

Environment

El tema del medio ambiente en inglés.
Material de apoyo para AICLE con MALTED

M^a Victoria Oliver

**I Taula Rodona sobre Programes AICLE
Barcelona 28-29 abril 2009**

Environment

The Environment topic in English.
Supporting teaching aid for CLIL with
MALTED software

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Environment. El tema del medio ambiente en inglés.
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1. Political and Educational context of Environment
2. Malted software
3. 1st teaching aid: *Pollution a global problem*
4. 2nd teaching aid: *Environment*
5. The last version of *Environment*
6. *Environment*. Content
7. Key competences in ESO and *Environment*
8. Conclusion. Valoración de la práctica y propuestas de mejora y estudio.

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Contexto político

United Nations & International Conferences

- **1972** Estockholm Declaration.
UNEP (1974)
1987 The Montreal Protocole
1988 The World Commission on
Environment and Development
IPCC
- **1975** The Belgrade Charter
- **1977** Tbilisi Declaration
- **1992** Earth Summit in Rio
- **1997** Thesaloniki Declarati
- **2000** Millennium Declarati
- **2005** Kyoto Protocol (1998)
- **2007** IPCC shares the Nob
Prize with Al Gore

European Union

- **EU 1990**
- **EEA European Environment Agency 1993**
- **The Maastricht Treaty (1992)**
- **Sixth Environment Action Programme 2001**
"Environment 2010: Our future, Our choice" covers the period
from 22 July 2002 to 21 July 2012

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Educational context

LOGSE (1990)

CROSS-CURRICULA TOPICS

1. Moral and civic
2. Peace
3. Health
4. Equal opportunities for both men and women
5. **Environment**
6. Sexual
7. Consumer
8. Road Safety Education

LOE (2006)

BASIC COMPETENCES

1. Competence in language communication.
2. Mathematical Competence.
3. **Competence in knowledge and interaction with the physical world.**
4. Information treatment and digital Competence.
5. **Social and civic Competences.**
6. Cultural and artistic Competence.
7. Learning to learn Competence.
8. Autonomy and personal initiative Competence.

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Malted

Multimedia Authoring for Language Tutors and Educational Development

- ✓ **Educational Multimedia Task Force**
(Telematics Applications, Sócrates & Leonardo da Vinci programs)
- ✓ **United Kingdom, France, Ireland and Spain**
- ✓ **Windows & Linux**
- ✓ **Download:** <http://malted.cnice.mec.es/descargas/index.htm>.
- ✓ **GNU license**
- ✓ **Update and improvements in CNICE** (Centro Nacional de Información y Comunicación Educativa del Ministerio de Educación)

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The Script Editor RTE



The Runtime System RTS



The Developer tool DVE

TUTORIALS

<http://malted.cnice.mec.es/tutorial/multimedia/index.htm>

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The screenshot displays the MALTED 2.5 software interface. At the top left is the logo of the Ministerio de Educación y Ciencia. The main title is "MALTED 2.5" and the subtitle is "Plantillas y funciones". On the left side, there is a vertical menu of "PLANTILLAS" (Templates) including: Básica, Ahorcado, Asociación 1, Asociación 2, Completar, Crucigrama, Diálogo, Dictado, Escribir, Grabación, Memory, Ordenar, and Test. On the right side, there is a vertical menu of "FUNCIONES" (Functions) including: Paneles, Audio, Video, Vinculos, Texto, and Auto actions. The central area shows a matching exercise titled "Asociación 1". It features five colored bars (red, green, blue, yellow, cyan) on the left and five boxes with question marks on the right. Below these are five word buttons: "rojo", "cyan", "amarillo", "verde", and "azul". A "1 / 2" indicator and navigation arrows are present. At the bottom of the exercise area are buttons for "Comprobar", "Pausa", and "Reiniciar todo". A small icon of a hand pointing is also visible. Below the exercise area, there is a text box with instructions: "Ejercicio de emparejar objetos/palabras. En esta variante el objeto se arrastra y se copia en la caja de destino. Haz clic en la imagen para abrir el modelo." At the bottom center, the text "CNICE" is displayed. In the bottom right corner, there is a "Cerrar" (Close) button with a red 'X' icon.

MINISTERIO DE EDUCACIÓN Y CIENCIA

MALTED 2.5

Plantillas y funciones

PLANTILLAS

- Básica
- Ahorcado
- Asociación 1
- Asociación 2
- Completar
- Crucigrama
- Diálogo
- Dictado
- Escribir
- Grabación
- Memory
- Ordenar
- Test

FUNCIONES

- Paneles
- Audio
- Video
- Vinculos
- Texto
- Auto actions

Asociación 1

Instrucciones

Ayuda 1

Ayuda 2

rojo cyan amarillo verde azul

1 / 2

Comprobar Pausa Reiniciar todo

Planteo asociación

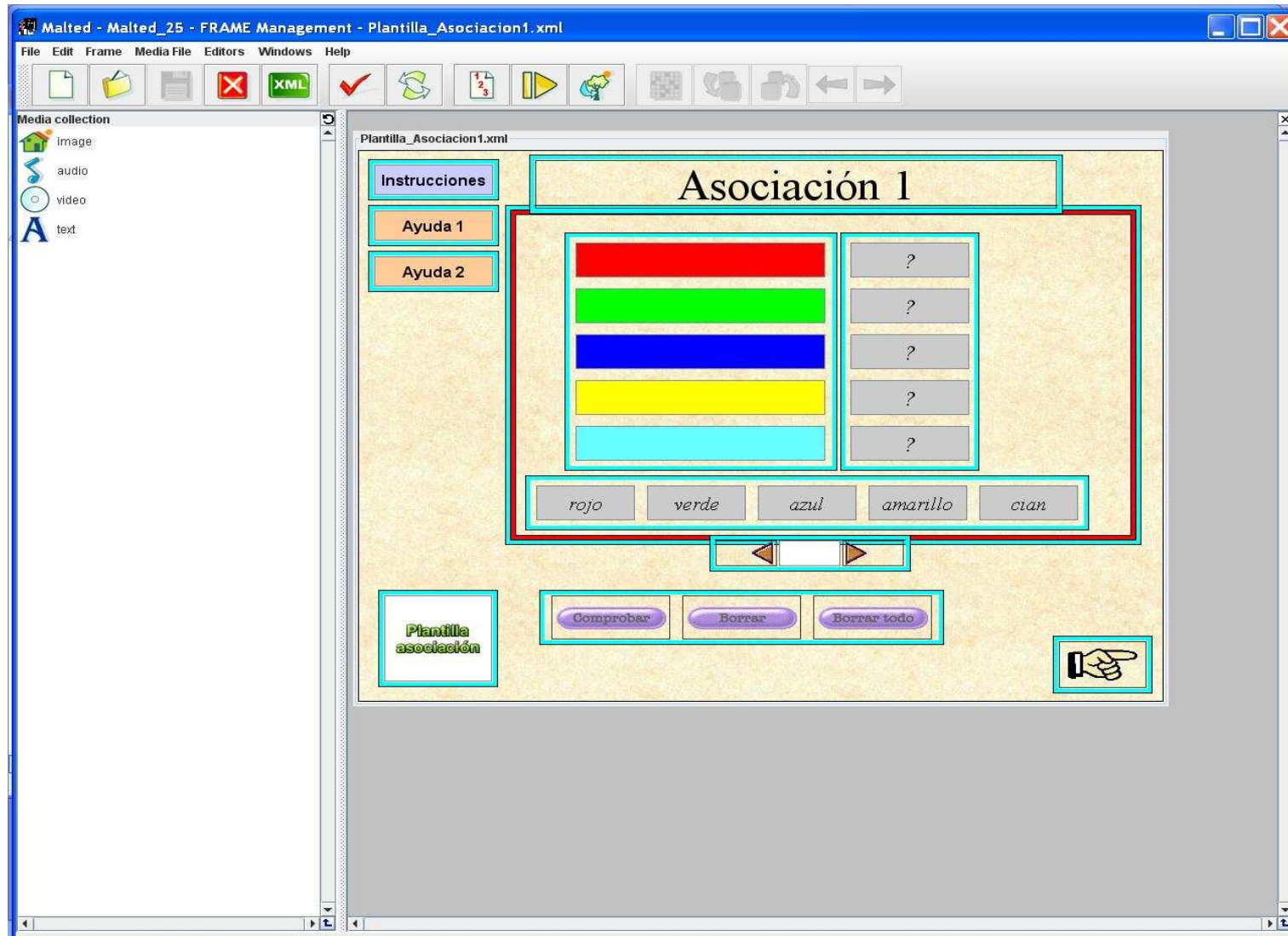
Ejercicio de emparejar objetos/palabras. En esta variante el objeto se arrastra y se copia en la caja de destino.
Haz clic en la imagen para abrir el modelo.

