

Lenguas Adicionales Inglés

4°

Formación General del Ciclo Orientado

What can we do to help our oceans?

Actividades para estudiantes

Serie PROFUNDIZACIÓN • **NES**



Buenos Aires Ciudad



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¿Cómo se navegan los textos de esta serie?

Los materiales de la serie Profundización de la NES cuentan con elementos interactivos que permiten la lectura hipertextual y optimizan la navegación.



Para visualizar correctamente la interactividad se sugiere bajar el programa [Adobe Acrobat Reader](#) que constituye el estándar gratuito para ver e imprimir documentos PDF.

Pie de página

 **Volver a vista anterior** — Al clicar regresa a la última página vista.

 — Ícono que permite imprimir.

 — Folio, con flechas interactivas que llevan a la página anterior y a la página posterior.

Itinerario de actividades

 **Activity 1**

Let's say no to...

Organizador interactivo que presenta la secuencia completa de actividades.

Notas al final

¹ Símbolo que indica una nota. Al clicar se direcciona al listado final de notas.

Notas

¹ Ejemplo de nota al final.

Actividades

Activity 1 Let's say no to...

- a. Watch the video [“Visualising Plastic in the Mediterranean”](#) by Real World Visuals and complete the title:
- Say no to...**

Íconos y enlaces

El color azul y el subrayado indican un [vínculo](#) a un sitio/página web o a una actividad o anexo interno del documento.

Itinerary of activities



Activity 1

Let's say no to ...



Activity 2

The problem with plastic



Activity 3

Make change



Activity 4

Skyscraper, the Bruges Whale



Activity 5

Final task. Say it with a video or rap

Activity 1 Let's say no to ...



- a. Watch the video [“Visualising Plastic in the Mediterranean”](#) by Real World Visuals and complete the title:

Say no to...

- b. Watch the video again and answer these questions:

1. What does this short feature film urge us to do?
2. How much plastic are we adding to the Mediterranean Sea per second?
3. What do we need to do? What will happen if we don't?

- c. Think and discuss. How effective is this video to raise awareness?

- d. Watch the video once again and take down notes of what you consider are powerful pieces of information. Finally, get together and, using your notes, write a summary of the message the video transmits. You can then share your work in a [Google Doc](#) or on the digital mural [Padlet](#) (you can check the [Padlet tutorial](#) on the Virtual Campus of Digital Education). These tools allow you to easily access your work, add more information to it at any time and make changes to enrich it or edit it. Remember to embellish your productions with photos. Choose images under Creative Commons or Public Domain licenses with this tool: [Creative Commons Search](#). In the case of images under Creative Commons license,

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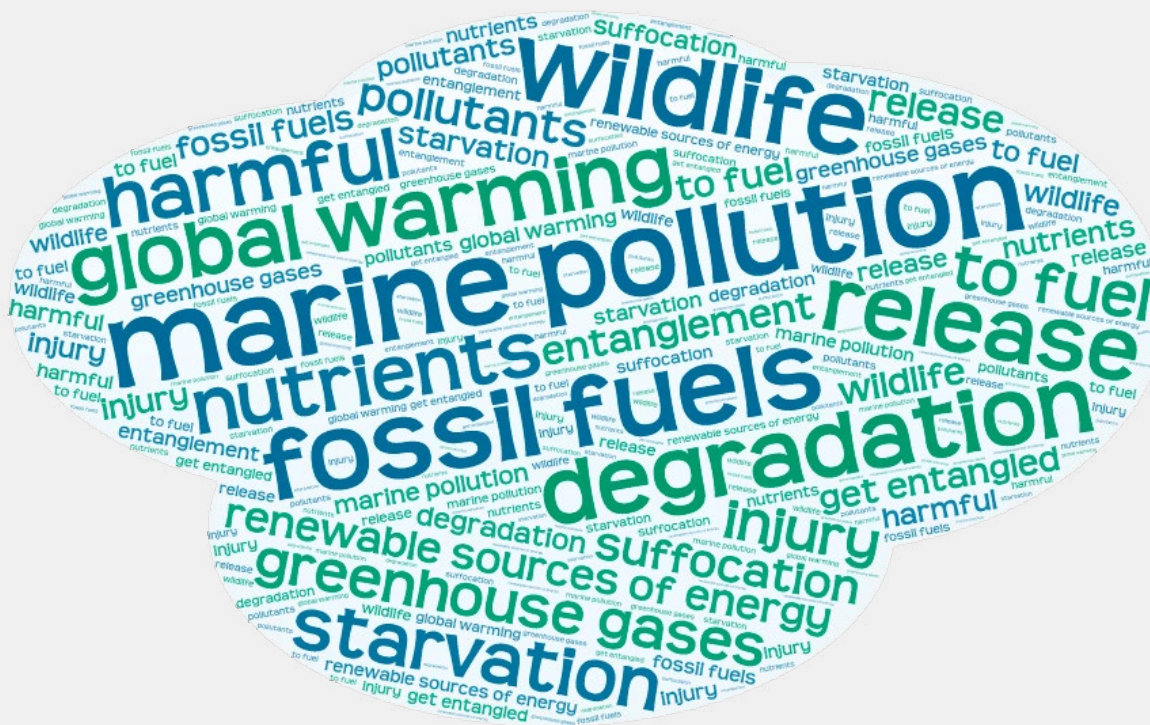
Assessment

