EDEN PROJECT

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IDIOMA: INGLÉS EOI

NIVEL: B2

Resumen de la tarea

* Objetivo/s: hablar sobre el medio ambiente y nuestra relación con él. Escuchar sobre un proyecto de preservación del medio ambiente. Hablar sobre los distintos ecosistemas de la tierra.
* Contenido/s: medio ambiente y su preservación. Diferentes ecosistemas. Conversación sobre el tema. Comparación.
* Competencias:

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| [Competencia en comunicación lingüística](http://www.juntadeandalucia.es/educacion/agaeve/profesorado-nosinteresa-competencias-ling.html) | ⌧ | [Competencia social y ciudadana](http://www.juntadeandalucia.es/educacion/agaeve/profesorado-nosinteresa-competencias-syc.html) | ⌧ |
| [Competencia de razonamiento matemático](http://www.juntadeandalucia.es/educacion/agaeve/profesorado-nosinteresa-competencias-mat.html) | ⬜ | [Competencia cultural y artística](http://www.juntadeandalucia.es/educacion/agaeve/profesorado-nosinteresa-competencias-cya.html) | ⌧ |
| [Competencia en el conocimiento y la interacción con el mundo físico y natural](http://www.juntadeandalucia.es/educacion/agaeve/profesorado-nosinteresa-competencias-mfn.html) | ⌧ | [Competencia y actitudes para seguir aprendiendo de forma autónoma a lo largo de la vida](http://www.juntadeandalucia.es/educacion/agaeve/profesorado-nosinteresa-competencias-aprenaut.html) | ⬜ |
| [Competencia digital y del tratamiento de la información](http://www.juntadeandalucia.es/educacion/agaeve/profesorado-nosinteresa-competencias-dti.html) | ⌧ | [Competencia para la autonomía e iniciativa personal](http://www.juntadeandalucia.es/educacion/agaeve/profesorado-nosinteresa-competencias-autpers.html) | ⌧ |

* Perfil del grupo: Alumnado de 2º NA de la EOI.
* Temporalización: 95”
* Material: ficha con el texto, el vocabulario y el ejercicio de verdadero/falso. Audio.

Tarea

Desarrollo de la sesión

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| Descripción de la actividad | Material | Agrupación | Temporalización |
| La profesora lee un pequeño poema de Joni Mitchel que ella escribió en Woodstock.  La profesora pregunta sobre Woodstock y hablamos un poco sobre lo que representó Woodstock en sus inicios. | Poema, fotos | Toda la clase | 10” |
| La profesora introduce el vocabulario más significativo que aparece en la tarea. | Ficha con el vocabulario. Pizarra | Profesora. Toda la clase | 20” |
| Escuchamos la tarea. Tras dos/tres escuchas haremos un ejercicio de Verdadero/ Falso. Corregimos el ejercicio | Ordenador, ficha, pizarra | Individual  Toda la clase | 25” |
| Volvemos a escuchar el audio pero esta vez con la transcripción.  Se resuelven las dudas de comprensión que puedan surgir. | Ordenador, ficha con preguntas | Individual  Toda la clase | 15” |
| Se abre debate sobre los problemas que está sufriendo el medio ambiente en la actualidad y posibles soluciones.  Hablamos sobre si conocen algún proyecto similar en España o en otro lugar. |  | Toda la clase | 25” |

**The Eden Project**

*We are stardust*

*We are golden*

*And we've got to get ourselves*

*Back to the garden*

Joni Mitchell (Woodstock)

According to the Bible, the Garden of Eden was the home of the first two humans, Adam and Eve. In the story, the Garden provided everything the couple needed, and they lived there in peace and happiness until they were banished for breaking the rules. In 1999, Tim Smit, an ex-rock musician and record producer, borrowed the name of the biblical garden for a collection of space-age domes in a corner of southwest England - the Eden Project.

**Rock and activism**

It is not unusual for people involved in the music business to alert us to environmental and political issues. Bob Geldof (the singer from British punk band The Boomtown Rats) raised a huge amount of money to help feed millions of starving people in Africa in 1985, Bono from U2 has been successful in campaigning for the reduction of debts which developing countries owe to rich nations, and the music festival at Woodstock in 1969 is seen by many as the culmination of the civil rights marches and anti-war protests of the 1960's. Tim Smit’s Eden Project was created to highlight the relationship between humans and the environment, and through information, research and education lead the way to a brighter future.

**The problem**

The modern world is a far cry from the balance and harmony of the Garden of Eden. By-products of a typical modern lifestyle such as overfishing, deforestation and intensive farming are destroying natural habitats, and creating a world with less biodiversity. These activities are not sustainable, that is the planet is unable to survive if we continue to take more from the Earth than it can replace. Recent research by the World Wildlife Fund suggests that we will have to colonise two planets the same size as the Earth by 2050 unless people in rich countries change the way they live.