CNICE

Cerrar

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First teaching aid

Practice in a course for teachers about MALTED by CEFIRE in Castellón



Pollution : a global problem

OBJECTIVES THANKS TO ... AUTHOR ENTER

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The students

Level	2nd Secondary
Number of students	17
Level of English	7 low 8 basic 2 good

Implementation

Objective: assessing the project

- ✓ Content learning in students
- ✓ Specific English vocabulary learning
- ✓ Degree of difficulty in the activities
- ✓ Mistakes in the activities
- ✓ Content
- ✓ advantages and disadvantages of implementation

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Activity: Hangman

A building made with translucent (light transparent, usually glass or fiberglass) walls used to plant growth.

task info clear 1 / 13 key

EXIT Introduction Biodiversity Power Sources Air Pollution Recycling

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Activity: Filling gaps

The screenshot shows a software interface for an English grammar activity. At the top, a yellow box contains the text "How could you help?". Below it, a green box says "Use the 4 'Rs' : Reduce, Reuse, Recycle and Rebuy". A central yellow box is titled "REDUCE" and contains several sentences with blank spaces for words to be filled in. The sentences are:

- If you consuming products you less waste.
- If you the manufacture of so many products, you energy.
- If you energy you fuels and materials needed to their manufacture. If factories fewer fuels, they so much.
- If air , We better.
- If we better, there fever lung problems.
- If we a better health, we happier.

At the bottom of the interface, there is a navigation bar with buttons for "task", "info", "clear", "clearAll", "1 / 4", and "verify". Below this, there is a row of buttons for "EXIT", "Introduction", "Biodiversity", "Power Sources", "Air Pollution", and "Recycling".

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Improvement

Project

- ✓ More attractive design based on photographs (Cc)
- ✓ Instructions for activities
- ✓ Addition of curricular content: *Waste* and *Water resources*
- ✓ Addition of different activities: Listening and speaking
- ✓ A glossary of specific terms and an online dictionary
- ✓ Same system for verification of activities

Implementation

- ✓ Ways to evaluate the students' learning
- ✓ Reservation of computer lab in advance

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The 2nd teaching aid

Changes after the result in the tests, from June to September 2007



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The 2nd teaching aid



Pollution: a global problem
24 frames



Environment
62 frames

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- ✓ 1st course secondary school (16-17)
- ✓ 10 lessons: January, February & March
- ✓ Evaluation
- ✓ Results

Implementation

Objectives

- ✓ Introduce ICTs
- ✓ Integrate the environment topic as a cross-curricula topic in the English subject
- ✓ Complement the Environment program developed by the Environment Commission in IES Vicent Castell in Castellón

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Last version of Environment

Improvement and enlarging until september 2008.



62 frames



95 frames

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Objetives

- ✓ Prepare the text for 4th course ESO
- ✓ Present it to Teaching materials Prizes 2008 in la Comunitat Valenciana

Changes

- ✓ Rerecording texts
- ✓ Adding grammar explanations and practice (4th ESO English language curriculum).
- ✓ Adding pronunciation practice about specific terms
- ✓ Enlarging content about *Biodiversity*

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Environment: content and features



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Introduction



Dictionary

1. **BASIC VOCABULARY**
2. **SOURCES OF ENERGY**
3. **VOCABULARY PRACTICE: Sources of Energy**



Introduction *Biodiversity* *Air Pollution* *Waste* *Water Resources* *The 4 Rs*

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Biodiversity

Dictionary

1. BIODIVERSITY CONCEPT
2. BIODIVERSITY BENEFITS
3. BIODIVERSITY LOSS
4. EXTINCT ANIMALS 1
5. EXTINCT ANIMALS 2
6. BIODIVERSITY AND SUSTAINABILITY

← →

Introduction *Biodiversity* *Air Pollution* *Waste* *Water Resources* *The 4 Rs*

The screenshot shows a presentation slide with a light blue background. At the top right, the word "Biodiversity" is written in a yellow, cursive font. Below it is a small image of a yellow flower. On the left side, there is a green leaf icon and the word "Dictionary" in a black, cursive font. The main content is a list of six topics in orange, bold, uppercase letters. At the bottom left, there are two green arrow icons pointing left and right. At the bottom, there is a navigation bar with six small images and their corresponding labels in a black, cursive font: "Introduction" (mountain landscape), "Biodiversity" (yellow flower), "Air Pollution" (factory smoke), "Waste" (trash pile), "Water Resources" (green landscape), and "The 4 Rs" (recycling bins).

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Air Pollution

1. WHAT DO YOU KNOW ABOUT POLLUTION?
2. THE GREENHOUSE EFFECT
3. GREENHOUSE GASES
4. GREENHOUSE EFFECT CONSEQUENCES
5. GLOBAL WARMING
6. POTENTIAL CLIMATE CHANGE IMPACTS
7. GLOBAL WARMING TIPS

Dictionary

Introduction Biodiversity Air Pollution Waste Water Resources The 4 Rs

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Waste 

Dictionary 

- 1. WASTE IMPORTANCE**
- 2. KINDS OF WASTES**
- 3. WASTE MANAGEMENT**



 *Introduction*  *Biodiversity*  *Air Pollution*  *Waste*  *Water Resources*  *The 4 Rs*

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Water Resources

Dictionary

- 1. IMPORTANCE OF WATER**
- 2. EARTH'S WATER DISTRIBUTION**
- 3. THE WATER CYCLE**
- 4. WATER SUSTAINABILITY**
- 5. WATER SAVING TIPS**

Introduction *Biodiversity* *Air Pollution* *Waste* *Water Resources* *The 4 Rs*

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The 4 Rs

Dictionary

1. REDUCE, REUSE, RECYCLE AND REBUY
2. RECYCLING
3. RECYCLED PRODUCTS
4. FINAL WORDS

Introduction Biodiversity Air Pollution Waste Water Resources The 4 Rs

The image shows a presentation slide titled "The 4 Rs" in green cursive font. The background is a photograph of three recycling bins (blue, green, and yellow) in an outdoor setting. A list of four items is overlaid on the image: 1. REDUCE, REUSE, RECYCLE AND REBUY; 2. RECYCLING; 3. RECYCLED PRODUCTS; 4. FINAL WORDS. On the left side, there is a green leaf icon with the word "Dictionary" below it. At the bottom, there is a navigation bar with six icons and their corresponding labels: "Introduction" (mountain landscape), "Biodiversity" (yellow flower), "Air Pollution" (factory smoke), "Waste" (trash pile), "Water Resources" (lake in mountains), and "The 4 Rs" (recycling bins). There are also navigation arrows (back and forward) on the left side of the slide.

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Basic Competences in Environment

- 1. Competence in language communication**
- 2. Mathematic competence**
- 3. Competence in knowledge and interaction with the physical world**
- 4. Treatment of information and digital competence.**
- 5. Social and civic competence**
- 6. Cultural and artistic competence**
- 7. Learning to learn competence**
- 8. Autonomy and personal initiative competence**

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Competence in English language (1)

Oral skills

Listening

- ✓ Listen and say the correct order
- ✓ Supporting a reading activity
- ✓ Listening for the gist
- ✓ Recognizing specific terms

Speaking

- ✓ Pronunciation of specific terms
- ✓ Answering questions about own action to prevent global warming

Written skills

Reading

- ✓ Reading for the gist

Writing

- ✓ Relate oral to written discourse (dictation)
- ✓ Writing simple sentences in formal language
- ✓ Writing a summary

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Knowledge of vocabulary & functional grammar

- ✓ Word order
- ✓ Parts of speech
- ✓ Tenses: forms and use
- ✓ Specific terms
- ✓ Formal language structures

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Listening and saying the correct order

Biodiversity Concept

Until approximately 600 million years ago, all life consisted of bacteria and similar single-celled organisms.

Biodiversity found on Earth today is the result of 4 billion years of evolution.

The origin is not well known to science, though limited evidence suggests that life may already have been well-established only a few 100 million years after the formation of the Earth.

Most biologists agree however that the period since the emergence of humans is part of a new mass extinction, the Holocene extinction event, caused primarily by the impact humans are having on the environment.

