

WORKSHOP	PLANET EARTH	
SUBJECT	ENGLISH	
GRADE	8 TH GRADE	
TERM	FIRST TERM 2023	
TEACHERS	Lic. Ingrid Dimaté Lic. Marybell Parra M.	Jornada Mañana Jornada Tarde
OBJECTIVES	<ul style="list-style-type: none"> Fortalecer las habilidades de READING and WRITING a través de textos y actividades relacionadas con el medio ambiente. Fortalecer las diferentes habilidades del inglés a través de ejercicios prácticos. 	
INDICACIONES GENERALES:	Con el fin de poner en práctica los diferentes conceptos gramaticales y las habilidades de lectura y escritura en inglés, el estudiante debe trabajar en forma individual y utilizar únicamente el diccionario si lo requiere, NO utilice traductor.	

DESARROLLO DE CONTENIDOS

Before start working on the workshop, it is necessary that you review some grammatical topics. Let's start.

COMPARATIVES AND SUPERLATIVES

Comparative Adjectives

(Used to compare 2 things)

"The elephant is **bigger than** the mouse"

One syllable	Two syllables ending in 'y' - change 'y' to 'i' and add er	Two or more syllables
Form: +er than	Form: +ier than	Form: More ... than
Bigger than Smaller than Nicer than Taller than Shorter than Stronger than Weaker than Longer than	Easier than Busier than Prettier than Heavier than Funnier than Smellier than Happier than Friendlier than	more beautiful than more dangerous than more intelligent than more understanding than more complex than more interesting than more difficult than more frustrating than

Superlative Adjectives

(Used to compare 3 or more things)

"The blue whale is **the biggest** animal in the world"

One syllable	Two syllables ending in 'y' - change 'y' to 'i' and add est	Two or more syllables
Form: the ... +est	Form: the ... +iest	Form: the most ...
the Biggest the Smallest the Nicest the Tallest the Shortest the Strongest the Weakest the Longest	the Easiest the Busiest the Prettiest the Heaviest the Funniest the Smelliest the Happiest the Friendliest	the most beautiful the most dangerous the most intelligent the most understanding the most complex the most interesting the most difficult the most frustrating

Adjective form	Comparative	Superlative
Only one syllable, ending in E. Examples: <i>wide, fine, cute</i>	Add -R: <i>wider, finer, cuter</i>	Add -ST: <i>widest, finest, cutest</i>
Only one syllable, with one vowel and one consonant at the end. Examples: <i>hot, big, fat</i>	Double the consonant, and add -ER: <i>hotter, bigger, fatter</i>	Double the consonant, and add -EST: <i>hottest, biggest, fattest</i>
Only one syllable, with more than one vowel or more than one consonant at the end. Examples: <i>light, neat, fast</i>	Add -ER: <i>lighter, neater, faster</i>	Add -EST: <i>lightest, neatest, fastest</i>
Two syllables, ending in Y. Examples: <i>happy, silly, lonely</i>	Change Y to I, then add -ER: <i>happier, sillier, lonelier</i>	Change Y to I, then add -EST: <i>happiest, silliest, loneliest</i>
Two syllables or more, not ending in Y. Examples: <i>modern, interesting, beautiful</i>	Use MORE before the adjective: <i>more modern, more interesting, more beautiful</i>	Use MOST before the adjective: <i>most modern, most interesting, most beautiful</i>

Comparatives & Superlatives

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
Common	good	better	the best
Exceptions	bad	worse	the worst

COMPARATIVE You are a **better** singer than John.

~~more good~~ X ~~gooder~~ X

SUPERLATIVE It was **the worst** decision she had ever made.

~~most bad~~ X ~~baddest~~ X

If you want, you can visit the following links for receiving extra explanation about the topic

<https://www.curso-ingles.com/aprender/cursos/nivel-intermedio/comparative-superlative/comparatives-and-superlatives>

https://www.youtube.com/watch?v=wwLaiF_bVpl

<https://www.youtube.com/watch?v=Umxq8mOyiyc>

If you want to practice, please visit the following link and solve the exercises

<https://aprendoinglesconvani.wordpress.com/2016/04/07/comparative-adjectives/>

<https://agendaweb.org/grammar/comparison-exercises.html>

<https://learnenglishkids.britishcouncil.org/grammar-practice/comparatives-and-superlatives>

PAST SIMPLE

ENGLISH GRAMMAR **PAST SIMPLE TENSE** Woodward ENGLISH ENGLISH © Woodward Education

+ Affirmative

SUBJECT I / you / we / they
he / she / it

VERB lived ...

