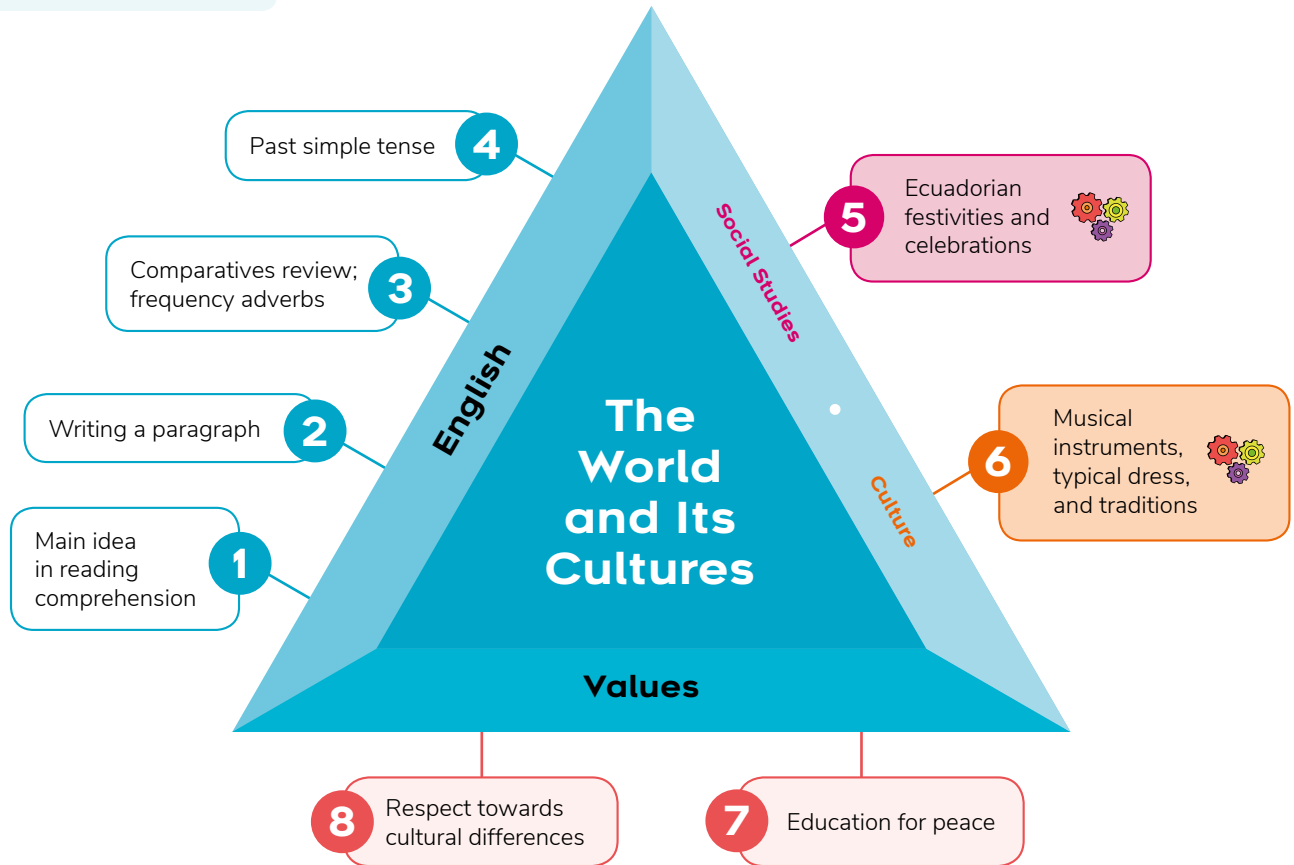


# English Pedagogical Module 2

Do you want to travel  
to other countries?

Curricular Threads: Communication and Cultural Awareness,  
Oral Communication, Reading, Writing, Language Through the Arts

## Sixth Grade EGB



### There Is Much More to See!

Ecuador is fantastic: our people are kind, hardworking, and generous. But when you leave your town or city, you can also enjoy beautiful views, try different food, see other people, and most importantly, live interesting experiences.

Did you know that people in Great Britain drive on the left side of the road? In Peru they make ceviche with corn!

Where would you like to travel?



## Communication and Cultural Awareness

### World Cultures

#### Saint Patrick's Day

People celebrate Saint Patrick's Day in different countries, but it is a national holiday in Ireland. Saint Patrick was a famous missionary from Ireland. People celebrate Saint Patrick's Day every year on March 17. The tradition says that you have to wear green clothes because green represents good luck and **hope**. On Saint Patrick's Day, people also remember the legend of a **fairy** called a leprechaun. He's a little man dressed as a **shoemaker**. People believe that if you find one of these men, you can ask for three wishes. Another good luck symbol in this celebration is the four-leaf clover.

