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| MODULE 01 | BE AN ECOFRIENDLY |
| SUBJECT | ENGLISH |
| GRADE | 11TH GRADE |
| TERM | FIRST TERM |
| TEACHER | Lic. Marybell Parra M. Jornada Tarde |
| OBJECTIVES | <ul style="list-style-type: none"> Fortalecer las habilidades de READING and WRITING a través de un texto y actividades relacionadas con el medio ambiente. Crear conciencia en el estudiante sobre la importancia de cuidar el medio ambiente. |
| 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.

| Pronoun Chart | | | | | |
|---------------------------------|------------------|-----------------|-----------------------|---------------------|--------------------|
| | Subject Pronouns | Object Pronouns | Possessive Adjectives | Possessive Pronouns | Reflexive Pronouns |
| 1 st person | I | me | my | mine | myself |
| 2 nd person | you | you | your | yours | yourself |
| 3 rd person (male) | he | him | his | his | himself |
| 3 rd person (female) | she | her | her | hers | herself |
| 3 rd person | it | it | its | (not used) | itself |
| 1 st person (plural) | we | us | our | ours | ourselves |
| 2 nd person (plural) | you | you | your | yours | yourselves |
| 3 rd person (plural) | they | them | their | theirs | themselves |

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

<https://www.thoughtco.com/subject-object-possessive-pronouns-4176482>

<https://www.mansioningles.com/Gram22.htm>

<https://www.mansioningles.com/Gram28.htm>

<https://www.mansioningles.com/Gram26.htm>

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

<https://es.liveworksheets.com/mr2423036ie>

VERBS

| Regular and Irregular Verbs | | |
|---|---|---|
| Regular verbs Are formed by adding a "d" or "ed" to the end of the verb. Or changes a "y" to "ied". | Infinitive play talk share prove try cry | Past played talked shared proved tried cried |
| Irregular verbs Changes their original pattern. | swim forget take | swam forgot took |
| Sometimes the verb changes completely. | buy | bought |
| Sometimes there is "half" a change. | sing | sang |
| Sometimes there is no change (the difference is in the pronunciation). | cut | cut |

Irregular Verbs

Please, visit the following link for having access to a list of Irregular Verbs
<http://www.saberingles.com.ar/lists/irregular-verbs.html>



12 Tenses Formula

| Tenses | Positive | Negative | Question |
|----------------------------|---|---|---|
| Present Simple | I prefer my coffee black. | I don't prefer my coffee black. | Do I prefer my coffee black? |
| Present Continuous | She is listening the music now. | She is not listening the music now. | Is she listening the music now? |
| Present Perfect | It has rained a lot lately. | It has not rained a lot lately. | Has it rained a lot lately? |
| Present Perfect Continuous | She has been singing a song. | She has not been singing a song. | Has she been singing a song? |
| Past Simple | We watched the news last night. | We did not watched the news last night. | Did we watched the news last night? |
| Past Continuous | I was learning German last year. | I was not learning German last year. | Was I learning German last year? |
| Past perfect | He had left when I went to the club. | He had not left when I went to the club. | Had he left when I went to the club? |
| Past Perfect Continuous | They had been being friend since childhood. | They had not been being friend since childhood. | Had they been being friend since childhood? |
| Future Simple | They will study math. | They will not study math. | Will they study math? |
| Future Continuous | They will be loving you. | They will not be loving you. | Will they be loving you? |
| Future Perfect | By next week, they will have earned lots of money. | By next week, they will not have earned lots of money. | Will they have earned lots of Money, by next week? |
| Future Perfect Continuous | I will have been shopping on Tuesday. | I will not have been shopping on Tuesday. | Will I have been shopping on Tuesday? |

ACTIVITIES

OUR ENVIRONMENT



1. Read carefully the following text.

The environment is everything that surrounds us: plants, animals, buildings, air, water-literally everything that can affect us in any way. The environment of a town, with its buildings and traffic and its noise and smells, where everyone is on top of everyone else, is a far cry from that of the countryside, with its feeling of spaciousness. And the environment differs in different parts of the world.

