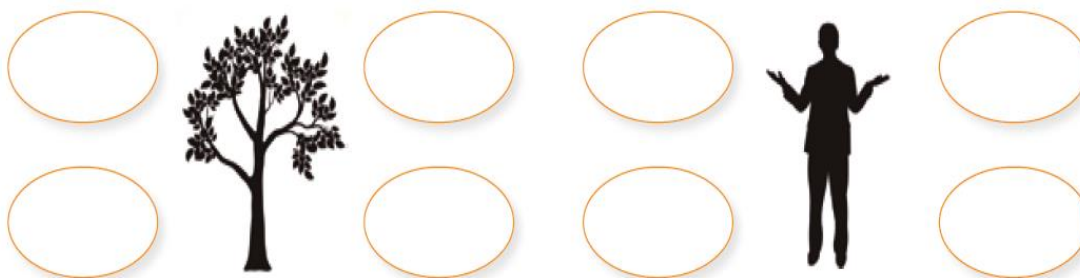
GUÍA PEDAGÓGICA DE TRABAJO NO PRESENCIAL No. 8

NOMBRE DEL ESTUDIANTE:		CURSO:
GRADO: Eleventh (11th)	CURSO(S): 1,2,3,4,5	TIEMPO: 9 hours
ÁREA: English	ASIGNATURA(S): English – English Workshop	
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DESEMPEÑO: Students analyze different environmental problematics that take place in Colombia and set possible solutions.		
TEMA: Saving planet Earth		

Apreciado estudiante, la presente guía tiene por objeto plantear una serie de actividades que usted debe desarrollar de manera autónoma y responsable en su casa haciendo uso de los recursos de los cuales disponga (internet, bibliografía, cuaderno, entre otros). Se le recuerda que las actividades no exigen su desplazamiento fuera de su hogar y que los medios a través de los cuales puede hacer entrega del desarrollo de la guía son: en físico, al correo electrónico del docente o por medio de WhatsApp.

ACTIVIDADES DE EXPLORACIÓN (25%)

1. Look at situations 1-8. Are they describing natural states or human activity? Write the number in the circles. Left side for natural states and right side for human activity.



1. 'We can cut down the forest and sell the wood to create hundreds of jobs for local people.'

5. 'We use pesticides to protect our apples, grapes and pears. They kill most insects.'

2. 'The Amazon forest is essential because the trees convert much of the world's CO2 to oxygen.'

6. 'Bees are essential to pollinate plants and flowers. We cannot replicate their behavior in an artificial way.'

3. 'The river provides clean water for fish, birds and other animals.'

7. 'Turtles lay their eggs on this beach because there are no predators here.'

4. 'The waste from the factory has to go somewhere so we put it in the rivers.'

8. 'There is a beautiful new hotel next to the beach. Everyone wants to come here on holiday now.'

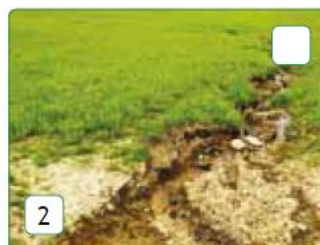
2. Match the problems in the box with the correct pictures.

- a. drought
- b. erosion
- c. logging
- d. forest fires
- e. intensive farming
- f. land and water contamination



3. Complete the sentences with the words from exercise 2.

1. In _____ they also often use **genetically modified** animals and plants to increase the amount of food they produce.
2. _____ does not just damage the forests. It also destroys **animal habitats** so there is nowhere left for wild animals to live.
3. _____ are natural events, but they also create large amounts of **smoke**, which has an effect on air pollution.
4. _____ happens because people simply throw **waste** away without recycling it in an appropriate place.
5. During a _____, there is sometimes not enough water for food which can lead to **famine** in extreme cases.
6. The land under our feet can be destroyed by _____, but also by **mining**.



ACTIVIDADES DE ESTRUCTURACIÓN Y PRÁCTICA (25%)

4. Read text A, B and C, and complete the table about the problem, cause and effect. You can find the information in each text. Check the example with text A, and complete the tables for text B and C.

TEXT A

What can you do? Our village was always close to the rainforest and we used to see birds and even monkeys running up and down the trees outside our homes. Today there is nothing. A construction company got permission to build several blocks of flats in the area. They cut down all the trees around our village. The disappearance of our local wildlife is a result of the logging. It's crazy. Protecting the forest gives a home to thousands of different species. I used to see hummingbirds outside my front door. I never see any now.

PROBLEM	CAUSE	EFFECT
The destruction of the rainforest.	A construction company cut down all the trees around our village.	The disappearance of the local wildlife

TEXT B

The food of the future is already here. Scientists have created genetically modified (GM) salmon. The genetic modification results in bigger fish that need less food to grow. It is one solution to the world's growing appetite for seafood. However, protestors are concerned about the innovation. At the moment, the GM fish do not come into contact with rivers or the sea. However, a hurricane could cause an escape of the GM animals into the natural environment. If that happens, the GM fish may destroy the wild salmon population because they are bigger and can compete better for the same food source.

PROBLEM	CAUSE	EFFECT

PROBLEM	CAUSE	EFFECT

TEXT C

The first sign of the crisis was a smell of smoke. At first, we thought the smoke was caused by cooking in someone's house. Then we looked out of the window and saw a huge smoke cloud over the mountains. We knew then that we were facing an ecological disaster. The fire led to the destruction of fifteen square kilometers of land in the nature reserve. The tragic thing is that it started so stupidly. Some tourists were having a picnic in the mountains and they started the fire accidentally.