The first Saint Patrick's Day celebration took place in New York City in the 1760s, and every year the Kelly River in Chicago changes its color to green!

Retrieved from: <https://bit.ly/2q2uSCX>

#### Vocabulary

**hope.** to want something to happen or to be true

**fairy.** an imaginary creature with magic powers, usually represented as a very small person

**shoemaker.** person who makes and repairs shoes

**Exercise 1.** Read the text silently. Then work with a partner and label the pictures with words from the text.



**Exercise 2.** Write the sentences again changing the order of the adjective like in the example. Compare your answers with a classmate.

E.g.: The missionary Saint Patrick is famous.  
 Saint Patrick is a famous missionary.

a. Green represents luck that is good

Green represents \_\_\_\_\_

b. The clothes people wear are green

People wear \_\_\_\_\_

c. The fairy is little

He's a \_\_\_\_\_

d. The clover has four leaves

It's a \_\_\_\_\_

**Exercise 3.** Look at the map of Great Britain. Read the instructions and color the countries on the map. Then compare maps with a partner.

- Northern Ireland is green.
- The Republic of Ireland is gray.
- Scotland is orange.
- Wales is purple.
- England is yellow.



# Oral Communication

## An Irish Fairy



Pair work. Look at the picture and take turns with a partner to describe the Irish fairy leprechaun.

**Student A:** This fairy is cool. He has a green hat. It's your turn!

**Student B:** He is wearing brown shoes. Now it's your turn.



Audio  
Listen to the recording



Freepik

**Exercise 1.** Listen to a description of the Irish fairy. Complete the table with the missing information.

| Adjectives | Nouns    |
|------------|----------|
| Irish      | folklore |
|            | man      |
|            | clothes  |
| red        |          |
| long       |          |
|            | hat      |
| big, brown |          |

### Grammar Tip

#### Adjectives

Describe people, places and objects. They are placed before the noun.

The Leprechaun wears **green** clothes.

**Exercise 2.** Write two sentences with adjectives from Exercise 1 about the Irish fairy.

E.g: He is a little man.

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**Exercise 3.** Listen to the description of a Leprechaun again and draw your own Irish fairy. Then, describe it to your partner.

You can use these hints.

- My fairy has a **beard** and wears big black shoes.
- My fairy has a big nose and is very ugly.



#### Vocabulary

**Irish.** people or things from Ireland

**beard.** the hair growing on a man's face

# Reading

## La Mama Negra



People celebrate the festival of La Mama Negra in the city of Latacunga in Ecuador every year in September and November. This festival started in 1742 when the volcano Cotopaxi erupted. The local people believed that the Virgin saved the city of Latacunga. At that time, there were African people working in mines in the area so a Black Mother, or the Mama Negra, was chosen to represent the Virgin. She represents the mother of Jesus.

In this festivity there are dancers with pre-Colombian costumes and traditional musical groups. The festivity finishes when La Mama Negra arrives on a horse, carrying a doll that is her child. She throws milk to the crowd for good luck.

*Adapted from: <https://bit.ly/2Z7Fscj>*

**Exercise 1.** Read the text. Put a (T) next to the sentences that are True and a (F) next to the ones that are False.

- a. The Mama Negra festival occurs twice a year.
- b. There was a flood in Latacunga in 1742.
- c. In this celebration people dance and listen to traditional musical groups.
- d. La Mama Negra throws water to the people as a symbol of prosperity.

**Exercise 2.** Answer the questions about the text with a complete sentence.

- a. When do people celebrate La Mama Negra?

\_\_\_\_\_

- b. What happened in Latacunga in 1742?

\_\_\_\_\_

- c. Who does La Mama Negra represent?

\_\_\_\_\_

- d. How does the celebration finish?

\_\_\_\_\_

**Exercise 3.** Read the text again. Find the underlined words in the text and match each word to its definition.

- |                                       |              |
|---------------------------------------|--------------|
| <input type="radio"/> <u>crowd</u>    | a. explode   |
| <input type="radio"/> <u>costumes</u> | b. clothing  |
| <input type="radio"/> <u>erupt</u>    | c. multitude |

# Writing



## Social Studies

### Inti Raymi

**Exercise 1.** Look at the photo of the Inti Raymi celebration. Which of the adjectives in the box describe this festivity? Underline them.

colorful    cold    sunny

boring    delicious    modern

interesting    folkloric



Inti Raymi celebrates the Sun God from the Incan Empire. In Ecuador, people celebrate Inti Raymi from June 18 to June 24. Local people and indigenous communities celebrate with rituals, dances, music and typical food.