+ Affirmative: I **lived** in London.
+ Affirmative: She **lived** in Paris.
+ Affirmative: He **watched** a movie.
+ Affirmative: They **wanted** a holiday.

Past tense regular verbs end in -ed. There is only one form of each verb in the past simple tense.*

- Negative

SUBJECT I / you / we / they
he / she / it

AUXILIARY didn't

VERB speak
need
live

* The exception is TO BE which has two forms: was and were.

⊗ The base form of the infinitive = to go, to need, to speak, to live
The verb is not in the past tense in negative sentences. "Didn't" tells us it is a past tense sentence.

+ Affirmative: I **lived** in Spain.
- Negative: I **didn't live** in Spain.
+ Affirmative: He **watched** a movie.
- Negative: He **didn't watch** a movie.

? Question

AUXILIARY Did

SUBJECT I / you / we / they
he / she / it

VERB speak
need
live

⊗ The base form of the infinitive = to go, to need, to speak, to live
The verb is not in the past tense in questions. "Did" tells us we are asking a past tense question.

+ Affirmative: You **lived** in Italy.
? Question: **Did** you **live** in Italy?
+ Affirmative: She **watched** a movie.
? Question: **Did** she **watch** a movie?

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

REGULAR AND IRREGULAR VERBS



Regular Verbs

Regular verbs form their past and past participle forms by adding -ed.

- I **watched** TV last night.
- I **played** baseball this morning.
- We **studied** hard for this test.
- I **enjoyed** the new film.
- My brother **climbed** the cliff wall.
- The lamb **jumped** over the fence.
- They **cooked** an amazing meal.

Irregular Verbs

Irregular verbs do not follow the normal patterns for tense and past participle.

- We **ate** the pizza quickly.
- I **drank** some cola.
- They **slept** in the treehouse.
- She **got** a watch at Christmas.
- He **swam** in the ocean.
- The child **dug** a hole.
- The dog **hid** the bone in the garden.

If you want, you can visit the following links for receiving extra explanation about the topic

<https://www.curso-ingles.com/aprender/cursos/nivel-intermedio/verb-tenses-past/past-simple>

<https://www.britishcouncil.org.mx/blog/past-simple>

<https://www.youtube.com/watch?v=XbE4KDYTHjw>

If you want to practice, please visit the following link and solve the exercises

<https://test-english.com/grammar-points/a1/past-simple-regular-irregular/>

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Simple_past](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Simple_past)

GIVING OPINIONS

EXPRESS OPINIONS IN ENGLISH

We can use expressions like:

Useful Expressions

Giving Opinions
I (really) think that ...
I believe that ...
I'm sure that ...
In my opinion... /
My opinion is (that) ...
I agree with ...
I have no doubt that ...



I think it's a good idea to have a photo exhibition, because with photos people can see the negative effects of deforestation.

Yes, I agree with you, but I believe that it's better to organize an educational campaign, because many people don't know about the benefits of planting trees.

Suggestions

There are some ways to give suggestions in English

1. **Using the modal verb Should/ shouldn't.** It is used to give pieces of advice or suggestions, look at the following example

Mary is not feeling well today
I think she should go home and rest

2. **Why + negación + sujeto + verbo**

Si estás acompañado y lo que te apetece es hacer algo especial, esta forma es perfecta para usarla con tus amigos, en un ambiente coloquial. Es una fórmula sencilla que en español se traduciría por ¿Por qué no...?

Ejemplo: Why don't we go to the movies tonight?

Traducción: ¿Por qué no vamos al cine esta noche?

3. **Sujeto + could + verbo**

Otra forma de expresar sugerencias es con el verbo modal "could". La traducción al español sería podría/podríamos.

Ejemplo: We could visit New York while we are there.

Traducción: Podríamos visitar Nueva York mientras estamos ahí.

4. **Let's + verbo**

El uso del imperativo en inglés para hacer sugerencias es muy común en el día a día. Además, es ideal porque infunde un poco de autoridad y respeto, como yo misma.

Ejemplo: Let's go to the travel agent's this afternoon to book our ticket.

Traducción: Vamos/vayamos esta tarde a la oficina de viajes a reservar los billetes.

5. **What about / How about + ing.**

Estas dos fórmulas similares en las que solo cambiaría "What" o "How" son algo más sutiles. Se traduciría al español por "¿Qué tal si...?".