Biodiversity is the variety of life: the different plants, animals and micro-organisms, their genes and the ecosystems of which they are a part.




? 1




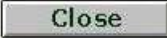
? 2

? 3

? 4

? 5

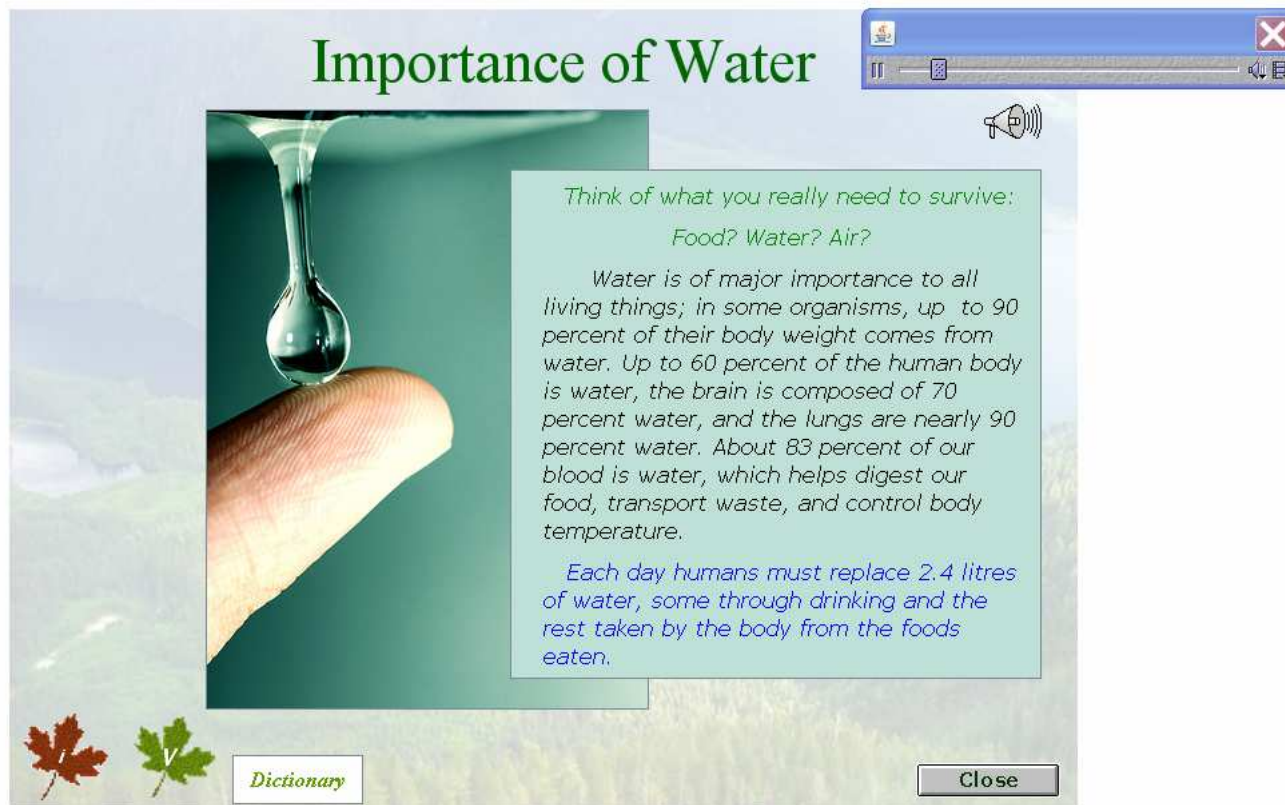
  

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Listening: Supporting a reading text



Importance of Water

Think of what you really need to survive:
Food? Water? Air?

Water is of major importance to all living things; in some organisms, up to 90 percent of their body weight comes from water. Up to 60 percent of the human body is water, the brain is composed of 70 percent water, and the lungs are nearly 90 percent water. About 83 percent of our blood is water, which helps digest our food, transport waste, and control body temperature.

Each day humans must replace 2.4 litres of water, some through drinking and the rest taken by the body from the foods eaten.

Dictionary Close





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Listening for the gist

Water for People, Water for Life

Based on the title of the first UN World Water Development Report 'Water for People, Water for Life', the General Assembly of the United Nations decided to proclaim, in its resolution A/RES/58/217, the period from 2005 to 2015 the International Decade for Action, 'Water for Life', commencing on World Water Day, 22 March 2005.

 1	<input type="checkbox"/>	Water Necessity
 2	<input type="checkbox"/>	The Problem with Water
 3	<input type="checkbox"/>	Action Taken
 4	<input type="checkbox"/>	Main Objective

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Litening: Recognizing specific terms



The screenshot shows a software window titled "Benefits of Recycling" with a volume control icon on the left. Below the title, there is a speaker icon and a list of words: *save*, *stimulate*, *conserve*, *supply*, *create*, and *prevent*. The main area contains six sentences, each with a blank space for a word:

- It resources for our children's future.
- It emissions of many greenhouse gases and water pollutants.
- It energy.
- It valuable raw materials to industry.
- It jobs.
- It the development of greener technologies.

At the bottom, there are three leaf icons (red, green, orange), a "Dictionary" button, a "CLEAR" button with a trash can icon, a "Key" button with a key icon, and a "Close" button.



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Listen, pronounce and record Specific terms

Pronunciation

 LISTEN  RECORD  PLAY

 temperature  	 increase  
 global warming  	 human  
 atmosphere  	 burning  
 climate  	 coal  
 virtually  	 power plants  
 scientists  	 carbon dioxide  

   Dictionary 

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Listen, pronounce and record Specific terms

The image shows a screenshot of the 'Malted Sound Recorder' software interface. At the top, there is a window titled 'Malted Sound Recorder' with a blue title bar and a close button. Below this window is a large grey area with the word 'Pronunciation' in a red, serif font. Underneath 'Pronunciation', there are three yellow buttons: 'LISTEN' with a speaker icon, 'RECORD' with a microphone icon, and 'PLAY' with a play button icon. Below these buttons, there are two columns of yellow buttons, each containing a speaker icon, a word, a microphone icon, and a play button icon. The words in the left column are: temperature, global warming, atmosphere, climate, virtually, and scientists. The words in the right column are: increase, human, burning, coal, power plants, and carbon dioxide. At the bottom left, there are two leaf icons (one red, one green) and a 'Dictionary' button. At the bottom center, there is a green play button icon.

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Listening and answering questions

Global Warming Tips

 1. Choose alternative transportation methods whenever possible: public transport, biking or walking.

 Record  Play  Question 1  Record  Play

 2. Recycle aluminium cans, glass bottles and jars, plastic, cardboard and newspaper to help reduce the energy needed to make new products.

 Record  Play  Question 2  Record  Play

 3. Don't leave lights on in places you don't need them.

 Record  Play  Question 3  Record  Play

    1 / 2  

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Reading comprehension

Earth's Water Distribution

Where is Earth's water located and in what forms does it exist?

You can see how water is distributed by viewing these bar charts.

The left-side bar shows where the water on Earth exists; about 97 percent of all water is saline water in the oceans. The middle bar shows the distribution of that three percent of all Earth's water that is freshwater. The

Category	Percentage
Saline water (oceans)	97%
Freshwater	3%
Glaciers and icecaps	68.7%
Groundwater	30.1%
Other	0.9%
Surface water	0.3%
Liquid water	87%
Ice	11%
Snow	2%

(liquid)

Freshwater *Fresh surface water* *Earth's Water*

Lakes *Ground water* *Rivers* *Glaciers* *Swamps* *Saline* *(oceans)* *Icecaps*

Dictionary *CLEAR* *Key* *Close*

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Reading comprehension

Global Warming

cause / caused / causing overload / overloaded / overloading
store / stored / storing destroy / destroyed / destroying
absorbed / absorbed / absorbing

Global warming is a general rise in global temperatures by an increasing concentration of gases in the atmosphere. These gases are the natural blanket of gases that regulate the Earth's temperature and climate. The result is what we know as global warming.

Virtually all respected scientists link the increase to emissions from human activities - things like burning oil, coal, and natural gas in our cars, power plants and factories. Carbon dioxide is the principal greenhouse gas that we emit from burning fossil fuels, which have naturally carbon underground for millions of years. Moreover, we do double damage by great forests, grasslands and wetlands that in the past have excess gases from the atmosphere.