People remember the summer **solstice** and thank the Sun God for giving them more hours of sunshine, for the Pacha Mama (Mother Nature) and for the beginning of a new year.

*Adapted from: <https://bit.ly/2Z7Fscj>*

**Exercise 2.** Complete each sentence with one of the adjectives from Exercise 1.

E.g.: This celebration happens during the sunny days of June.

- a. Music bands play \_\_\_\_\_ music.
- b. People prepare \_\_\_\_\_ rituals to thank the Sun God.
- c. They eat \_\_\_\_\_ typical food.

**Exercise 3.** Pair work. Think about a different celebration or festivity in Ecuador. Then, write five sentences about it. Use adjectives from Exercise 1 or other adjectives to write your sentences.

E.g.: The carnival in Guaranda is an interesting celebration.

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### Vocabulary

**god.** a spirit or being believed to control some part of the universe or life

**solstice.** when the sun is farthest from the equator

# Language Through the Arts

## Tattoos

**Exercise 1.** Read the text about tattoos and underline the parts of the body.

Tattoos are very popular these days. Some famous people have a tattoo on their arms or feet. Tattoos can represent identity and history. Some tattoos are big, and others are very small. Some tattoos are pretty and others are ugly.

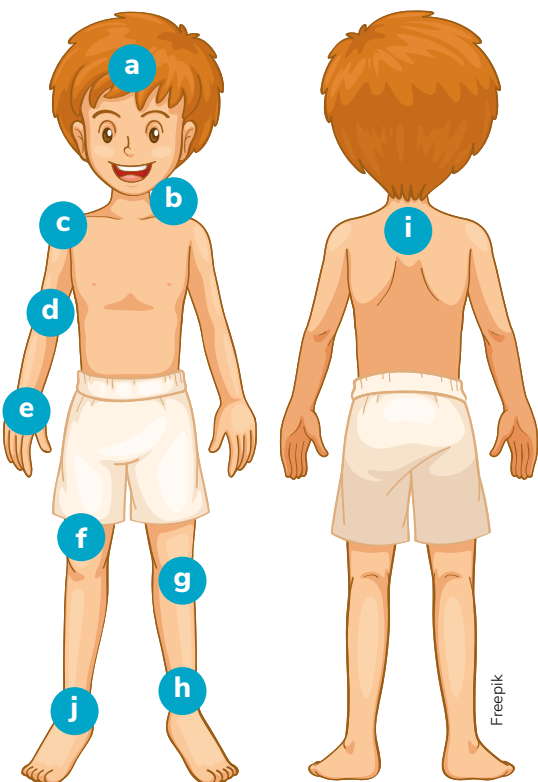
In India, women have interesting tattoos on their hands and legs for their wedding ceremony. In the 16th and 17th century, people from the Polynesian Islands had tattoos of animals and nature on their chests, shoulders, ankles and backs. Some communities in the Ecuadorian Amazon region, like the Shuars, have tattoos on their faces.

*Adapted from: Stephenson H., Dummett P. and Hughes J. 2015. Life Level 2 Student Book. Boston, USA: National Geographic Learning/Cengage Learning*

*Retrieved from: <https://youtu.be/ny4-XcUPulo>*



**Exercise 2.** Label these pictures with words from the text about tattoos. Two body parts are not in the text. Do you know what they are called? Write them on the blanks.



- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_
- i. \_\_\_\_\_
- j. \_\_\_\_\_

### Speaking

Pair work. Do you know anyone who has a tattoo? Where is it?

A: My brother has a tattoo.

B: Really? Where?

A: On his shoulder.

B: Do you like it?

A: No, it's ugly. / Yes, it's very nice.

### Tip

The "a" in back, blank, tattoo, and ankle are all pronounced with a big smile!

# Oral Communication

## More Tattoos

**Exercise 1.** Listen to a conversation between Carla and her older brother, Mike. Check the correct image that refers to their conversation.



Audio  
Listen to the dialogue

a.



b.



c.



Freepik



### Speaking

Pair work. What do you think about tattoos? Discuss this with a partner.

A: I like tattoos.

B: Me too. / Not me.

A: What tattoos do you like?

**Exercise 2.** Listen to the dialogue again and answer the questions.

a. What are the brother and sister talking about?

b. How many years have people had tattoos?

c. What did people from ancient Egypt think about tattoos?

d. What does Mike's tattoo refer to?



Freepik

# Communication and Cultural Awareness

## Traditional Costumes and Music



### Speaking

Pair work. Look at the photo. Take turns with your partner to describe the man's clothes. Use the expressions in the box.