Ecology is the science of how living creatures and plants exist together and depend on each other and on the local environment. Where an environment is undisturbed, the ecology of an area is in balance, but if a creature is exterminated or an alien species introduced, then the ecology of the district will be upset-in other words, the balance of nature will be disturbed.

Man is a part of the environment and has done more to upset the ecology during his short span on earth than any other living creature. He has done this by his ignorance his greed, his thoughtless folly and his wanton wastefulness.

He had poisoned the atmosphere and polluted both land and water. He has squandered the earth's natural resources with no thought for the future, and has thought out the most devastating ways of killing his fellow man-and every other sort of life at the same time.

Since man has done so much damage, it is up to man to try to put matters right-if it is not too late. If there is to be any remedy for our ills, that remedy ultimately lies in the hands of the young, and the sooner they start doing something about it, the better.

One of the main causes of the earth's troubles is that the world is overpopulated and that this overpopulation is growing at an ever-increasing rate. At the same time we are using up our natural resources -fuels and mineral ores- at an ever-increasing rate with no hope of replacing them.

For many years the earth has been unable to provide enough food for these rapidly expanding populations and the position is steadily deteriorating since the fertility of some of our richest soils has been lost and vast areas that were once fertile lands have turned into barren deserts. And the trouble with deserts is that they tend to creep outwards on the fertile soils.

Even at this moment many of the earth's natural treasures are being destroyed, many valuable animals and plants are being killed off, and it is becoming increasingly difficult to grow enough food to preserve much of the earth population from starvation. The situation is getting out of hand. Time is running out. But with your help, we may be able to reverse the trends which threaten our very existence. Who cares?

COMPREHENSION

2. Choose the best title for the passage.

- a- Man and food.
- b- Man and the environment.
- c- Rich lands and deserts.

3. Are these sentences true or false? Justify.

- 1-Houses, schools and buses are parts of the environment. -----
- 2-The speaker compares pollution to an illness. -----
- 3- The writer thinks people have used natural resources with great care. -----
- 4-Nobody can save the earth. -----
- 5-Rich lands have now become deserts. -----

4. Answer these questions.

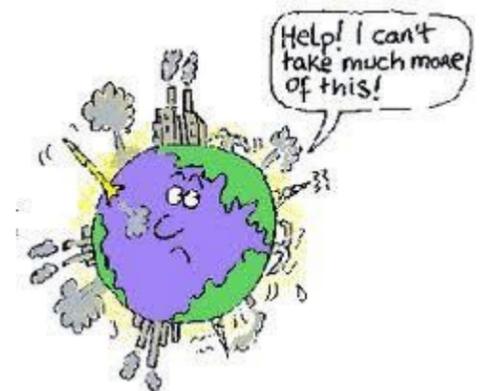
- 1-Why is man damaging his environment? -----
- 2-What troubles has he caused to the environment? -----
- 3-Why is growing enough food becoming difficult nowadays? -----
- 4-What should be done to save the earth? -----
- 5-How can we solve the problem of population growth? -----

5. Complete these sentences.

- 1- The balance of nature will be disturbed if -----
- 2- Man has poisoned the environment because of -----
- 3- As the populations are expanding rapidly, -----

6. What do the underlined words in the text refer to?

- 1- they : -----
- 2- them : -----
- 3- they : -----



7. Find in the text words that mean almost the same as :

- 1-killed completely (paragraph 2) : -----
- 2-to trouble and disturb (paragraph 3) : -----
- 3-wasted (paragraph 4) : -----
- 4-cure and solution (paragrapgh 5) : -----
- 5-becoming larger (paragraph 7) : -----

GRAMMATICAL ACTIVITIES

1. From the above text, underline examples of each one of the following categories.

- *Red color, personal pronouns
- *Blue color, possessive adjectives.
- *Green color, object pronouns.
- *Orange , articles (indefinite and definite)
- *Yellow, sentences in Present Simple.
- *Purple, sentences in Past Simple.
- * Brown, sentences in Present Perfect.