Dictionary



1 / 3



Close

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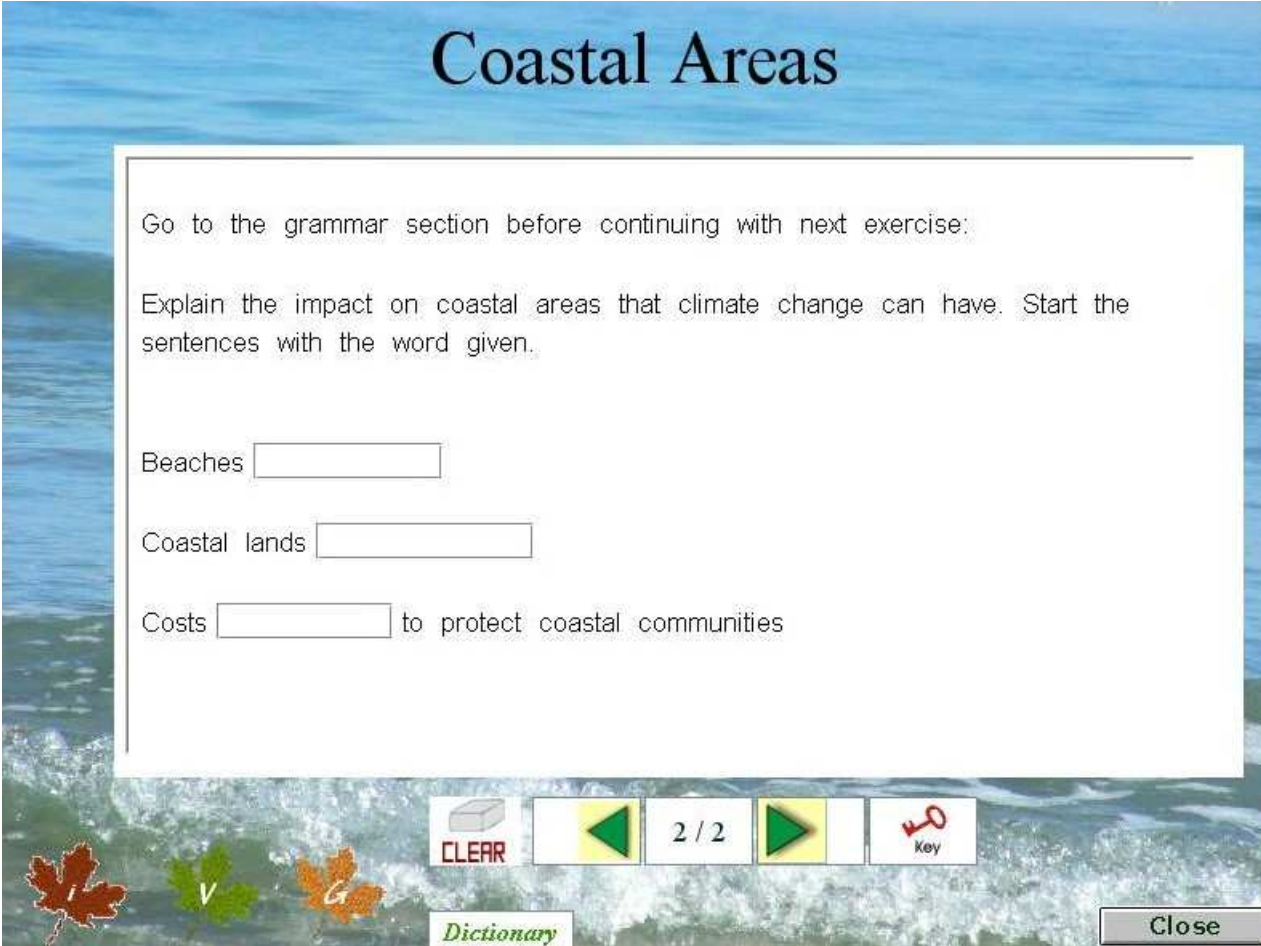
Listening comprehension and writing

The screenshot shows a software window titled "Health". At the top, there is a blue audio player control bar with a play/pause button, a volume slider, and a speaker icon. Below the audio player is a large speaker icon. To the right of the speaker icon is a "Check" button. In the center, there is a text box containing the text: "Impact on Health" followed by "Air pollution problems <ERROR!->good increase". Below the text box is a large empty white area for writing. At the bottom of the window, there are several icons: a red maple leaf, a green maple leaf, a "Dictionary" button, a "CLEAR" button with a trash can icon, a "Key" button with a red key icon, and a "Close" button.

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Writing simple sentences in formal language



The screenshot shows a software window titled "Coastal Areas" with a background image of a beach. The window contains the following text and interactive elements:

Go to the grammar section before continuing with next exercise:

Explain the impact on coastal areas that climate change can have. Start the sentences with the word given.

Beaches

Coastal lands

Costs to protect coastal communities

At the bottom of the window, there is a navigation bar with several icons: a trash can labeled "CLEAR", left and right arrow buttons, a "2 / 2" indicator, a key icon labeled "Key", and a "Dictionary" button. A "Close" button is located in the bottom right corner.

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Writing a summary

Waste Importance

As European society has grown wealthier it has created more and more rubbish. Each year in the European Union alone we throw away 1.3 billion tonnes of waste - some 40 million tonnes of it hazardous. This amounts to about 3.5 tonnes of solid waste for every man, woman and child, according to European Environment Agency statistics. Add to this total a further 700 million tonnes of agricultural waste, and it is clear that treating and disposing of all this material - without harming the environment - becomes a major headache.

By 2020, the OECD estimates, we could be generating 45% more waste than we did in 1995. Obviously we must reverse this trend if we are to avoid being submerged in rubbish. But the picture is not all gloomy. The EU's Sixth Environment Action Programme identifies waste prevention and management as one of four top priorities. Its primary objective is to decouple waste generation from economic activity, so that EU growth will no longer lead to more and

Summary

Dictionary Close

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How to Write a Summary

Follow the next instructions to write your summary about 'Waste Importance'

1. *Read the passage for overall content and try to get the main idea, the main message and the author intention.*
2. *Underline the main ideas of each paragraph.*
3. *Write a sentence for each paragraph in your own words and language which contain the main idea.*
4. *Use your one-sentence summaries of each paragraph translating into English the parts in your language. Do not include examples.*
5. *Check for grammar, punctuation and spelling mistakes.*



Dictionary

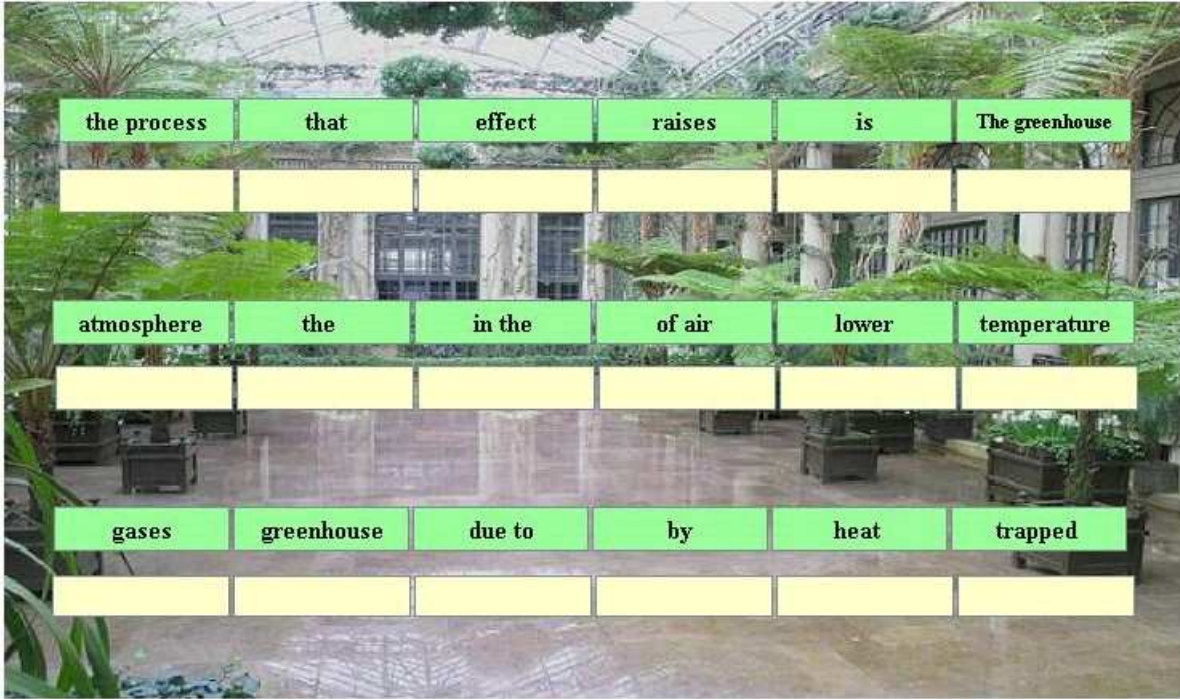
Close

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Environment. El tema del medio ambiente en inglés.
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Word order


The Greenhouse Effect



the process	that	effect	raises	is	The greenhouse
atmosphere	the	in the	of air	lower	temperature
gases	greenhouse	due to	by	heat	trapped

  Dictionary

  2 / 3   Key

 Close

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Parts of the speech

Nouns as Adjectives

One of the English language characteristics is that of the frequent use of nouns as adjectives.