Student A: He is wearing a black jacket. Now it's your turn.

Student B: Ok. How do you say falda in English?

**Exercise 1.** Read and underline all the frequency adverbs in the text.

Do men **wear** skirts? Well, yes they do. Men sometimes use skirts in Scotland. A **kilt** is a special type of skirt. It is part of the national costume in Scotland. In the past, men usually wore kilts, especially when they were at war. Today, kilts are an important symbol. Men sometimes wear them in special events like **weddings** or formal meetings. Kilts are expensive; that is why they do not always use them, but there are also cheaper kilts. Soccer and rugby fans often wear cheap kilts when they go to the stadium, so they never have to worry about keeping them nice and clean.

Retrieved from: <https://bit.ly/2SCcWgD>

**Exercise 2.** Put the adverbs of frequency in the correct place on the time line.

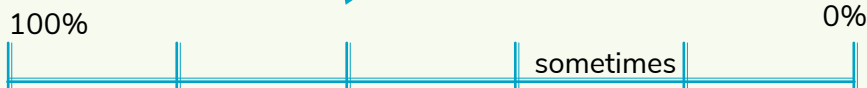
sometimes

usually

never

often

always



**Exercise 3.** Use the information from the text to rewrite each sentence adding the correct frequency adverb. Remember to put the adverb in the correct place, too!

a. Soccer and rugby fans worry about keeping their kilts nice and clean.

\_\_\_\_\_

b. Men wear kilts in formal meetings.

\_\_\_\_\_

c. Today, men and boys wear kilts.

\_\_\_\_\_

d. In the past, men wore skirts.

\_\_\_\_\_

### Grammar Tip

Frequency adverbs are placed before regular verbs.

E.g.:

Men **sometimes** use skirts in Scotland.

Men **usually** wear cheap kilts at the stadium.

### Vocabulary

**wear.** to have clothing, jewelry, etc. on your body

**kilt.** a skirt traditionally worn by Scottish men and boys

**wedding.** a marriage ceremony



# Oral Communication

## Halloween



Audio  
Listen to the recording

**Exercise 1.** Listen to the story of Halloween. Put a check next to the words that you hear.

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| <input type="radio"/> a. costumes     | <input type="radio"/> f. trick      |
| <input type="radio"/> b. candies      | <input type="radio"/> g. song       |
| <input type="radio"/> c. games        | <input type="radio"/> h. chocolates |
| <input type="radio"/> d. neighborhood | <input type="radio"/> i. joke       |
| <input type="radio"/> e. sweets       |                                     |

**Exercise 2.** Listen again, then complete the story about Halloween with words from Exercise 1.

- a. Children wear different \_\_\_\_\_. They collect \_\_\_\_\_ and go to every house in the \_\_\_\_\_.
- b. If the owner of the house doesn't give them candy, they do a magic \_\_\_\_\_, sing a \_\_\_\_\_ or tell a \_\_\_\_\_.



### Vocabulary

**costume.** clothes worn to look like someone or something else

**neighborhood.** the area where people live

**owner.** a person who possesses an object

# Language Through the Arts

## Make Your Own Mask

**Exercise 1.** Read the instructions and match them with the pictures. Write the correct letter in each picture.

- Draw a rectangle on a sheet of white paper and cut it out.
- Fold** the rectangle in half.
- Draw your favorite design on it.
- Draw a big opening for your eyes.
- Cut the outer line of the mask and the opening for the eyes.
- Try on** the mask and make any necessary changes.
- Trace** the mask onto a paper like **cardboard**.
- Glue the paper mask to the cardboard.
- Decorate your mask with beautiful colors.



Artisans make beautiful masks in Pujilí, a small town located in the province of Cotopaxi. To make the masks, they carve wood by hand and then paint different images with bright colors.

Retrieved from: <https://bit.ly/2LZx0ro>

### Speaking

Pair work. Put on your mask and describe it to a classmate.

A: **Your mask is very nice!**

B: **Thank you. It's a lion.**

A: **My mask is gray and black, and I'm a fox.**

### Vocabulary

**fold.** to bend something completely

**try on.** to put something on

**trace.** to follow the line of a drawing

**cardboard.** material used especially for making boxes

# Oral Communication

## Masks

### Exercise 1. Pair work.

Take turns telling your partner which mask you like the most and why.



Audio

Listen to the recording

### Exercise 2. Listen to someone talk about masks.

Match the beginning of each sentence with the correct ending. Then, write the complete sentence on the lines.