**The solution**

The Eden Project is in on the site of an abandoned clay pit in Cornwall, and consists of two enormous domes, or biomes, and an outdoor area. The first biome houses a humid tropical zone representing Malaysia, West Africa and South America, and is the biggest greenhouse in the world. The second biome is a warm temperate zone which contains the type of environment found in Mediterranean countries, California and South West Australia. The outdoor area displays a collection of plants and landscapes typical of temperate climates like those in Britain, parts of North America, Russia and India.

As visitors to the domes walk past lakes and waterfalls, through rainforests and over deserts, they discover how the ecosystems in each zone operate, learn how people have damaged each environment, and find out how people native to the different areas can learn to live in harmony with their environment, and have a positive and beneficial effect on it.

Science, Horticulture, Creative, Marketing, Media and Human Resources researchers at the site are constantly investigating ways of combining science, art, technology and communication in new ways to find solutions to the problem of living a modern lifestyle in harmony with the natural world. The researchers form part of a new green movement, which is discovering new uses for plants including plant plastics, medicines and oils.

**Success**

The Eden Project has been enormously successful since it has been open. Millions of people have flocked to the site, and the biomes also attracted the attention of the director of the James Bond film ‘Die Another Day’, in which the domes featured as the lair of the villain, Gustav Graves. In 2002 the biomes were also the venue for a music festival featuring Pulp, Spiritualized, Doves and other major acts who performed amongst the foliage. Works of art from around the world are also on display, and one summer the events included a play based on a story by Monty Python’s Terry Jones.

**The future**

But the Eden Project is no Disneyland, “If this place becomes no more than an upmarket theme park, it will all have been a gigantic waste of money” Tim Smit writes in the visitor’s guide (the domes cost 86 million pounds.) After a day spent walking around the biomes in Cornwall, he hopes that visitors will be inspired find out more about ecology, look at ways of changing their lifestyles, and participate in trying to get the human race back into the Garden of Eden.

**Glossary**

**abandon** (v): abandoned (adj): to leave a place, thing or person forever.

**activism** (n): the use of direct and noticeable action to achieve a result, usually a political or social one.

**banish** (v): to send someone away, especially from their country, and forbid them to come back.

**biodiversity** (n): the number and variety of plant and animal species that exist in a particular environmental area or in the world generally, or the problem of preserving and protecting this.

**by-product** (n): something that is produced as a result of making something else, or something unexpected that happens as a result of something.

**campaign** (v): to organize a series of activities to try to achieve something.

**civil rights** (n): the rights that each person has in a society, whatever their race, sex or religion.

**colonise** (v): to send people to live in and govern another country.

**culminate** (v): culminate in/with sth If an event or series of events culminates in something, it ends with it, having developed until it reaches this point.

**dome** (n): a rounded roof on a building or a room, or a building with such a roof.

**ecology** (n): ecological (adj): the relationships between the air, land, water, animals, plants, etc., usually of a particular area, or the scientific study of this.

**ecosystem** (n): all the living things in an area and the way they affect each other and the environment.

**flock** (v): to move or gather together in large numbers.

**foliage** (n): the leaves of a plant or tree, or leaves on the stems or branches on which they are growing.

**greenhouse** (n): a building with a roof and sides made of glass, used for growing plants that need warmth and protection.

**habitat** (n): the natural surroundings in which an animal or plant usually lives.

**humid** (adj): Humid air or weather is hot and slightly wet.

**inspire** (v): to make someone feel that they want to do something and can do it.

**intensive** (adj): Intensive farming methods are intended to produce as much food as possible from an area of land.

**pit** (n): a coal mine or an area of land from which a natural substance is taken by digging.

temperate (adj): (of weather conditions) neither very hot nor very cold.

**After listening**

**Exercise 1.** Decide if each of the 9 statements about the text is True or False.

1) The Garden of Eden is a place from a story in the Bible.

2) Adam and Eve were thrown out of the Garden of Eden.

3) The Eden Project is in the north of England.

4) Bob Geldof played at Woodstock.

5) The number of types of animals and plants in the world is decreasing.

6) The warm temperate biome is the biggest greenhouse in the world.

7) The biomes were James Bond's base in 'Die Another Day'.

8) Lots of people visit the Eden Project.

9) The Eden Project is a theme park like Disneyland.

**Answers to comprehension activity**: *1. True (T); 2. T; 3. False (F); 4. F; 5.T; 6. F; 7. F; 8. T; 9. F*

* Evaluación y propuestas de mejora
* ¿Cómo he evaluado al alumnado? ¿Qué resultados se han obtenido? ¿Se ha cumplido el objetivo del 70% de aptos en la comprensión oral y la EO-IO?

*Esta tarea no se ha podido introducir en clase.*

Breve descripción de la actividad de evaluación:

Número de alumnos/as: Número de aptos: % de aptos:

* ¿Qué cambios se van a introducir en la tarea?