Ejemplo: What about asking your brother for help?

Traducción: ¿Qué tal si pedimos ayuda a tu hermano?

Ejemplo: How about going to Hawaii for your vacation?

Traducción: ¿Qué tal si vas a Hawaii durante tus vacaciones?

ACTIVITIES

Comparative and Superlative



ELEPHANT

Lifespan: 60-70 years
Age: 37 years old
Weight: 7,000 kg
Length: 7,5 metres
Population: 1,3 million
Characteristics: intelligent, sensitive, wild, sociable, friendly, with a good memory



CROCODILE

Lifespan: 80-100 years
Age: 10 years old
Weight: 500 kg
Length: 6,2 metres
Population: 300,000
Characteristics: aggressive, fast, unfriendly, wild, lonely, a good swimmer



LION

Lifespan: 25-30 years
Age: 18 years old
Weight: 250 kg
Length: 2 metres
Population: 21,000
Characteristics: adventurous, fast, wild, proud, a good hunter, strong

Comparative

Superlative

- a) Lions have a _____ (short) lifespan than elephants.
- b) Elephants live _____ (long) than lions.
- c) Lions are _____ (rare) than Elephants.
- d) Crocodiles are _____ (aggressive) than elephants.
- e) Elephants are _____ (intelligent) than crocodiles.
- f) Lions are _____ (good) hunters than crocodiles.
- g) Elephants are _____ (strong) than lions.
- h) The elephant in the picture is _____ (old) than the lion.

- a) The elephant is _____ (big) of the three.
- b) The lion is _____ (light).
- c) The elephant is _____ (heavy).
- d) The crocodile is _____ (aggressive)
- e) The elephant is _____ (peaceful)
- f) The lion is _____ (proud)
- g) The elephant is _____ (old)
- h) The crocodile in the picture is _____ (young)
- i) The crocodile has _____ (long) lifespan.
- j) The lion has _____ (short) lifespan.
- k) The lion is _____ (adventurous)

PAST SIMPLE REVIEW

Read the following text and answer the yes/ no questions and the wh questions

What did you do last weekend?

I had a great weekend last weekend. On Friday I went to a bar with my friends. I ate a delicious hamburger and french fries. I entered a pool tournament and I played really well. I won the tournament and won 15 euros. I was very happy. I met new people from Germany and they showed me a popular drink in Germany that is similar to a Bloody Mary.

On Saturday I was a bit tired. I stayed in bed until 11 o'clock in the morning and then I had a nice brunch. I ate toast with tomatoes and mushrooms and I drank coffee. I went out and walked around the town where I live with my girlfriend. We went to the supermarket and bought a lot of vegetables. My bags were heavy and we walked home up the hill. My girlfriend made Lasagna for dinner and then we watched a movie. On Sunday I woke up late again. I had a very lazy weekend! I had a nice brunch again (beans on toast this time). We went to a nice hotel and used their spa facilities. I went swimming but the water in the jacuzzi was too hot so I didn't use the jacuzzi. I love reading a book beside the swimming pool. I spent about 4 hours there. When I arrived home I called my friend on Whatsapp and we talked for one hour. I had a great weekend.

Yes/No questions

- 1) Did the guy in the story have a nice weekend?

- 2) Did he use the jacuzzi on Sunday?

- 3) Did he earn any money on weekend?

- 4) Did the guy's girlfriend cook any food for the weekend?

- 5) Did the guy in the story wake up early on weekend?

Wh questions

- 1) What sport did the guy in the story practice on weekend?

- 2) Where did the guy and his girlfriend go on Sunday?

- 3) What did they eat on Sunday?

- 4) How long did the guy talk on the phone to his friend on Sunday at night?

- 5) Why didn't they use the jacuzzi on Sunday?

Environment verbs!

1) Complete the sentences with the verbs from the box.

pollute protect save reuse plant damage
 throw cut recycle clean turn waste

- 1) _____ the whale.
- 2) Don't _____ that tree down.
- 3) Don't _____ the environment.
- 4) _____ old things.
- 5) _____ this beach up.
- 6) _____ it off when you finish with it.
- 7) _____ vegetables.
- 8) Don't _____ our rivers.
- 9) _____ those.
- 10) Don't _____ water.
- 11) _____ our planet.
- 12) Don't _____ that away.

2) Write the numbers from exercise 1 in each picture!