Nouns are placed before another noun functioning as adjectives.


Sometimes more than one noun is used as premodifier.

The way to translate the group may sometimes be difficult.

Look at the example and study the possible changing of the structure with preposition 'of' and pay attention to the translation. This is the correct and the only translation equivalent to both structures.

Example:

	<i>Environment Agency statistics</i>
<i>rewritten:</i>	<i>statistics of the Agency of Environment</i>
<i>the translation is:</i>	<i>Las estadísticas de la Agencia de Medio Ambiente</i>

  1 / 3  

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Nouns as Adjectives

Environment Action Programme

rewritten:

the translation is:

waste prevention





rewritten:


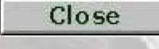
the translation is:

waste generation

rewritten:

the translation is:

  2 / 3  



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Water Processes

Go to the text and complete the table with the blue words in order of appearance. Write them in one of the columns according to the category: noun or verb. Next write the rest of the words nouns or verbs.

NOUN	VERB
<input type="text"/>	evaporate
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

  1 / 3  

 Dictionary Close

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Tenses: form and use

Continuous Tenses



FORM

BE + Gerund

Be is the auxiliary verb which shows the tense and the main verb is always in the gerund form (-ing).
Let's see the structure of the different Continuous Tenses:

Present Continuous:	is / are + GERUND
Past Continuos:	was / were + GERUND
Present Perfect Continuous:	have / has been + GERUND
Past Perfect Continuous:	had been + GERUND
Future Continuous:	Will be + GERUND
Conditional Continuous:	Would be + GERUND

To check the -ing words, [click here](#).
The Continuous Tenses always express an action which is in progress, which is unfinished at the moment of speaking: present, past or future.

  Dictionary 1 / 2 Close

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Past Continuous

- Sebastian arrived at Susan's house a little before 9:00 pm, but she wasn't there.
She (study), at the library for her final examination in French.

- Sandy is in the living room watching television. At this time yesterday, she
 (watch) also television. That's all she ever does!

- A: I called you last night after dinner, but you weren't there. Where were you?
B: I (work) out at the fitness center.

- When I (walk) into the busy office, the secretary (talk)
on the phone with a customer, several clerks (work) busily at their
desks, and two managers (discuss) methods to improve customer
service.



Dictionary



Close

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Specific terms practice

Compound Words

PREPOSITION + NOUN / VERB

Overload *over* + *load* =

Underground *under* + *ground* =

ADJECTIVE + NOUN

Greenhouse *green* + *house* =

Wetland *wet* + *land* =

NOUN + NOUN


Grassland *grass* + *land* =

2 SEPARATE WORDS

Carbon Dioxide *carbon* + *dioxide* =

NOUN / VERB + PREPOSITION

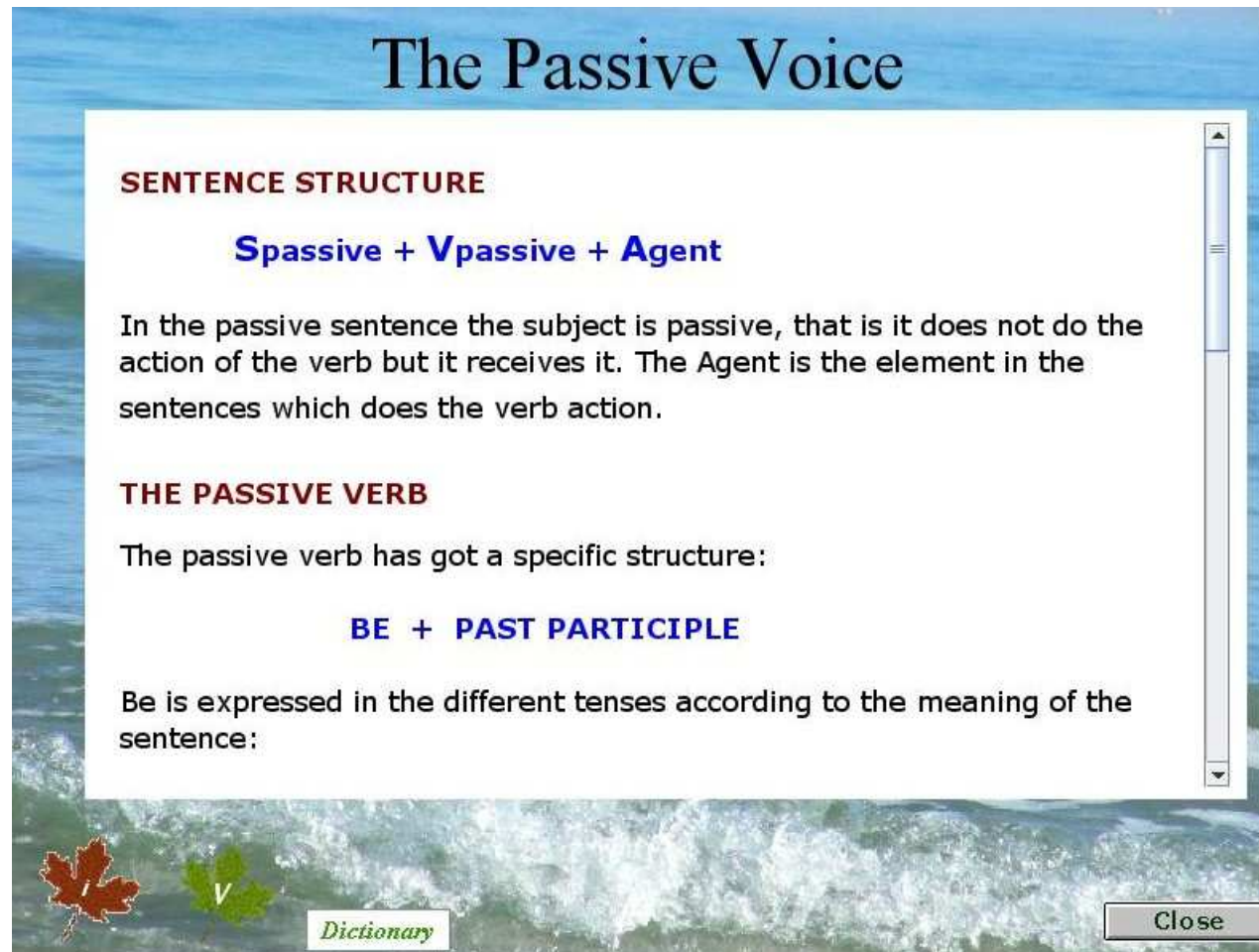
buildup *build* + *up* =



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Formal language structures



The Passive Voice

SENTENCE STRUCTURE

S_{passive} + V_{passive} + Agent

In the passive sentence the subject is passive, that is it does not do the action of the verb but it receives it. The Agent is the element in the sentences which does the verb action.

THE PASSIVE VERB

The passive verb has got a specific structure:

BE + PAST PARTICIPLE

Be is expressed in the different tenses according to the meaning of the sentence:

Dictionary

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Competence in knowledge and interaction with the physical world (3)

- ✓ Learning concepts and processes.
- ✓ Ability to know complex systems:
 - Global warming agents
 - Greenhouse effect
 - Consequences and impact on natural and everyday environment.