5. Read the title of the article: *The town that was contaminated by coal*. What do you think it will be about?

6. A brainstorm is to think about different ideas about a specific topic. Think about the words contamination, coal, consequences of contamination, and disease; and write every idea you can have about these topics.

7. Now read the article. Do not forget to check the glossary.

The town that was contaminated by coal

Everyone was delighted that day in 1995. To the people in a small town in Colombia, it seemed like they had won the lottery. Why? A major US mining company was going to open a mine right there, near their homes.

At the time, people were optimistic. 'We thought that the mine was going to solve our problems,' one resident remembers. Unemployment had been high in the area for years but now that was going to change. The mining company was going to end poverty in the area.

Unfortunately, it didn't work out quite like that. The mine operation proved to be a major source of contamination. Every ton of coal that was removed from the mine led to ten tons of waste materials.

To the surprise and horror of the residents, people started to suffer from lung diseases and other diseases of the eyes and nose which were caused by the activities at the mine.

Eventually, the situation became so unbearable that people had to be moved from their homes. In 2010, just fifteen years after the announcement of the mining company's arrival, three whole towns were relocated with 2,000 people forced to leave their homes. Many people were in a state of despair at saying goodbye to the places where they had lived their entire lives.

As time goes by, that despair has turned to fury. The local people never dreamt that the mining company was going to cause so much damage and questions have to be asked about how this situation was allowed to occur.



Glossary

- delighted: *encantado/a*
- unbearable: *insoportable*
- forced: *obligado/a*

8. Put the emotions of the local people in the town in order 1-4.

☐

Anger

☐

happiness

☐

sadness

☐

shock

Why did they change?

9. Read the text again. Answer the questions.

a. Why did people want the mine?

b. Why was there so much pollution from the mine?

c. What health problems did the mine cause?

d. Are the local towns still next to the mine today?

e. What lessons could be learned from this story?

f. Who won in this case: people, nature or big business?

10. Read the text about the dangers of plastic bags. Think about the answer to the question in the last paragraph.



Dangers of plastic bags

Plastic bags represent an enormous **threat** to the environment. They interfere with eco-systems and they are also the source of disasters for animals and people. Read the following fast facts.

Reading Tip

Guessing meaning from context

- ✓ You can deduce the meaning of new words by looking at the context where the word is presented.

Plastic bags fast facts:

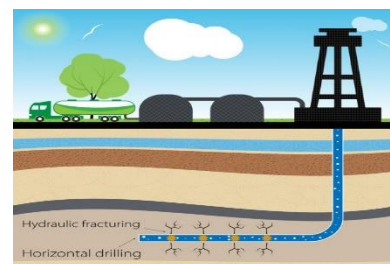
- Between 500 billion and 1 trillion plastic bags are used in the world every year.
- It is more expensive to recycle a plastic bag than to create a new one. As a result, only 1% of plastic bags are recycled.
- If they are not being recycled, plastic bags should go to **landfill**. However, many plastic bags end up in the ocean. Sea animals eat them or can become trapped in them. For this reason, plastic bags can be **dangerous** to marine life. They kill around one million sea creatures every year, such as whales, seals and turtles.
- Plastic bags are dropped, **blown** and carried by the sea to all kinds of places around the planet. As time passes by, these bags **decompose** into smaller, more toxic particles that can contaminate land and rivers. Furthermore, these microscopic particles can become part of the **food chain** which means that people end up consuming them too.

Many organisations around the world are deeply concerned about the use of plastic bags. However, only a few countries have taken action to address the problems that plastic bags are creating. What can you do to help?

11. What can you do to help?

ACTIVIDADES DE TRANSFERENCIA Y VALORACIÓN (50%)

12. What do you think are the problems in relation to the images? Describe the problem according to problematics you have analyzed in Colombia, the consequences for our environment and a possible solution in each one of the problems.



Problem:

Description in Colombia:

Consequences:

Solution:

Problem:

Description in Colombia:

Consequences:

Solution:

Problem:

Description in Colombia:

Consequences:

Solution:

13. Choose an environmental problematic and design a campaign to make aware people and take actions to protect our environment in Colombia. You can design a video, a brochure, a poster, a game or a tale. You have to be very creative and show what you have learnt in this guide.

24. **Self-evaluation:** analyze your performance in the development of this guide. Mark (X) from 1 to 5 according to your work.

Evaluated aspects	To reflect...	1	2	3	4	5
Organization	Are you organized and clear in the development of the guide?					
Punctuality	Did you hand in the guide on time ?					
Comprehension	Did you try to develop the guide consciously ? Are you responsible and honest with your answers?					
Use of resources	Did you ask for the teacher's help or did you use resources like dictionary, videos or e-books ?					

RECURSOS

Texts are taken from English please students book for eleventh graders.

<https://aprende.colombiaaprende.edu.co/es/colombiabilingue/123812>

You can find here other options to take care of the environment

<https://www.youtube.com/watch?v=V0IQ3ljil40>

Here you can find a deeper explanation for future in the past was/were going to+ verb

<https://www.youtube.com/watch?v=ZKCOkxWLkzY>