- |                      |                       |  |
|----------------------|-----------------------|--|
| 1. Masks are about   | <input type="radio"/> | because they want to be someone or something different |
| 2. People wear masks | <input type="radio"/> | good or bad characters                                 |
| 3. In theaters masks | <input type="radio"/> | teach values   |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Exercise 3. Pair work. Interview your partner about masks. Write his/her answers on the lines.

- a. Do you like masks?  
\_\_\_\_\_
- b. Do you have a mask?  
\_\_\_\_\_
- c. When do you wear a mask?  
\_\_\_\_\_
- d. What mask do you want to have?  
\_\_\_\_\_

### Carnival

People celebrate Carnival in February or March in many countries around the world. There are dances, costumes, music and many people wear masks.

Retrieved from: <https://bit.ly/1niY99f>



Mineduc



### Vocabulary

**character.** a person in a story or play

# Reading

## Culture

### Traditional Music

**Exercise 1.** Do you know these Andean instruments?  
Match the pictures with the names.



Pixabay/dezalb



Pixabay/shirley 810



Pixabay/totonbostudios

charango

rondador

zampona

**Exercise 2.** Read the text. Then, read the sentences below and correct the false ones on the line.

Folkloric sounds are part of different festivities in the Andean region in Ecuador. Otavalo is the home of culture, tradition and folkloric music. The folklore music bands in Otavalo use **traditional** musical instruments like the *zampona*, *charango* and *rondador*.

The *zampona* is an Andean **wind instrument** that produces a special sound. People make *zamponas* with **bamboo canes** from tropical areas. The charango looks like a guitar, but it is smaller. People usually make it with the shell of an armadillo. Finally, *rondador* is a **pipe flute** with a special sound similar to a bird singing. These three instruments have their origin in pre-Columbian times. People like the way they are used together to make beautiful sounds.

Adapted from: <https://instrumentosmusicales10.net/zampona>

- a. The charango is similar to a small guitar.  
\_\_\_\_\_
- b. They make charangos with the shell of a turtle.  
\_\_\_\_\_
- c. These instruments come from the Ecuadorian coast.  
\_\_\_\_\_
- d. People like how these instruments are used together and the sounds they make.  
\_\_\_\_\_

**Exercise 3.** Discuss these questions as a class.

- What is the traditional music in your town or city?
- When do people in your town or city listen to traditional music?
- Do you like your traditional music? Why or why not?

### Speaking

Group work. In groups of three, talk about your favorite kind of music with a classmate.

**A:** I like to listen to music and dance!

**B:** Really? What music do you like to dance to?

**A:** I don't like to dance. I like to listen to Vallenatos.

### Vocabulary

**traditional.** ways of doing things in a specific culture

**wind instrument.** a musical instrument that makes sounds by the force of air blown into it

**(bamboo) cane.** a wooden stick of the bamboo tropical plant

**pipe (flute).** a flute with tubes through which the air blows

# Writing

## Birthday Celebration



Birthdays are cool! We get nice presents, eat delicious cake, and play with friends and family. But birthday celebrations are different around the world. In Mexico for example, they do not sing the “Happy Birthday” song, but they sing “Las Mañanitas.” In China, people eat **noodles**. In Jamaica, the birthday boy or girl needs to be careful and pay attention so their friends and family don’t cover them with **flour** by surprise. Birthdays are always fun!

Adapted from: <https://bit.ly/2N94UJk>

**Exercise 1.** Pair work. In one minute, make a list of things you have at a birthday party. Write the words in the box.

balloons, \_\_\_\_\_  
\_\_\_\_\_

**Exercise 2.** Read the text and complete the missing information in the table. Write one more piece of information about birthday celebrations in Ecuador.

| Country | Birthday tradition                               |
|---------|--|
| Mexico  | _____  |
| _____   | The birthday boy or girl eats noodles very fast. |
| Jamaica | _____  |
| Ecuador | We eat cake.<br>_____                            |

Connect your ideas with *and* or *but*

- Use *and* for extra information  
E.g.: We eat a delicious cake and play with friends.
- Use *but* for different information  
E.g.: They don’t sing the Happy Birthday song, but they sing “Las Mañanitas”.



### Vocabulary

**noodles.** food in the form of long, thin strips; pasta

**flour.** the fine ground grain used for making bread

**Exercise 3.** How do you like to celebrate your birthday? Write three sentences. Use “and” or “but” to connect two ideas.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Assessment

## Reading and Grammar

1. Read the text.

The *charango* is a small guitar with five double strings. Traditional Andean musicians play this musical instrument. It is made from the shell of the armadillo. The first charangos appeared in the 18th century and they were inspired by the guitars brought by Spanish colonists.