2. From the above text, take out all the verbs and complete the following chart

| INFINITIVE | REGULAR/IRREGULAR | PAST SIMPLE | PAST PARTICIPL | MEANING |
|------------|-------------------|-------------|----------------|-------------|
| Ex : BE | Irregular | Was/were | Been | Ser o estar |
| | | | | |

A PICTURE IS WORTH A THOUSAND WORDS.



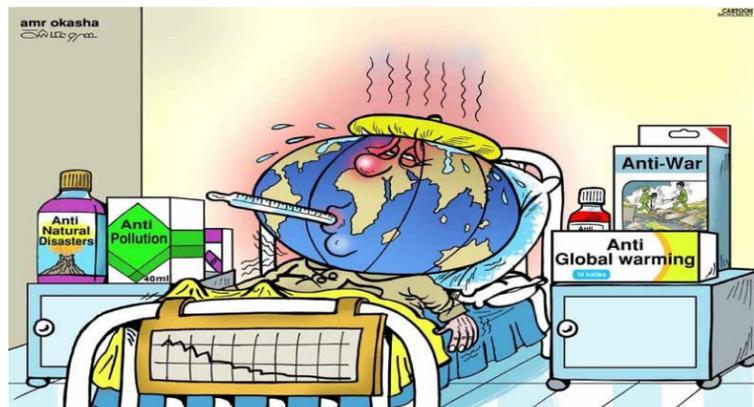
1. What do the pictures have in common?

2. What problem does each picture refer to?

Explain each picture preseting the problem or situation, consequences and possible solutions in a coherent way using Linking Words.

CREATING A STORY

Taking into account the picture and the template given you are a going to create a story about the environment. First, look at the picture. Second, Fill in the template in order to create your story (be creative) and finally, taking into account steps 1 and 2, write the story in a coherent way and using linking words.



Story Map

Write notes in each section.

| | | |
|---|-----------------|-----------------|
| Setting: Where: When: | | |
| ↓ | | |
| Major Characters: Minor Characters: | | |
| ↓ | | |
| Plot/Problem: | | |
| ↓ | ↓ | ↓ |
| Event 1: | Event 2: | Event 3: |
| ↓ | ↓ | ↓ |
| Outcome: | | |

GRAMMAR PRACTICE SECOND PART:

PRONOUNS

Complete the following exercise. Please read the following information first.

Geraldine is telling the story. Geraldine thinks Mary has taken her coat.

Two days ago, saw Mary wearing coat. knew was, because had a coffee stain on the left sleeve. explained to that was, but said was She refused to give back and walked off. followed as decided to go shopping in coat. First of all, bought some cigarettes and put in the pocket of coat. Ugh! How dare! hate the smell of cigarettes!

Next, went into a dirty cafe. looked in through the window and saw was sitting down on one of the greasy chairs. Oh, no! Not only is coat going to stink of fried food, but is also going to have greasy marks on!

As watched, started to undo coat and then took off. waited until had removed and hung up with some other coats on coat hooks in the corner. decided would be a good idea to wait until wasn't looking, then could quickly run in and take the coat. turned away for a few minutes to blow nose and when looked back, the coat had gone. Racing into the cafe, looked about and noticed an old tramp limping out of another door with coat on shoulders. desperately shouted, "Stop! Thief!" Mary looked up in surprise. "Quick Mary, " yelled, "That tramp has walked off with coat!"

"No, hasn't," she replied. "..... looked so cold, poor thing, told could have"

"What! gave coat away!"

"Of course not! Although coats are similar, that was a green coat; one is brown, so that one was definitely not! Can't get special glasses or tablets for colour-blindness?"