3) Complete the sentences with the verbs from exercise 1!

- A- Don't _____ water.
- B- Don't _____ old things away! _____ them again and again!
- C- Don't _____ trees down. _____ more of them!
- D- _____ our planet. Don't _____ the environment!
- E- _____ your computer off, and _____ batteries!
- F- After the party we need to _____ the beach up.
- G- Don't _____ the ocean. _____ the whale!

Let's get used to the vocabulary related to the environment. Write the words in your notebook and look for the meanings.

Vocabulary List					
Module 1					
Eco-Values	Human actions	Environmental impact	Expressing opinion	Environment	Negative things for the environment
cooperation n. creativity n. respect n. responsibility n.	compost v. conserve v. cut down v. destroy v. dump v. extract v. go (v.) on a demonstration produce v. restore v. save v. sign (v.) a petition support (v.) a cause throw away v. volunteer v.	air pollution n. batteries n. crisp packets n. deforestation n. energy n. erode v. erosion n. e-waste n. illegal mining n. magazines n. organic waste n. peelings n. plastic bottles n. pollute v. recycling n. soil pollution n. water pollution n.	according to ... (not) agree with ... be certain/sure that ... be concerned/worried about ... be sure that ... believe that ... have no doubt that ... in my opinion ... it's a good idea to ... it's better to ... it's good/important/necessary/wrong to ... really think that ... strongly believe that ...	absorb (v.) CO2 biodiversity n. ecosystem n. habitat n. sustainable adj. symbiotic adj.	fumes n. open mine n. pesticides n. possessions n. population growth n. rubbish n. transportation n. tyres n. waste n.

PRESERVING OUR PLANET

1. Write and read the conversation

Tonight Mr. Jack Crusoe is on our "Green peace program"

- **Presenter:** Mr. Crusoe, welcome to our program. We heard about your new ecological campaign to protect wildlife.
- **Jack:** Oui, excuse me, yes our mew campaign's objective is to stop killing animals.
- **Presenter:** what species are you the most interested in protecting?
- **Jack:** At this moment, we are especially worried about bears.



- **Presenter:** why is that?
- **Jack:** because a bear's fur is the finest so a fur trader can get more money from it.
- **Presenter:** But people know that having a fur coat means one animal less on earth.
- **Jack:** Yes, but a synthetic coat is not as attractive as real fur coat, you see.
- **Presenter:** What are you doing about it?
- **Jack:** we're trying to contact the governmental offices to create campaigns that are as convincing as ours, and we are also looking for the cooperation of some others groups that are as concerned about preservation as we are.
- **Presenter:** Good luck, Mr. Crusoe. And thanks a lot for saving our planet.

2. Complete the statements.

- ❖ Jack explains how to protect... _____
- ❖ They are worried about bears because... _____
- ❖ The main reason for the campaign is... _____
- ❖ They are looking for support on... _____

Comparative and superlative adjectives					
Adjectives with -er and -est			Adjectives with more and most		
Adjective	Comparative	Superlative	Adjective	Comparative	Superlative
Fast	Faster than	The fastest	Dangerous	More dangerous	The most dangerous
Long	Longer than	The longest	Careful	More careful	The most careful
Big	Bigger than	The biggest	Natural	More natural	The most natural
Small	Smaller than	The smallest	Expensive	More expensive	The most expensive
heavy	Heavier than	The heaviest	boring	More boring	The most boring
Comparisons of equality with adjectives			Comparisons of equality with nouns		
❖ Why do people prefer a fur coat instead of a synthetic one? Because a synthetic coat is not as attractive as a fu one. ❖ Is a snail as slow as a turtle?			❖ What are you doing about it? ... some other green groups that are as concerned about preservation as we are.		

3. Read the dialogue again and underline those sentences which express comparison.

4. Write the comparative and the superlative for each adjective.

adjective	comparative	superlative	adjective	comparative	superlative
Tall			Hard		
Short			Early		
Difficult			Dirty		
Fat			Poor		
Famous			Sad		

5. Write 5 sentences using the last comparatives and superlatives.



Reading Comprehension: Simple Past

A. Read the text and choose the correct answer to the questions.

Do you have the Felix Factor?

When Felix Finkbeiner was 13 years old, he made a speech at the United Nations in New York. He spoke in English and his message was simple – save the world's forests. How did a boy from Germany become "an environmental superstar"?