Many different genres of music use the classical guitar or Spanish guitar. It has six strings and is made of wood. It is about 96 centimeters long and has a round hole in the middle. The history of the classical guitar started in the 14th and 15th centuries. It's easier to learn the Spanish guitar than other instruments, so it is very popular all over the world.

Retrieved from: <https://bit.ly/2YhZ4Jy> and <https://bit.ly/2SGGEB3>

2. Complete the table with information about the Spanish guitar and the Andean charango.

|                   | Spanish guitar          | Charango              |
|-------------------|-------------------------|-----------------------|
| Material          |                         | shell of an armadillo |
| Date of invention | 14th and 15th centuries |                       |
| Number of strings |                         | five double strings   |

3. Write sentences to compare the Spanish guitar and the charango like in the example. Use the adjectives in the box.

small

old

popular

difficult

easy

E.g.: The charango is difficult to play, but the Spanish guitar is easy.

## Listening

Listen to a girl talking about a musical instrument that she plays. Then, answer the questions with complete sentences.

a. What musical instrument does she play?

---

---

b. Where does this instrument come from?

---

---

c. When did she start playing it?

---

---

d. How often did she travel to Peru?

---

---

## Speaking

Describe a piano and a flute. Use the adjectives in the box.

small

big

nice

easy

heavy

light

cheap

expensive



Work in pairs. Which musical instrument would you like to learn to play? Why?

## Reading and Grammar

### Breakdancing



Breakdance is a dancing style that comes from the hip-hop and rap cultures. Puerto Rican and African-American communities started this type of dance in the 1970s. At that time, it became very popular in New York City, and later, teenage boys practiced it in the streets in other big cities in the United States.

Some movements come from the Kung-Fu martial art and other gymnastics techniques. Dancers always do complicated movements with the rhythm of hip hop and rap music.

There are important breakdance contests with participants from different countries around the world. The winners are the dancers with the most difficult movements.

1. Read the text. What is it about? Choose the correct answer.
  - a. New dance styles around the world.
  - b. What breakdancing is.
  - c. The most important breakdancing contests in history.

2. Complete the chart with information about breakdancing.

| Date of origin | Place of origin | Music | Movements | Dancers      | Contests |
|----------------|-----------------|-------|-----------|--------------|----------|
|                | New York City   |       |           | Teenage boys |          |

## Grammar

Read the text again and underline the adjectives.

I'm completing this self-evaluation based on what I learned in the module.

| Self-evaluation Topics                              | I check ✓ the box that most applies to me. |                        |                |                             |
|---|--|------------------------|----------------|-----------------------------|
|   | I do it very well.                         | I do it somewhat well. | I can improve. | I can't do it without help. |
| I can use the simple past in affirmative sentences. |  |                        |                |                             |
| I can use vocabulary about celebrations.            |  |                        |                |                             |
| I can use frequency adverbs.                        |  |                        |                |                             |

# Communication and Cultural Awareness

## The World and Its Cultures



**Exercise 1.** Read the text. Then, underline the correct answers in the chart.

|   |                                |
|---|--------------------------------|
| Adverbs of frequency go before / after the verb <i>be</i> . | <p>← Before</p> <p>After →</p> |
| Adverbs of frequency go before / after other verbs.         |                                |

### Remove your shoes... or not?

In some countries people **remove** their shoes before they enter someone's house. For example, in Germany and Switzerland they usually leave their shoes at the door. In countries like Korea and Turkey, this is always a tradition. Students from Sweden often take off their shoes when they get into the classroom. Japanese people never wear shoes inside the house.

Retrieved from: <https://bit.ly/2LMO1Gw>  
<https://bit.ly/32Y7w49>

**Exercise 2.** Write sentences with these words. Check the position of the adverb.

E.g.: sometimes / in beds. / Japanese people /sleep  
 Japanese people sometimes **sleep** in beds.

a. their shoes / Swedish students / the classroom. / before entering / remove / often

---

b. a tradition / It / in Korea and Turkey. / always / is

---

c. shoes. / take off / Germans / their / usually

---

d. In Japan, / inside / never / they / the house. / wear shoes

---

### Vocabulary

**remove.** to take something away





## Reading



**Exercise 1.** Circle the words in the box that describe a guinea pig.

big

house pet

small

delicious

farm animal

traditional dish

cute

### Guinea Pig: Pet or Traditional Food?

In some parts of the world, **guinea pigs** are family **pets**. It is the same as having a dog or a cat. This is usual in the United States, Canada, the United Kingdom, or Australia.

Many children from those countries love these animals, give them food and a comfortable place to sleep, and take them to the veterinarian. Guinea pigs are Andean native animals. They come from Bolivia, Peru, Ecuador and part of Colombia. They are an important part of people's diet in these countries. Children in the Andes think that guinea pig is a delicious traditional dish, but for children in the United States, the idea of eating guinea pig is sad and even **disgusting**.

