

Guía N°4 Junio, Inglés Tercero Medio

Nombre del alumno@: _____ Curso: _____

Asignatura: Inglés Nivel : Tercero medio

Unidad: Sustainable development

Contenido:

Léxico referido a la sustentabilidad

Objetivo de Aprendizaje:

OA1 Comprender información central de textos orales y escritos en contextos relacionados con sus intereses e inquietudes, con el fin de conocer las maneras en que otras culturas abordan dichos contextos

Recursos a considerar:

www.wordreference.com

www.linguee.es

INSTRUCCIONES PARA EL DESARROLLO DE LA GUIA.

Desarrolla la guía utilizando el texto del estudiante y el cuaderno de actividades, si no los tienes, pincha los vínculos para descargar las páginas necesarias.

Si tienes dudas y consultas favor contactar a tu profesor de asignatura asignado en sus correos indicados más abajo.

Observaciones:

- Mantenga TODA actividad desarrollada en una carpeta física o digital como su respaldo. En el caso de reportar mediante classroom sus actividades se archivan automáticamente en Google drive.
- Utilice los recursos multimedia disponibles, sitios web, correo de consultas, etc. para desarrollar las actividades con éxito

Contacto docentes de la asignatura

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Sustainable development



“Climate change is destroying our path to sustainability. Ours is a world of looming challenges and increasingly limited resources. Sustainable development offers the best chance to adjust our course.”

Ban Ki-moon

Do you remember?

1. Look at pictures 1 - 6. Explain, briefly, what environmental issues they show (if necessary, use a bilingual dictionary).



1.
2.
3.
4.
5.
6.

Grammar : What is a collocation?

A collocation is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong". Look at these examples:

natural English...	unnatural English...
The fast train	the quick train
fast food	quick-food
a quick shower	a fast-shower
a quick meal	a fast meal

Types of collocation

There are several different types of collocation made from combinations of verb, noun, adjective etc. Some of the most common types are:

- adverb + adjective: completely satisfied (NOT downright satisfied)
- adjective + noun: excruciating pain (NOT excruciating joy)
- noun + noun: a surge of anger (NOT a-rush of anger)
- noun + verb: lions roar (NOT lions shout)
- verb + noun: commit suicide (NOT undertake suicide)
- verb + expression with preposition: burst into tears (NOT blow-up in tears)
- verb + adverb: wave frantically (NOT wave feverishly)

2. Match the words in the boxes and form six collocations related to environment. Look the meaning of each collocation in a dictionary or encyclopedia.

acid climate greenhouse global endangered ozone
warming species rain layer change effect

1.	2.	3.
4.	5.	6.

3. Think about the types of pollution in the chart and complete the columns with your own ideas.

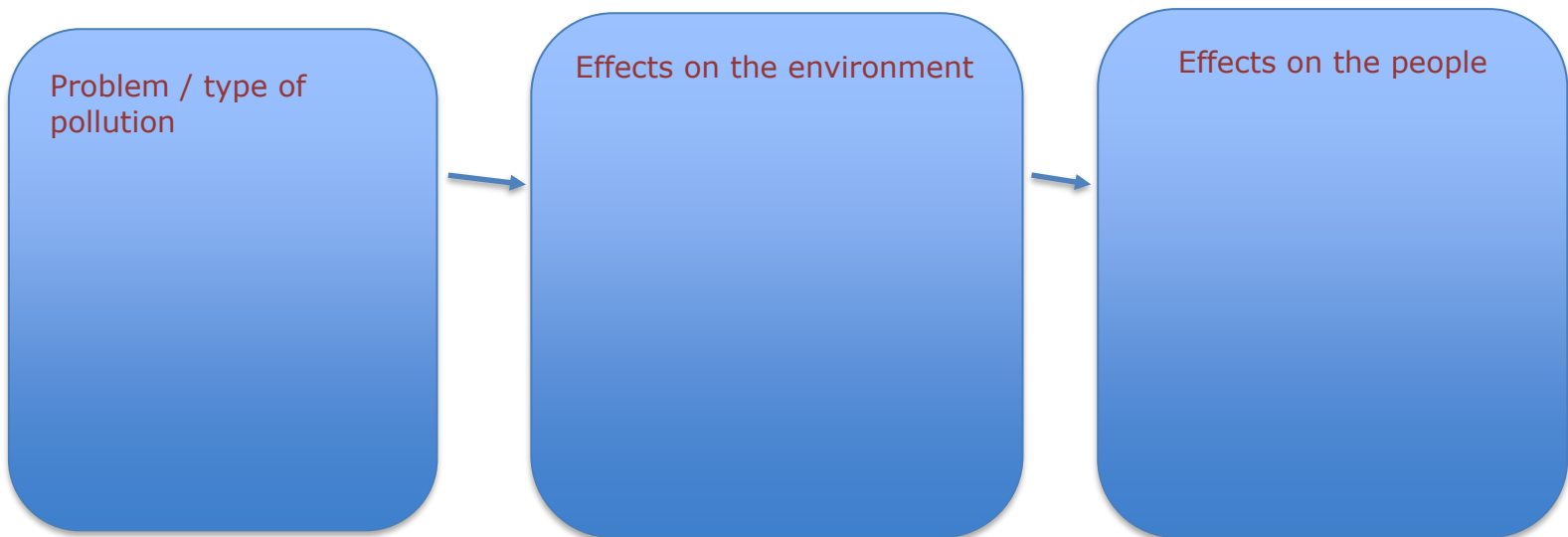
Type	Causes	Effects
Air pollution		
Water pollution		
Land pollution		
Noise pollution		
Light pollution		
Visual pollution		
Thermal pollution		