The story starts in 2007 when Felix did a project on climate change at his elementary school in Starnberg, near Munich in Germany. He saw some information online about Wangari Maathai, a Kenyan woman. She started a tree-planting campaign in 1977 and won the Nobel Peace Prize in 2004. Felix thought her campaign was interesting, and he decided to talk about it in class.

His presentation was a success, and he gave the same presentation to other classes. Two months later, Felix planted his first tree and started a campaign to plant a million trees. He called his campaign "Plant for the Planet."

Students at other schools joined the campaign. Together they planted 50,000 trees in Germany. They made a website for the campaign, and soon other countries began taking part. They wanted to meet Felix, so he started to give presentations outside the country. In November 2008, he spoke to the European Parliament.

At the beginning of 2011, the International Year of Forests, Felix made his speech at the United Nations. He asked world leaders to "stop talking – start planting." In the same year, his campaign reached its goal of planting one million trees in Germany. He also traveled to Kenya and met Wangari Maathai. And it all began with a school project.

- How did Felix become an environmental super star?
 - He spoke in English
 - He started a project on climate change.
 - He planted a tree

- Who is Wangari Maathai?
 - A Kenyan teacher
 - His sciences teacher
 - An environmental activist



- What is "Plant for the Planet"?
 - Felix's environmental campaign
 - A world school project
 - Wangari's campaign

- What is "Plant for the Planet"?
 - Felix's environmental campaign
 - A world school project
 - Wangari's campaign
- How many trees did they plant in Germany when the schools joined the campaign?
 - Fifteen thousand trees
 - Fifty thousand trees
 - Fifty million trees
- What did we celebrate in 2011?
 - The International Year of Forests.
 - Wangari's Nobel Prize
 - The European Parliament session
- What does Felix want the world leaders to do?
 - To give more speeches about climate change
 - To fight for world peace
 - To take action to save the environment

Speak Work with a partner. Discuss the things you **would like to do** and the things you **would not like to do**.

- rescue abandoned animals
- pick up rubbish in a public place
- organize a petition
- participate in a demonstration
- volunteer at a community garden
- design a website.

I **would like to** rescue abandoned animals.

I **wouldn't like to pick up** rubbish, but I **would like to** organize a petition.

Speak Look at the pictures and find four differences.



Before, the air **was** polluted, but **now** the air **is** pure.

Now there **are** a lot of trees. **Before**, there **were** no trees.

Read Complete the text with the correct form of the verbs in brackets.

A Story of Change

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

First, they ^d_____ (research) information about the people, their businesses and the impact of their actions. Then, they ^e_____ (organize) a campaign to protect the rivers in their town. They ^f_____ (talk) to the local authorities about prohibiting the industries from

dumping waste. They ^g_____ (start) teaching people about recycling methods and the whole town ^h_____ (sign) a petition to stop the destruction of their forests. They ⁱ_____ (plant) more than 2,000 trees near the river.

Now people in our town ^j_____ (be) happy with the results. Liliana, a 15-year-old student at La Paz School, said: 'Now we ^k_____ (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 ^l_____ (do) can create big changes.'

Write In groups, create a mind map to show how some human actions affect the environment negatively in your community or school. Then choose one problem to investigate and write notes about.

Study Tip

Create a diagram to show the relationship between ideas.

Read» Read the text from an eco-magazine. Put the sentences (1-3) in the correct place (A, B, or C) in the text.

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 **CO₂** 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 CO₂ 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.

Write» Match the definitions with the words in bold in the article in exercise 5.

1. The natural environment where species live.
2. Connected and interdependent.
3. Cutting down large numbers of trees.
4. Communities of living organisms sharing mutual needs and benefits.
5. Capable of supporting itself.
6. A variety of different species living in the same space.
7. A gas that is present in the atmosphere.

Speak» Read the article in exercise 5 again. Discuss the questions with a partner.

- a. What are some characteristics of ecosystems?
- b. According to the article, what happens when something does not work in an ecosystem?

When people cut down trees, animals lose their habitat.
When people pollute rivers, ...

Write» Complete the article with the correct form of the verb in brackets.

National Park Is Closed

The National Park was a beautiful place to go hiking. You could see many different plants and animals there. The trees ¹ _____ (be) very tall and very old. Things changed when an illegal mining business came to the park. They ² _____ (start) an open mine and quickly cut down most of the trees near the river. They ³ _____ (want) to extract some important and valuable minerals.