*Adapted from: <https://bit.ly/2OKnRqj>*

**Exercise 2.** Change these sentences to the affirmative or negative form to correct the false information.

- a. Guinea pigs aren't house pets in the United States, Australia, Canada and the United Kingdom.

- b. Guinea pig is a traditional dish in Australia.

- c. Kids in Bolivia take guinea pigs to the veterinarian.

- d. Children in the Andes don't like to eat guinea pig as a traditional dish.

- e. American kids feel happy about eating guinea pig.



Pair work. Ask and answer these questions in pairs.

- Do you eat guinea pig? If yes, when?
- Do you like to eat guinea pig?
- Where do you see these animals?



#### Vocabulary

**guinea pig.** a small animal covered in fur with rounded ears, short legs, and no tail

**pet.** an animal that is kept in the home as a companion and treated kindly

**disgusting.** extremely unpleasant or unacceptable

# Reading

## Pizza

**Exercise 1.** Match the pictures with the ingredients. Write the correct number inside the circle.



- bacon     pepperoni     mushrooms     olives  
 tomato     peppers     ham     onions

**Exercise 2.** Read the text. Then, rewrite the sentences with the correct information.

- a. The first pizzas had herbs and cheese on top.  
\_\_\_\_\_
- b. In the 1890s, Americans brought tomatoes to Italy.  
\_\_\_\_\_
- c. Pizza Margherita had tomatoes, cheese and spinach on top.  
\_\_\_\_\_
- d. In the 1890s bakers sold pizza only for breakfast.  
\_\_\_\_\_
- e. Pizza makers sold pizza in small kiosks in Rome.  
\_\_\_\_\_

**Exercise 3.** Order the following sentences according to the text.

- Pizza Margherita represented the flag of Italy with red, white and green ingredients     Raffaello Esposito created Pizza Margherita in 1889  
 More and more bakers sold pizza in Naples     Italians added tomato to the pizza after it arrived from America  
 Pizza was a flat bread with olives and herbs on top     People ate pizza for breakfast, lunch and dinner in Naples



Pair work. Do you like pizza? Think of your three favorite ingredients in a pizza and tell your partner.

### The History of Pizza

The first pizzas were very simple. They were flat bread with herbs and olives on top. In the 1600s, American explorers brought tomatoes to Italy, and then, the Italians put the tomatoes on top of the flat bread.

In 1889, Raffaele Esposito created Pizza Margherita for Queen Margherita of Italy. He added tomatoes, mozzarella cheese and basil that represents the red, white and green colors on the Italian flag.

People sold pizza for breakfast, lunch and dinner in Naples in the 1890s. They cut it from a large plate and put mushrooms or olives on top. Pizza became more popular and there were a lot of pizza makers. They sold pizza in small kiosks around the city of Naples.

*Retrieved from <https://bit.ly/3309GjO>*



### Vocabulary

**basil.** a herb with a sweet smell that is used in cooking

# Writing

## Driving in London

**Exercise 1.** Read this description about driving in London. Underline the comparative adjectives.



Driving in London isn't more complicated than driving anywhere else; it's just different.

For example, in the city center the streets are usually more **crowded**, and there is more traffic so drivers need to be more **careful** and remember to get on the correct side of the road.

In residential areas, traffic is calmer, so it is safer than driving in the center.

It's easier to drive on a highway because you only need to **follow** the other drivers and try to stay on the left.

**Comparative adjectives.** It's *easier* to drive on the highway *than* in the city center.

### Tip

easy/easier: change "y" to "i" and add - er.

### Vocabulary

**crowded.** very full with things or people

**careful.** acting with care

**follow.** to go after or behind

**Exercise 2.** Write four sentences to compare the center of your town or city with another place.

E.g.: The city center is noisier than the park neighborhood.

dangerous

crowded

beautiful

pretty

boring

dirty

modern

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# Language Through the Arts

## Ceviche

**Exercise 1.** Label the pictures with these names.

- a. Ecuadorian ceviche
- b. Peruvian ceviche



**Exercise 3.** Write two sentences comparing two types of food you like to eat.

E.g.: French fries are more delicious than baked potatoes.

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**Exercise 2.** Underline the adjectives in the following text.

Ecuadorian ceviche is fresh and delicious. Shrimp, fish or shellfish ceviche are popular types of ceviche. The basic ingredients for the sauce are tomatoes, orange juice, and lemon juice.

Additionally, red onion, green pepper and **coriander** give Ecuadorian ceviche a special taste. We serve Ecuadorian ceviche with popcorn or **salty**, fried plantains. Some people like to eat ceviche with warm rice.