While you do the activities in this guide, you will complete a language journal to reflect on your learning process. Your teacher is also going to assess your work based on this journal. (See annex [“My Language Journal”](#) at the end of the guide).

Activity 2 The problem with plastic

Part A: Vocabulary work

- a. Identify the words you know in the word cloud. After you read the text below, see if you can understand the ones you do not know using the context. If you can't figure the meanings out, ask your partners or look them up.



The problem with plastic



We have made over 8.3 billion tonnes of plastic since we began producing it in the 1950s. Only 9% of this plastic has been recycled, the other 91% sits in landfills, floats in our oceans or has been burned. An estimated 8 million tonnes of waste plastic enters the ocean every year. Many animals mistake plastic for food and eat it. This can cause injury, infection, indigestion and often death.*

Plastic contaminates our air, land, sea, and can enter the human body through the food we eat, the water we drink and the air we breathe.

Because plastic is quite inexpensive and durable there is great demand for it. The problem is that plastic is almost indestructible and as a consequence it is a serious danger to the natural environment. The vast majority of plastics are made from finite fossil fuels extracted from the earth. Plastics do not break down. Instead, they 'break up' into smaller and smaller pieces, creating microplastics.

Both the creation and degradation of plastics release harmful greenhouse gases, contributing to global warming.

We need to reevaluate our relationship with plastic. We should stop producing it from finite resources like oil and gas. We need to protect our oceans and wildlife. If we must use plastic then it must fit within the circular economy model. The circular economy (opposed to the current 'take-make-dispose' linear model) is modelled

on nature where there is no such thing as waste and is renewable and regenerative. Technical nutrients (like plastics and metals) are recovered to create new materials while biological nutrients (like food waste) are processed to regenerate agricultural and natural systems. The circular economy model embraces renewable energy and represents an exciting blueprint for the future where waste and pollution become a thing of the past.

[Adapted from "The Plastic Facts", by Nick Pumphrey, on [Take 3 For The Sea](#)].

* Extra information: Fishing nets, usually made of plastic, are very dangerous to many sea creatures like fish, dolphins, sea turtles, sharks, crocodiles, or seabirds. Ghost nets, as they are sometimes called, entangle sea creatures. As a result, they cannot move freely, so they cannot feed themselves and starve. Those that need to return to the surface to breathe might die of suffocation. (Source: [Wikipedia](#). Adapted version).

Part B: Reading comprehension

b. Read the text again and choose the best option (A, B or C). Write a tick (✓) next to it. Submit your answers using the tool or format chosen by your teacher.

1. The text is...
 - A. informative.
 - B. hopeful.
 - C. both informative and hopeful.
2. This text is...
 - A. a fragment of a scientific paper.
 - B. an encyclopedia entry.
 - C. a magazine article.
3. Which statement is NOT true about plastic?
 - A. It damages sea life.
 - B. It biodegrades completely.
 - C. It pollutes the air and water.
4. The text proposes...
 - A. stopping the production of plastic.
 - B. prohibiting the production of plastic.
 - C. changing the production of plastic.

5. The proposal draws inspiration from...

- A. the economy.
- B. nature.
- C. agriculture.

c. In other words. How are these ideas expressed in the text?

- 1. Fish wrongly believe plastic is food and they ingest it.
- 2. Many sea creatures get trapped in fishing nets.
- 3. Plastic derives from finite sources.
- 4. The circular economy includes non-finite sources of energy.
- 5. It is a promising strategy for the years to come.

d. Step inside the pictures.

Choose a person, object or element in the images accompanying the text you have read, and step inside that point of view. Consider:

- What can the person/thing perceive and feel? What might the person/thing know about or believe?
- What might the person/thing care about? What might the person/thing worry about?

Take on the character of the person or the thing you've chosen and, if you feel ready, improvise a monologue. If you don't feel ready to improv, think of it, write it down and then deliver it. Speaking in the first person, talk about who/what you are and what you are experiencing.