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Learning concepts and processes: Global warming agents

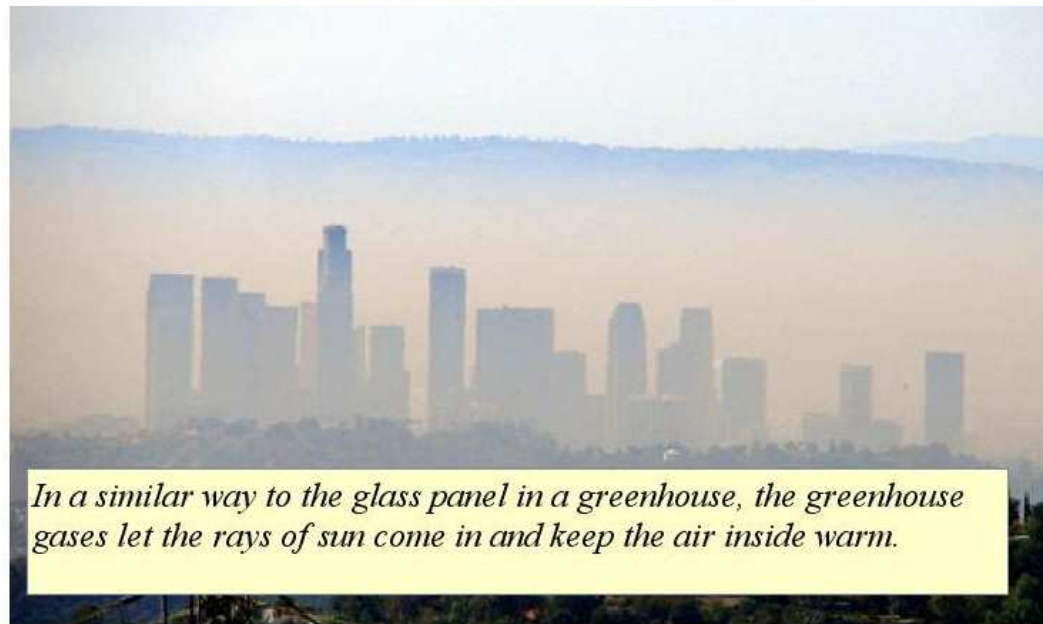


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Learning concepts and processes

The Greenhouse Effect



Dictionary



3 / 3



Close

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Learning concepts and processes







Potential Climate Change Impacts



Temperature

Sea level rise

Precipitation

Impacts on...

Health	Agriculture	Forest	Water resources	coastal areas	Species and natural areas
 <p>Weather-related mortality Infectious diseases Air-quality respiratory illnesses</p>	 <p>Crop yields Irrigation demands</p>	 <p>Forest composition Geographic range of forest Forest health and productivity</p>	 <p>Water supply Water quality Competition for water</p>	 <p>Erosion of beaches Inundation of coastal lands additional costs to protect coastal communities</p>	 <p>Loss of habitat and species Cryosphere: diminishing glaciers</p>

  [Dictionary](#) [Close](#)

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Learning concepts and processes

The Water Cycle

Processes

- Evaporation
- Infiltration
- Sublimation
- Evaporation
- Condensation
- Evapotranspiration
- Precipitation

U.S. Department of the Interior
U.S. Geological Survey
<http://ga.water.usgs.gov/edu/watercycle.html>

CLEAR 1 / 3 Key

Dictionary

Close

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Learning concepts and processes

Waste Management

BIODEGRADATION	<i>The process by which organic substances are broken down by living organisms. Organic material can be degraded aerobically, with oxygen, or anaerobically, without oxygen.</i>
COMPOSTING	<i>The controlled biological decomposition of organic solid waste under aerobic conditions. Organic waste materials are transformed into soil amendments such as humus or mulch.</i>
PYROLYSIS	<i>It is the burning of waste. It may be carried out with or without energy recovery.</i>
INCINERATION	<i>A resource recovery method involving the collection and treatment of a waste product for use as raw material in the manufacture of the same or a similar product.</i>
RECYCLING	<i>Breakdown of organic substances in the absence of oxygen through the application of extreme heat.</i>

Dictionary CLEAR 1 / 2 Key Close

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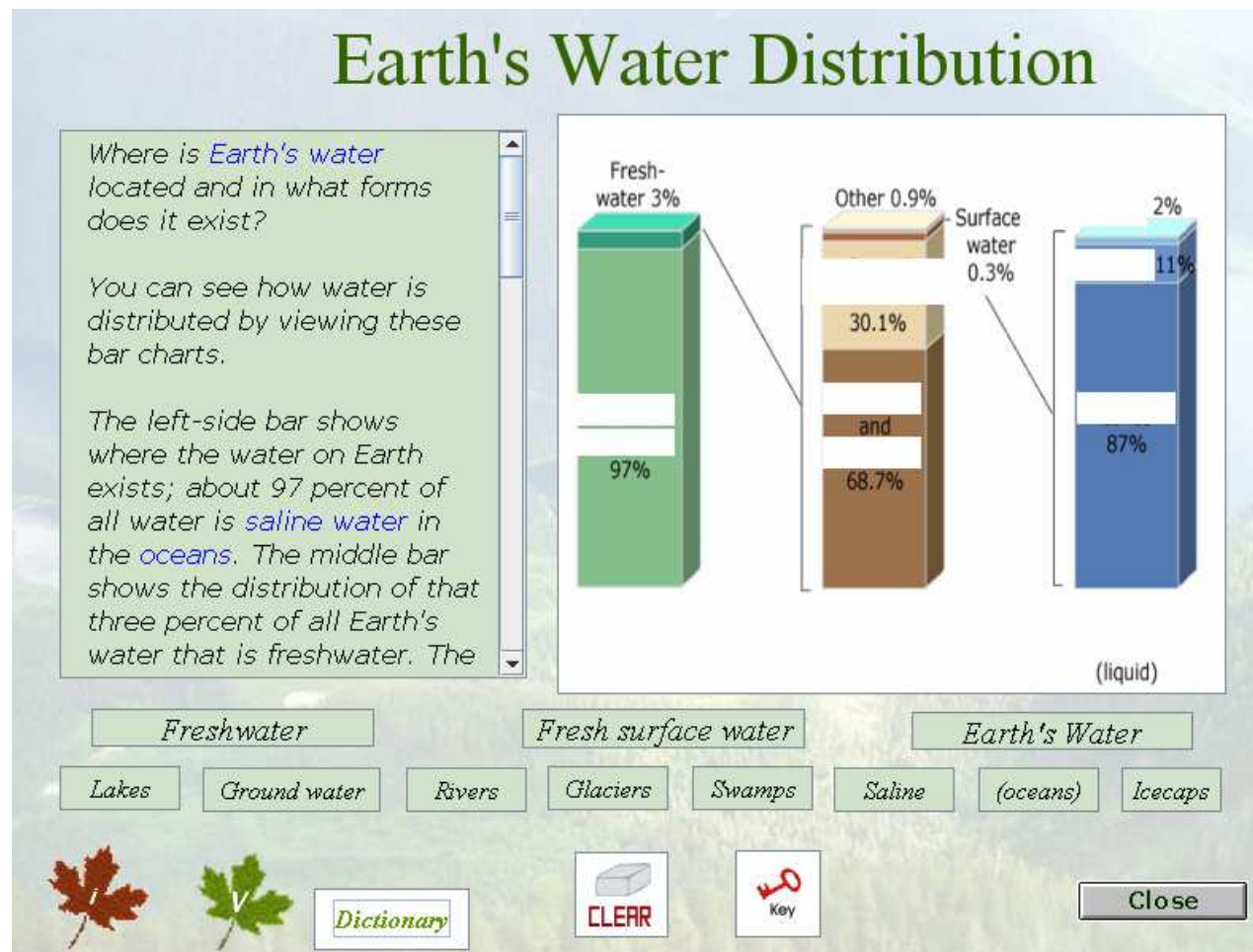
Treatment of information and digital competence.(4)

- ✓ Specific ways to search, collect, process and present information used in many different forms: verbal, numeric, symbolic or graphic.
- ✓ Using ICTs as an important part to be informed, learn and communicate.
Information on:
 - institutional web pages
 - web sites with grammar explanations and practice
 - online dictionary
 - e-mail