Peruvian ceviche contains fresh fish. They cut the fish into small pieces and **marinate** it in lime juice. Then, they add different types of hot peppers, onions, and coriander. The ingredients in the Ecuadorian and Peruvian ceviche are similar, but Peruvians serve their ceviche with corn, lettuce, and sweet potatoes.



### Vocabulary

**coriander.** a plant used as a spice

**salty.** having the taste of salt

**marinate.** to add a seasoned sauce

# Oral Communication

## Mexican Food



**Exercise 1.** Two friends, Carlos and Sandra, are talking about a vacation to Mexico and the food that Carlos ate there. Listen to the audio and number the topics (1-3) in the order they talk about them.

- a. Spicy fruit
- b. Delicious food
- c. His vacation to Mexico City

**Exercise 2.** Listen again. Answer the questions with "Yes", "No", or "Doesn't Say".

- a. Did Carlos go to Mexico City with his parents?  
\_\_\_\_\_
- b. Did Carlos visit different tourist attractions?  
\_\_\_\_\_
- c. Did Carlos like the food very much?  
\_\_\_\_\_
- d. Did Sandra know that fruit is spicy in Mexico?  
\_\_\_\_\_
- e. Did Carlos eat different spicy fruits?  
\_\_\_\_\_



**Vocabulary**

**spicy.** having a strong flavor; hot

# Assessment

## Reading



Number the sentences about New York Pizza in the correct order.

- In the 1930s other Italian-Americans opened pizza restaurants in New Jersey, Boston and Chicago.
- Lombardi sold pizza in a shop in an Italian neighborhood in Manhattan.
- They always ate pizza during the war and became pizza fans in the United States.
- In 1945, American soldiers came back from Europe after World War II.
- 1 In the 1890s Italian immigrants brought pizza to the United States of America.
- Today everyone loves pizza in the United States and it is the second most popular fast food.
- One of those immigrants was Gennaro Lombardi. He opened the first pizza restaurant in New York in 1905.

Adapted from: <https://bit.ly/339NjyW> - <https://bit.ly/2CcWw8O> - <https://bit.ly/2LPww8A>

## Writing and Speaking



Wikimedia Commons



Wikimedia Commons

Write four sentences that compare the typical clothes of the Saraguros and the Cuencans.

pretty

boring

serious

colorful

beautiful

interesting

E.g.: *Cuenca's typical costume is brighter than Saraguro's traditional clothing.*

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## Speaking

Work in pairs. Do you have typical clothes in your town or city? Describe them. Compare the clothes you wear with other traditional clothing from Ecuador.



Mineduc

## Reading and Vocabulary

1. Read the text. Underline all the adjectives in blue. Circle the comparative adjectives in red.

Fish is a very delicious and nutritious food. Eating fish is also healthier than eating red meats, since it is beneficial for your heart, eyes, and brain. Dishes that have fish in them are very popular around the world, but especially in Ecuador.

They are present in the gastronomy of the four regions of the country. In the Amazon region, for example, people eat a dish called “*Maito*.” They prepare it with fish from the river (catfish, pintadillo) and wrap it in plantain leaves. In the highlands, it is more common to eat trout. Fishing for trout is also a nice activity to do on the weekend. On the Ecuadorian coast, people eat a wider variety of seafood. Thanks to the proximity to the ocean, the fish are fresher and tastier in this region.

In modern times the different foods from the different regions are more accessible, so it’s possible to eat food from the coast in the Andean regions.

Retrieved from: <https://bit.ly/2ZsdFne>



2. Complete the chart with the comparative adjectives from the text.

| adjective + er | more + adjective |
|----------------|------------------|
|                |                  |

I'm completing this self-evaluation based on what I learned in the module.

| Self-evaluation                              | I check ✓ the box that most applies to me |                        |                |                             |
|--|---|------------------------|----------------|-----------------------------|
|  | I do it very well.                        | I do it somewhat well. | I can improve. | I can't do it without help. |
| I can use simple past in negative sentences. |   |                        |                |                             |
| I can use adjectives                         |   |                        |                |                             |



# Project

## My Favorite Celebration



Freepik



### Pair work

- Choose a festival or celebration that you and a classmate like very much.
- Look for photographs or images of this celebration.
- Prepare a presentation to describe it to the class.
- Write 6-8 sentences to describe what you do in this celebration.
- Use the present simple, adjectives, comparative adjectives and frequency adverbs.
- Present your sentences and pictures to the class.

### Tip

Connect your ideas with *and* to give additional information.

E.g.: People wear costumes *and* dance folkloric music.



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