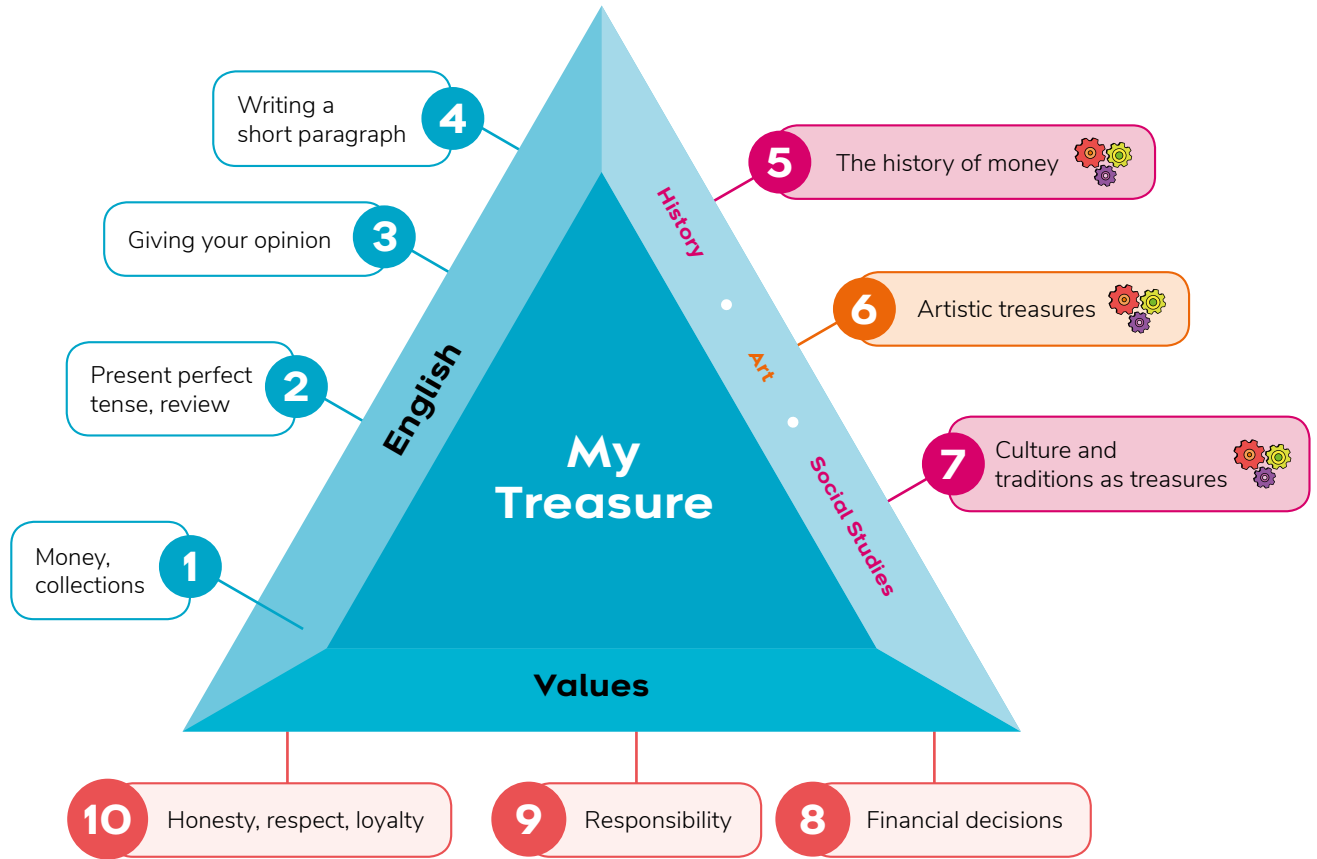


# English Pedagogical Module 1

What kind of treasures do you know about?

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

Seventh Grade EGB



## Do you have any treasures?

How would you describe a treasure? A treasure can be many different things. For some people, gold, diamonds, and money are a treasure. For others, friends and family are a treasure. Some people even have collections of things like rocks or books as treasures.



What is the biggest treasure a person can have? What is your biggest treasure?