4. Make use of what you have learned in other subjects. Look at the pictures and answer questions a – d.



- a. Do you see a relationship between any of the pictures? Discuss...
- b. Can you identify a cause and an effect in each pair of the related pictures?
- c. What are the effects of the different types of pollution on the people and on the environment?

Complete the diagram below in your notebook.



5. Read these three poems related to environmental issues, very quickly, and answer these questions.

a. What is their purpose?
b. What are their themes?

i. Smart Reading

a. What are the authors concerned about?
i. Poem I:
ii. Poem II:
iii. Poem III:
b. What do the authors suggest to do?
i. Poem I:
ii. Poem II:
iii. Poem III:

ii. Your analysis

a. What similarities / differences can you find among the poems?
b. Are the authors' tones pessimistic, optimistic or neutral?
c. What is the general message of the poems?
d. Do you think they are a good way to convey the authors' messages? Which other way would you use to express the same ideas?

Mother Earth

This Mother Earth who gives us life
 This Mother Earth heart filled with **strife**,
 The sea once clean now **choked** with waste
 The soil once pure and full of life
 Broken bottles and pieces of glass
 Old newspapers thrown on the grass
 Pouring of concrete and tearing out trees
 This is the environment that now surrounds us
 Poisons and insecticides sprayed on our food
 Oceans spoiled with thick oil crude
 All sea life destined to a slow awful **doom**
 These are the things we are to consume
 There has to be something that someone can do
 Like raise the awareness to those around you
 If we don't **heed** the problem at hand
 Life will be at risk, the destruction of man.



Can we understand?

That our ice caps are melting
 And our earth will flood.
 Animals will become extinct
 If we don't pay attention
 They'll soon all be gone.
 In the close future
 We'll see polar bears floating
 On fragments of ice.
 We wish to see change
 Strings hold the earth
 From collapse:
 Our environment.



Global warming

Every day I see it on the news
 On my sofa, sitting confused
 Every day I see polar bears rebelling
 Looking for a new dwelling
 All the pollution is amazing,
 People don't care about the world
 And it is so old!!!
 I think if everyone teams up
 The world will change and continue to bloom.
 Less pollution will be better for us
 Stop driving our cars and let's all get the bus,
 Or even better, let's WALK!



iii. Think critically.

Make text-to-text connections	Make text-to-world connections
- Have you ever read other poems about the environment?	- Do you know any polluted places in your area or region? How do you feel about it?
- Did you like them? Why? Why not?	- What animals or plant species are affected?

Grammar

Condicional tipo cero

El "zero conditional" se utiliza cuando el tiempo al que nos referimos es **ahora o siempre** y la situación es **real y posible**. Este tipo de condicional suele emplearse para hablar de hechos generales. El tiempo verbal de ambas proposiciones es el "simple present". En las oraciones condicionales de tipo 0, el término "if" puede normalmente sustituirse por "when" sin que cambie el significado.

Proposición "if"	Proposición principal
If + simple present	simple present
If this thing happens	that thing happens.
If you heat ice	it melts.
If it rains	the grass gets wet.

Condicional tipo 1

El "type 1 conditional" se emplea para referirse al **presente o futuro** cuando la **situación es real**. El condicional tipo 1 se refiere a una condición posible y su resultado probable. En estas oraciones, la cláusula "if" adopta el "simple present" y la proposición principal el "simple future".

Proposición "if"	Proposición principal
If + simple present	simple future
If this thing happens	that thing will happen.
If you don't hurry	you will miss the train.
If it rains today	you will get wet.

6. Notice these examples from the poems. Answer the questions.

*If we don't heed the problem at hand
Life will be at risk, the destruction of man.
If we don't pay attention
They'll soon all be gone.
If everyone teams up
The world will change and continue to bloom.*

a. How many parts can you recognize in every sentence, in each example?

_____.

b. What do the examples express?

_____.

c. Which word is used to introduce the cause?

_____.

d. Follow the pattern in the examples and write two more examples of causes and effects (related to the environment).

i. If _____, we / they / it _____.

ii. If _____, we / they / it _____.

Create a "conditional chain". Follow the model and complete the chain.

a. If people don't recycle, pollution increases.

b. If pollution increases, _____ .

c. _____ .

2. Now create your own conditional chain

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