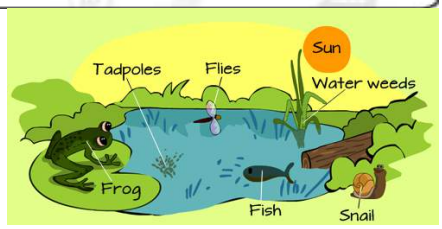
ECO SYSTEM

Community of living organisms (plants, animals and microbes) in conjunction with the nonliving components of their environment interacting as a system.

EAE Learning objectives for this lesson

Practice using linking words to structure a discussion. Learn and practice adjective word order. Develop your vocabulary on environmental themes.

Activity One - Ask and answer with your partner.



1. If you were an animal what would you be?
2. If you were a plant what would you be?
3. Would you rather have an elephants' trunk or a cats eyes?
4. Would you rather jump like a frog or fly like an Eagle?
5. Would you rather be able to multiply like Bacteria or be able to hide like a chameleon?

Activity Two - **Threats** to a fragile eco system.



With your ***partner*** put together a list of factors which could threaten a coral reef such as the one shown **in this photo**.

You can use a dictionary.

Then structure a brief presentation using the linking words below:

Research has shown..
According to scientific research…
In recent years..
It's clear that…
Firstly..
Secondly..
Basically..
Clearly…
Essentially…
Furthermore..
Added to this..
Therefore..
This means that..
It's essential that..
It's obvious that…
Finally..
In conclusion..

Activity Three - DESCRIBE and ADMIRE.
Let's DESCRIBE the photos we see in this presentation of The World's 10 Most Amazing Coral Reefs (PHOTOS) By Terrell Johnson. **http://www.weather.com/news/news/worlds-most-amazing-coral-reefs-20130307#/2.**

First we will review **adjective word order**. Then we will **BRAINSTORM** together to find the best adjectives to describe what we see. We will try and use different types* of adjectives and choose the right word order. Finally we will discuss the various **threats to these ecosystems.**

Sometimes we use **more than one** adjective in front of a noun:

- The great barrier reef is a large, beautiful eco system.
- The Ocean is huge, wild and astonishing.

When there is more than one adjective there is a special order for them.

Opinion adjectives:

Some adjectives give a **general opinion**. We can use these adjectives to describe almost any noun:

good bad lovely strange beautiful nice brilliant excellent awful important wonderful nasty

Some adjectives give a **specific opinion**. We only use these adjectives to describe particular kinds of noun:

Food: tasty; delicious
Furniture, buildings: comfortable; uncomfortable
People, animals: clever; intelligent; friendly

WORD ORDER - We usually put a **general** opinion **in front of a specific** opinion:

Nice tasty soup.
A nasty uncomfortable armchair
A lovely intelligent animal



Usually we put an adjective that gives an **opinion in front** of an adjective that is **descriptive**:
a nice red dress; a silly old man; those horrible yellow curtains

We often have **two** adjectives in front of a noun:

a handsome young man; a big black car; that horrible big dog

Sometimes we have **three** adjectives, but this is **unusual**:

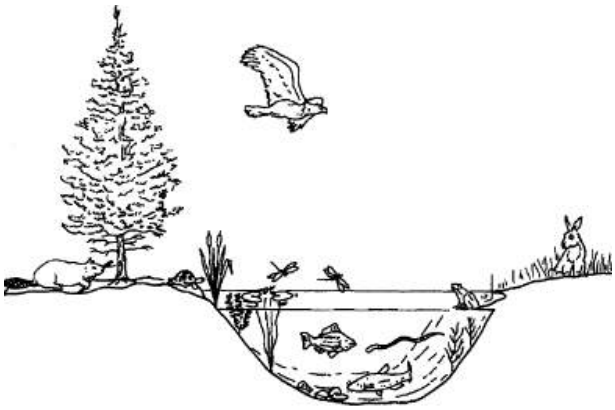
a nice handsome young man;
a big black American car;
that horrible big fierce dog

It is **very unusual** to have **more than three** adjectives.

*Adjectives usually come in this order:

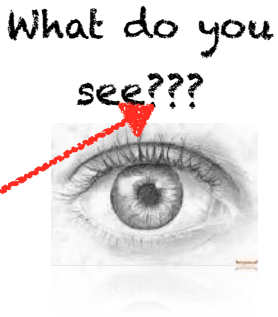
1. General opinion
2. Specific opinion
3. Size
4. Shape
5. Age
6. Colour
7. Nationality
8. Material

(Source Reference - British Council).



Activity Four - **Team Challenge** - Prepare descriptions of the following images with your teammates. Then take turns to read your descriptions to the other team. They have to guess as quickly as possible which image you are describing. Use the dictionary to find unusual adjectives to describe the images. Talk about shape, size, texture but don't use nouns.. Use prepositions of place. "I see something… next to something… and behind something…". This is a **TIMED** activity. At the end your teacher will tell you who took the least time to guess the image.













Activity Five - **Ask and answer** - with a **partner**.

A. What is the most beautiful natural site you have ever visited?
B. What did you like about it?
C. Describe it.
D. What could threaten that site?

Activity Six - Pay attention to your intonation and stress and take turns reading the text from the Natural History Museum web site. After each person reads he must **identify all the adjectives used** in the sentences he/she read.



Habitat loss and fragmentation is considered by conservation biologists to be the primary cause of biodiversity loss. Clearance of native vegetation for agriculture, housing, timber and industry, as well as draining wetlands and flooding valleys to form reservoirs, destroys these habitats and all the organisms in them. In addition, this destruction can cause remaining habitats to become fragmented and so too small for some organisms to persist, or fragments may be too far apart for other organisms to move between.

Invasive alien species are the second greatest threat to biodiversity worldwide. Non-native species can cause severe problems in the ecosystems they invade, from affecting individuals to causing huge changes in ecosystem functioning and the extinction of many species.

Pollution is currently poisoning all forms of life, both on land and in the water, and contributing to climate change. Transport, industry, construction, extraction, power generation and agroforestry all contribute pollutants to the air, land and water. These chemicals can directly affect biodiversity or lead to chemical imbalances in the environment that kill individuals, species and habitats.



Climate change, brought about by emissions of greenhouse gases when fossil fuels are burnt, is making life uncomfortably hot for some species and uncomfortably cold for others. This can lead to a change in the abundance and distribution of individual species around the globe and will affect the crops we grow, cause a rise in sea levels and problems to many coastal ecosystems.

Over exploitation by humans causes massive destruction to natural ecosystems. Exploitation of biodiversity occurs for food, construction, industrial products etc.. Selective removal of an individual species can unbalance ecosystems and all other organisms within them.



Human populations are growing at an exponential rate, resulting in the problems above. There are more than 7 billion people in the world.

Activity Seven - TABOO.

Again in your teams you will play TABOO. You must choose one of the words or terms below and explain its meaning without ever using the word or any part of it. This time your team has to guess which word you have chosen in the shortest time possible.

fragmentation, organism, alien species, climate change, pollution, agroforestry, biodiversity, species, crop, ecosystem, extinction.

Activity Eight - Role Play.



You represent a large development corporation who want to build a hotel in the Amazonian Rain Forest. You meet with a member of the local government who pretend to be worried about damage to local eco systems but who really just want you to pay them a bribe.