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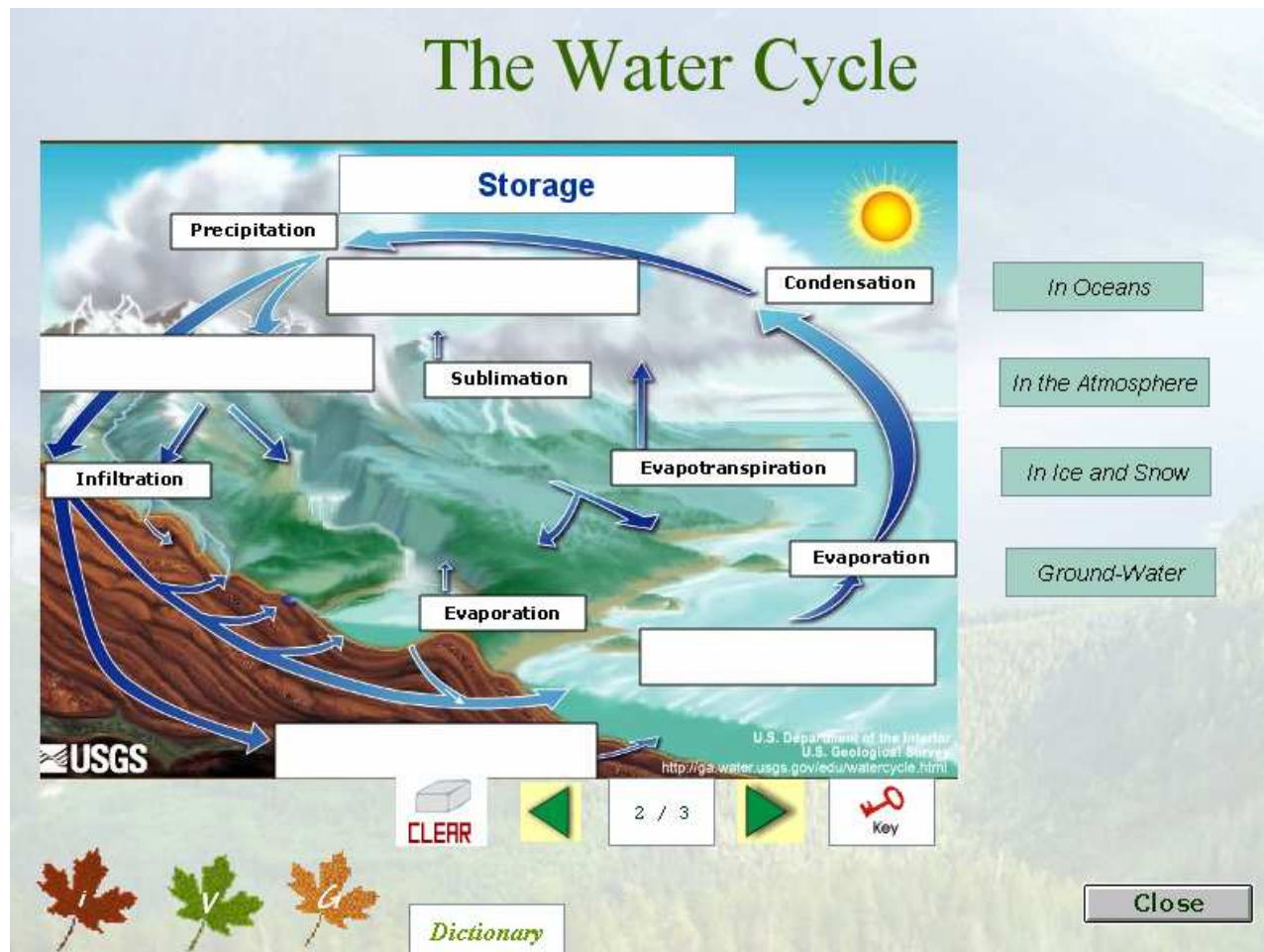
Graphic presentation of information



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Graphic presentation of information



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Institutional web pages

The screenshot shows the European Environment Agency (EEA) website. At the top, there are navigation links for Eionet, EnviroWindows, and European Topic Centres (ETCs). A search bar is present with the text "Google™ Custom Search". Below the search bar is a navigation menu with links for Home, Products, Themes, Press room, About EEA, and Contact us. The main content area is titled "Biodiversity" and "About biodiversity". The "About biodiversity" section contains a paragraph explaining that biodiversity embraces the variety of genes, species, and ecosystems, and that there is a steady loss of biodiversity due to intensive agricultural production, construction, quarrying, overexploitation of forests, oceans, rivers, lakes, and soils, alien species invasions, pollution, and global climate change. It also mentions that Europe has set a target for halting the loss of biodiversity by 2010. A "Multimedia" section is partially visible at the bottom right, showing a "Close" button.

Eionet | EnviroWindows | European Topic Centres (ETCs) | EEA homepage in your language

Site map | FAQ | Glossary | Subscriptions

European Environment Agency

Google™ Custom Search

Home | Products | Themes | Press room | About EEA | Contact us

» Home » Themes » Biodiversity » About biodiversity

Biodiversity

▲ Switch theme

Menu

- » Biodiversity
- » **About biodiversity**
- » Biodiversity policies
- » EEA activities
- » Highlights
- » Reports
- » Multimedia
- » Indicators
- » Maps and graphs
- » Datasets
- » Upcoming events

About biodiversity

Biodiversity embraces the variety of genes, species and ecosystems that constitute life on Earth. We are currently witnessing a steady loss of biodiversity, with profound consequences for the natural world and for human wellbeing. The main causes are changes in natural habitats. These are due to intensive agricultural production systems, construction, quarrying, overexploitation of forests, oceans, rivers, lakes and soils, alien species invasions, pollution and — increasingly — global climate change. Europe has set a target for halting the loss of biodiversity by 2010. Recent EEA assessments show that without significant additional policy efforts, it is unlikely that the target will be reached.

Humankind is itself a part of biodiversity, and our existence would be impossible without it. Quality of life, economic competitiveness, employment and

Multimedia

Close

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Websites with grammar explanations and practice

The screenshot shows a web browser window displaying the 'Present Perfect Simple' page on the 'English Grammar Online' website. The page features a navigation menu on the left with categories like 'Cram Up', 'Read On', 'Business', 'Chill Out', and 'Take On'. The main content area includes a breadcrumb trail, a search bar, and a navigation menu. The page title is 'Present Perfect Simple' and it includes a definition, a table of the 'Form of Present Perfect', and a section on 'Exceptions in Spelling when Adding 'ed''. There are also advertisements for 'Pierdes' and 'Mejora tu inglés GRATIS!'.

Present Perfect Simple - Windows Internet Explorer
http://www.ego4u.com/en/cram-up/grammar/present-perfect-simple

English Grammar Online ... the fun way to learn English

auf Deutsch • ENG/GER Dictionary • Ad Free area

Start > Cram Up > Grammar > Present Perfect Simple

Would you like a dinner with me?

¿Pierdes oportunidades? ¡Mejora tu inglés GRATIS!

Present Perfect Simple

Exercises on Present Perfect

The present perfect simple expresses an action that is still going on or that stopped recently, but has an influence on the present. It puts emphasis on the result.

Form of Present Perfect

	Positive	Negative	Question
I / you / we / they	I have spoken.	I have not spoken.	Have I spoken?
he / she / it	He has spoken.	He has not spoken.	Has he spoken?

For irregular verbs, use the participle form (see [list of irregular verbs](#), 3rd column). For regular verbs, just add "ed".

Exceptions in Spelling when Adding 'ed'

Exceptions in spelling when adding ed	Example
after a final e only add d	love – loved
final consonant after a short, stressed vowel	admit – admitted

(Queda 2 elementos) Esperando a http://googleads.g.doubleclick.net/pagead/ads?client=ca-pub-9548180698711318&dt=12

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On-line dictionary

The screenshot shows the msn encarta website interface. At the top, there is a search bar with the text 'Search Encarta' and a 'Web' button. Below the search bar is a navigation menu with links for 'Home', 'Encyclopedia', 'Dictionary', 'Atlas', 'K-12 Success', 'College & Grad School', 'Degrees & Training', 'Quizzes', and 'More'. The main content area is titled 'Dictionary' and features a search box with the word 'waste' entered. Below the search box are tabs for 'Dictionary', 'Thesaurus', and 'Translations', and an alphabetical index 'A B C D E F G H I J K L M N O P Q R S T U V W X Y Z'. The word 'waste' is selected in the index. The definition for 'waste' is displayed, including its pronunciation [wayst], its part of speech as a noun (plural wastes), and two definitions: 1. act of wasting: a failure to use something wisely, properly, fully, or to good effect; • a complete waste of money; 2. unwanted material: unwanted or. To the right of the definition, there is a section titled 'Also on Encarta' with a list of links: '10 tips for building your English vocabulary', 'Alternatives to the M.B.A.', 'GPS for students', 'Saving for college', 'Presidential Myths Quiz', and 'Coffee break: Recharge your brain'. At the bottom right, there is a small advertisement for a 'Quick and efficient - success guaranteed!' offer with a '7 days free trial' button. The page also includes a 'Our Partners' section at the very bottom.