Sadly, the local authorities ⁴ _____ (be) not interested in taking care of the park. Time passed and many more illegal miners came. They ⁵ _____ (pollute) the water with mercury and other toxic substances.

Now, some environmental groups ⁶ _____ (be) concerned about the problem. But it may be too late. The damage from the illegal mining is irreparable. The soil in the affected areas will never regenerate.



I can describe changes between the past and the present

Very well	✓
Quite well	
With difficulty	

Read » Read the article about eco-solutions given by kids from different parts of Colombia. Label the paragraphs with the expressions.

Save energy Save water Reduce waste

Travelling Eco-footprint

Our ecological footprint follows us everywhere. When we travel, we have an impact on the places we visit. Even when we go on holiday, we still have a responsibility to be eco-friendly. Learn to be an eco-friendly traveller by following this advice from local kids.

a. _____
Tanacio, from Sierra Nevada

I live in a Kogui community in Sierra Nevada. I take care of the rivers in the mountains by using natural soaps to wash our clothes. Tourists can help to keep our rivers clean by not using polluting cleaning products when they visit us.



b. _____
Jerónimo from Palomino, Guajira

I help reduce waste in my community by recycling plastic bottles. When tourists come, they buy a lot of water and throw away the empty bottles. Tourists can help by putting their bottles in the recycling bins in our town.



c. _____
Mayra from Valledupar

Valledupar is very hot, so it's important to plant trees because they provide oxygen and shade. We all plant trees near the house because they keep the area cool. When you come to Valledupar, you can help by turning off the air-conditioning when you leave your hotel room.

Read » Match the facts to the paragraphs in the text.

1. There are about 35 rivers that come from the Sierra Nevada and they produce one hundred thousand million cubic metres of water.
2. For every ton of recycled paper, we can save 17 trees.
3. The average time for a plastic bottle to biodegrade is about 450 years.

Speak »

Work with a partner. Use your own ideas to explain how to be a green traveller.

When travelling, we can:

- a. reduce carbon emissions by ...
- b. save water by ...
- c. save energy by ...
- d. reduce pollution by ...

Preparing Your Task » A Green School!

Write » You are going to collect information about the way your school manages resources. Complete the questions.

Water	Energy	Waste
What does the school do to save water? How much ...?	What does ...? How can ...?	How does the school recycle? What ...?

Speak » Interview teachers and students. Ask the questions in exercise 1. Note down the answers in the chart.

Name	Role	What they said
Martha González	Principal	It's important to change our habits because we are throwing away a lot of paper that we can recycle.
Carlos Suárez	Student (grade 8)	We can save energy by turning off the air-conditioning.

Write »

Work in groups. Create an information leaflet with at least five suggestions to make your school 'greener'. Use the answers from exercise 2 and the expressions in the list.

It's important to ...

Stop -ing ...

Think about ...

We can ...

Start -ing ...



GIVING OPINIONS

Read » Olga Rojas's students are showing what they did to celebrate Earth Day at school. Match the descriptions with the photos

We are having an eco-competition to celebrate International Earth Day! Send pictures of your school initiatives to show people the importance of caring for the environment.



a. We're sure that drama is a wonderful way to show our concern for forests. We presented a play about the role of trees in our lives.

b. We are certain it's good practice to restore the forest. So we planted trees around the school.

c. We strongly believe it's necessary to know all the benefits we receive from our planet. So we organized a talk with experts and people from the community.

Read » Match the events with the reasons.

Events	Reasons
<p>It's a good idea to</p> <p>a. present a play or an art show</p> <p>b. organize a paper-recycling campaign</p> <p>c. have a 'plant a tree' event</p> <p>d. have a photo exhibition</p>	<p>because</p> <p>1. with photographs people can admire the beauty of the forest and show respect for animals and plants.</p> <p>2. when you plant a tree, you take responsibility for the environment.</p> <p>3. with cooperation, you can reduce a lot of city waste.</p> <p>4. when you show creativity, people pay attention to the message and enjoy learning.</p>

Speak » Discuss with a partner what you would like to do in the eco-competition, and why. Follow the example.

I think it's a good idea to have a photo exhibition, because with photos people can see the negative effects of deforestation.

Yes, I agree with you, but I believe that it's better to organize an educational campaign, because many people don't know about the benefits of planting trees.

Useful Expressions

Giving Opinions
 I (really) think that ...
 I believe that ...
 I'm sure that ...
 In my opinion... /
 My opinion is (that) ...
 I agree with ...
 I have no doubt that ...