Activity 3 Make change



- a. Listen and complete these sentences with the information you hear. Submit your answers using the tool or format chosen by your teacher.
1. The speaker, Lorraine, is a volunteer with the _____ clean-up crew on Whidbey Island, in _____ State where she _____.
 2. She has been doing this volunteer work for about _____.
 3. She does this work because she likes the idea of _____ and because she enjoys _____.
 4. Each member of the group carries an enormous _____ and a _____ which operates like an extension of your hand.
 5. During clean-ups, she has found all manner of things like _____.
 6. While she walks and picks up debris and rubbish she _____.
 7. She does not need to use her earphones because she has her own _____, so she does not _____ anyone.
 8. She spends _____ doing this.
 9. She gives what she has collected to the group's _____.
 10. The trash is driven to a place where it is disposed of and _____.

b. Grammar spot

Have a look at this:

If the speaker says she has been doing volunteer work for twelve months she means that...

- she doesn't do it any longer.
- she did it in the past.
- she started doing this kind of work in the past and still does in the present.

When the speaker says, that they have found buoys, and all sort of things, is she talking about ...

- a definite moment in the past?
- some time before now and we do not know exactly when?
- an activity that started in the past and continues in the present?

Visit [Learn English British Council](#) to read some useful grammar rules about the finished and unfinished uses of the present perfect tense, and get some practice on the difference between *since* and *for* on the [English Grammar Online](#) site.

Pronunciation spot

Let's practise our sounds, shall we? Do you know how to pronounce *been*? The following video by [BBC Learning English](#) offers some helpful guidance and practice.

Activity 4 Skyscraper, the Bruges Whale

a. Watch the video "[Skyscraper the Bruges Whale](#)" by STUDIOKCA Kickstarter and answer these questions. Submit your answers using the tool or format chosen by your teacher. (Listen from the beginning to 2:20).

1. What does the speaker comment about the remote, undeveloped 80-mile stretch of shoreline in the middle of the Pacific? How does she feel about this?
2. Where does the waste come from?
3. What is the theme of the Bruges Triennial?
4. What did the organizers of the event ask the artists to do when they approached them?
5. What does the artist mean when she says that the 4,000 square feet of plastic is just a dent in the amount that washes ashore?
6. What have the artists and the Hawaii Wildlife Fund coordinated to do?
7. What have they found?
8. Apart from The Bruges Skyscraper, what other pieces have they made with plastic as a material? Which one illustrates one hour of trash in New York? Which one was 8 minutes' worth of plastic?

9. In what order do you hear the following steps taken?
 They cleaned all the plastic they found. _____
 They have used every imaginable thing to attach the plastic to the mesh. _____
 They have done all the steel work, the aluminum and plastic work. _____
 They started to assemble the plastic in Upstate NY. _____
 They brought all the plastic they found. _____
10. Why has keeping the piece stable and safe demanded tremendous work of engineering?

b. Watch the video again and complete these sentences with the information you hear. (Listen from 2:21 to the end).

1. There are _____ of plastic swimming in the ocean.
2. Pound for pound there is more plastic than _____.
3. This is an _____ to show the type and the amount of plastic that ends up in our oceans.
4. Almost _____ of plastic each year pollute our waters.
5. Skyscraper _____ how large a problem we are faced with.
6. The artists hope to _____ on a global scale for this issue.
7. They _____ that 2 or 3 million people will see the event.
8. The artist hopes they learn about _____ and about what we use and how we use it.
9. The first skyscraper in the sea is _____.
10. The city of Bruges has supported this ambitious _____.

c. Choose the best option to summarize this video.

1. The goal of Skyscraper is to **criticize** / **raise awareness about** our consumption of plastic.
2. The goal of the video is to **raise funds** / **get volunteers** for this initiative.

Activity 5 Final task. Say it with a video or rap

Get in groups to design an awareness-raising ad to persuade especially people your age to change their habits of plastic consumption and/or to inform them of the impact that plastic has on our oceans. The ad is to be posted on Instagram. You can decide whether to include a video, or write, sing and record a rap. Consulting a dictionary of [rhymes](#) might be helpful for the rap.

Annex

My Language Journal

In class we are talking about _____

I am learning _____

We are working on _____

What do I find easy? _____

What do I find difficult? _____

I am learning a new area of vocabulary, too: _____

Some words like _____ are difficult to pronounce.

Some words like _____ are difficult to spell.

What I like about this unit is _____

What I do not like about this unit is _____

Here are some mistakes I tend to make: _____

Here is the correct version: _____

There are questions I would like to ask my teacher: _____

Process writing

My first draft of the script/rap: _____

My final version: _____

On the final task

Was it easy to decide on how to design the ad/create the rap?

What problems did you have to solve?

Did you collaborate with your teammates?

What contributions did you make?

Do you like working in groups? Why/why not?

Are you good at communicating your ideas? Are you clear? Are you ready to accept your mates' ideas?

Were the sites suggested [helpful](#) or [inspiring](#)?

On the materials of this unit

Were the reading, video-viewing and listening activities helpful? Why/why not?

Did you find the material attractive? Why/why not?

What changes, if any, would you make to the materials?

Would you suggest using any other material? If so, which?

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