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Environment. El tema del medio ambiente en inglés.
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Social and civic competence (5)

- ✓ Active participation in making decisions and resolving conflicts. Personal contribution to:
 - avoid environmental impacts
 - appropriate use of technologies
 - responsible use of water resources
 - responsible consumption
 - a good use of natural resources

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Global Warming Tips



1. Choose alternative transportation methods whenever possible: public transport, biking or walking.



Question 1



2. Recycle aluminium cans, glass bottles and jars, plastic, cardboard and newspaper.



3. Don't



QUESTIONS

1. How do you come to school? And at the weekend which transport do you use to meet your friends or go out with the family?
2. How often do you go to the corner of the street containers to carry recycables? Why?
3. Do you often switch off the lamps when you go out of a room in your house?
4. What kind of bulbs are there in your house?
5. What do you use a thermostat for?
6. When you take a drink from the fridge do you leave the door open until you fill the glass with it?



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Water Saving Tips

1. Turn off tap while soaping in the shower .
2. Have a bath.
3. Wash the car with a hose.
4. Check for leaks in taps and pipes.
5. Use dishwasher when it is full loaded.
6. Throw paper towels to the toilet.



DOs

DON'Ts

Three empty green input boxes on the left and three empty pink input boxes on the right.



Dictionary



CLEAR



Key

Close

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Ways to Reuse

 *turn reuse use (x2) participate donate*

·Using durable coffee mugs.
We durable coffee mugs

·Using cloth napkins or towels.
We cloth napkins or towels

·Donating old magazines or surplus equipment.
We old magazines or surplus equipment

·Reusing boxes.
We boxes

·Turning empty jars into containers for leftover food.
We empty jars into containers for leftover food

·Participating in a reuse program.
We in a reuse program

Should for Advice

*In these sentences we are expressing the advisable actions to reuse objects and avoid so much consumption.
We express them using a modal verb to give advice:*

SHOULD + Verb (base form)

 **Dictionary** **CLEAR** **Key** **Close** **close**

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Learning to learn Competence (7)

Learning to learn is the ability to pursue and persist in learning, to organise one's own learning including through effective management of time and information, both individually and in groups.

- ✓ awareness of one's learning process → learn about one's abilities
- ✓ independence and ability to overcome obstacles in order to learn successfully → motivation, selfconfidence and find the pleasure for learning.

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- ✓ *Self-assessment*
- ✓ *Choosing one's learning itinerary*
- ✓ *Individual and autonomous work*
- ✓ *Sources of information and learning*

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Self-assessment

What do you know about pollution?

What is smog?

- Small and frog
- Smell and fog
- Smell and frog
- Smoke and fog

CLEAR 1 / 24 Key Dictionary Close

What do you know about pollution?

1 / 1 respuestas correctas
Puntuación = 100 %

- Small and frog
- Smell and fog
- Smoke and fog

CLEAR 1 / 24 Key Dictionary Close

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Choosing one's learning itinerary



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Individual and autonomous work

Global Warming

Learn about Global Warming by clicking on the loudspeaker to listen to the concept or /and by clicking on the Earth ice-cream to read about it.

- First do a first quick reading
- Second click on the grammar icon 'G' to practice and learn about grammar and vocabulary connected with the text.
- Third go on with a second listening or reading.

close

The first signs of global warming are now clearly visible. We urgently need to limit greenhouse gas emissions. Heating and cooling will be affected from climate change. This warning is therefore for all people, all countries and, in particular, to the British Council of Teachers who on the website of Teach G and C will help to develop work sheets to take regarding essential measures (lead to the Kyoto Protocol).

WWF

Dictionary

Close

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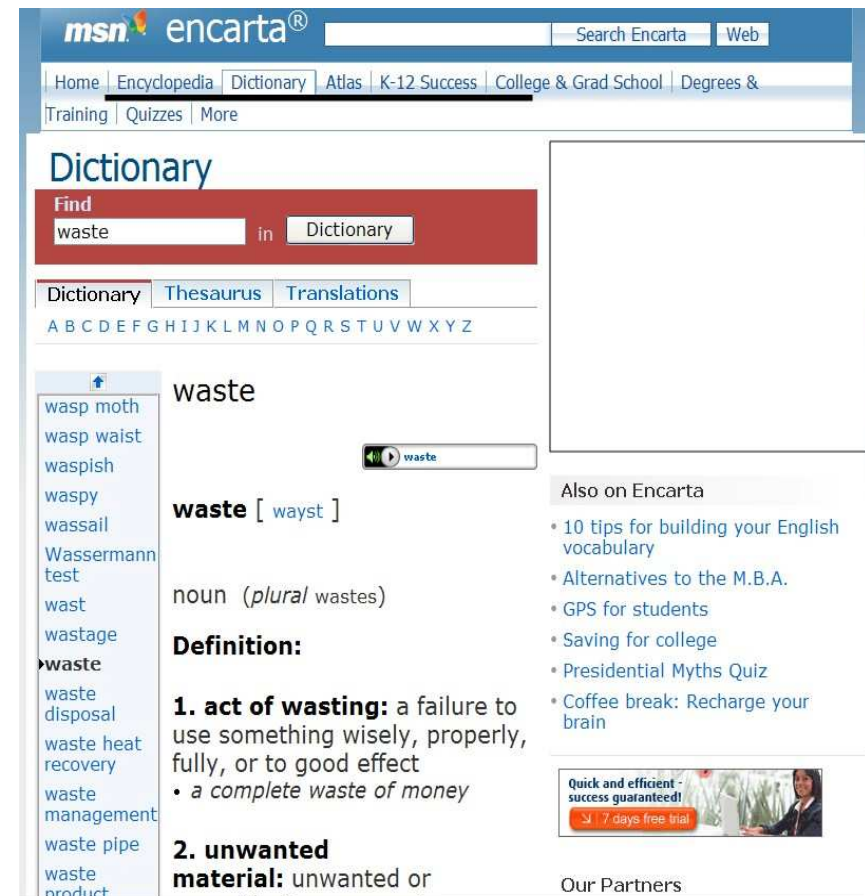
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Sources of information and learning



Vocabulary

A	
About	aproximadamente
Above	arriba, anteriormente
Absence	ausencia
Absorbed	absorbido
Accumulate	acumular(se)
Acid rain	lluvia ácida
Act	actuar
Add	añadir
Addition	adición, suma
Additional	extra, adicional
Agree	acordar
Air conditioning	aire acondicionado
Aim for	esperar conseguir algo
Alarming, at an alarming pace	a paso alarmante
Alive	vivo
All over the world	por todo el mundo
All the way to	por todo/a



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Dictionary

Find waste in Dictionary

Dictionary Thesaurus Translations

ABCDEFGHIJKLMNOPQRSTUVWXYZ

waste

wasp moth
wasp waist
waspish
waspy
wassail
Wassermann test
wast
wastage
waste
waste disposal
waste heat recovery
waste management
waste pipe
waste product

waste [wayst]

noun (plural wastes)

Definition:

- act of wasting:** a failure to use something wisely, properly, fully, or to good effect
 - a complete waste of money
- unwanted material:** unwanted or

Also on Encarta

- 10 tips for building your English vocabulary
- Alternatives to the M.B.A.
- GPS for students
- Saving for college
- Presidential Myths Quiz
- Coffee break: Recharge your brain

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Conclusion: Assessment about practice and proposals for improvement and further studies

Assessment on practice

- ✓ A new attractive experience for students
- ✓ Individual work = deep concentration on tasks and study
- ✓ Rigorous performance in the activities
- ✓ Personal learning process development
- ✓ Organizing computer lab in advance
- ✓ Teacher's role : watcher and councillor

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Proposals for improvement and future studies

- ✓ Research on activities to improve student-student interactivity and collaborative work
- ✓ Improvement in digital competence adding other web resources.
- ✓ Research on MALTED possibilities to develop specific competences for :
 - English Language
 - Ciencias de la Naturaleza y Medio Ambiente
- ✓ Working on multilingual glossaries
- ✓ Upgrading links
- ✓ Upgrading contents

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Thank you

voliver@ang.uji.es