## Communication and Cultural Awareness

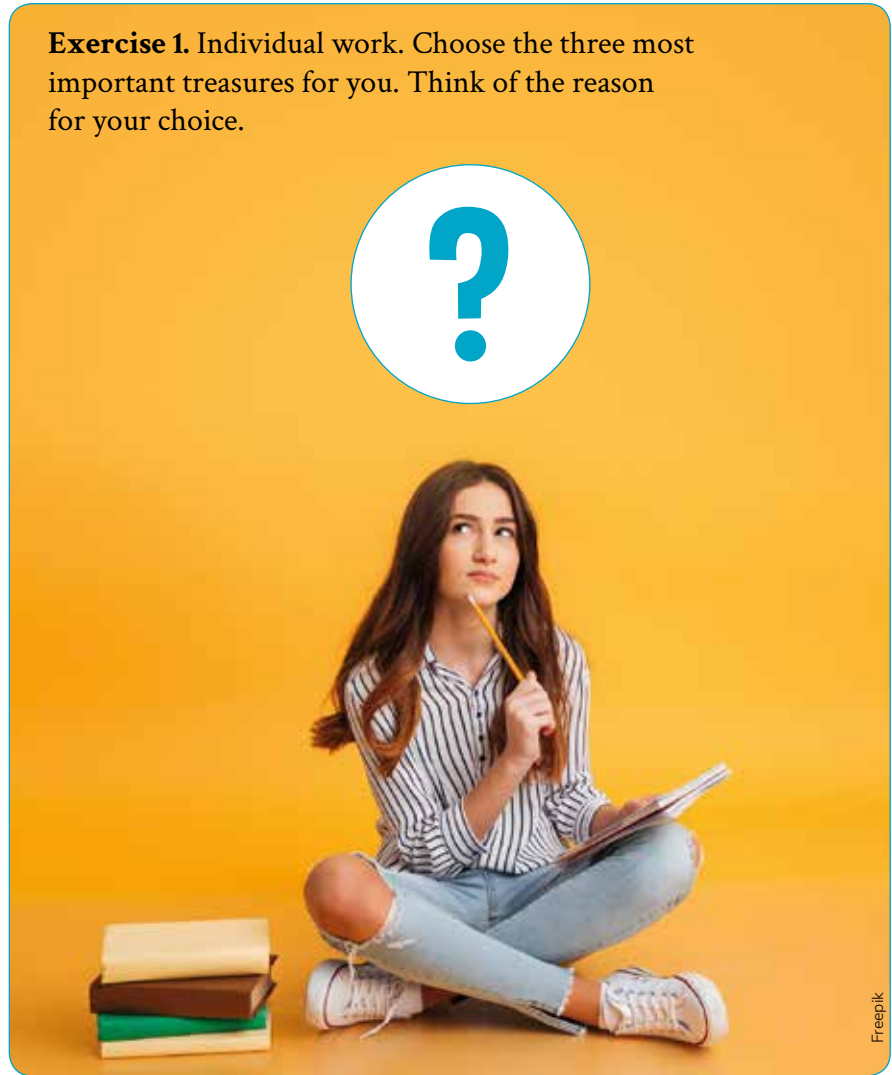
What can be a treasure for you?



### My Treasures

A treasure is different for different people. Some people value money; some value family; others value learning.

**Exercise 1.** Individual work. Choose the three most important treasures for you. Think of the reason for your choice.



**Exercise 2.** Group work. Share your treasures with the group. Ask: "What is one of your treasures, and why?"



# Oral Communication

What's your opinion about money?

## Giving Your Opinion



## Money topics

**Exercise 1.** Pair work. Ask and answer these questions.

a. Should women **receive** the same salary as men?

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b. Should every person receive the same salary?

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c. Should children receive an **allowance**?

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d. Should **thieves steal** someone's money?

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e. Should money be a treasure?

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f. If you won \$1000, what would you do?

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### Tips

Remember! To give an opinion, you can say "I think" or "I believe." Use "because" to give a reason.



### Vocabulary

**receive.** obtain; get

**allowance.** money parents give their children for the week or month

**thief.** a person who takes things that are not his/hers

**steal.** to take something that is not yours

In the past, how did people get things without money?

### A World Without Money



**Exercise 1.** Choose one of the answers to this question. What is the purpose of the text?

- Describe the evolution of money.
- Describe Chinese history.
- Describe the shape of coins and bills.

#### Grammar Tip

This is **present perfect tense**. Why do you think it is used here?

#### The Evolution of Money

People **have used** money for more than 3000 years. Before that time, people used to **barter**. Bartering is an exchange without money. **Goods** and **services** can be bartered. For example, a person would give someone a chicken and receive 12 bananas.

The Chinese created the first form of money. They made the first coin, shaped like circles. Later with the invention of paper, paper money also appeared. Each government prints their own money. Some countries use the U.S. dollar. Do you know two countries that use the U.S. dollar?

Retrieved from: <https://bit.ly/2DCbH7evo>

#### Grammar Tip

Why do you think the present perfect tense isn't used here?

**Exercise 2.** Complete the following chart. In column **A**, write the information that you already knew about money before you read the text. In column **B**, write the information that was new for you.

Column A (I already knew this)	Column B (This is new information for me)

#### Vocabulary

**barter.** change one item for another, like a sweater for a bike

**goods.** things to buy or sell, like pens, houses or food

**service.** something a person does for another person

# Writing

What is a paragraph?

## One Dollar

**Exercise 1.** Group work.  
Brainstorm! What can you buy with a dollar? Write down every item you can think of. You only have two minutes to do this!



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**Exercise 2.** Write a paragraph about what you can buy.

**Topic sentence:** What is the main idea of your paragraph? Write it in a simple sentence. For example, "I can buy many things with a dollar."

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**Supporting sentences:** Which specific things can you buy? Describe them.

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**Concluding sentence:** Say the topic sentence in different words!

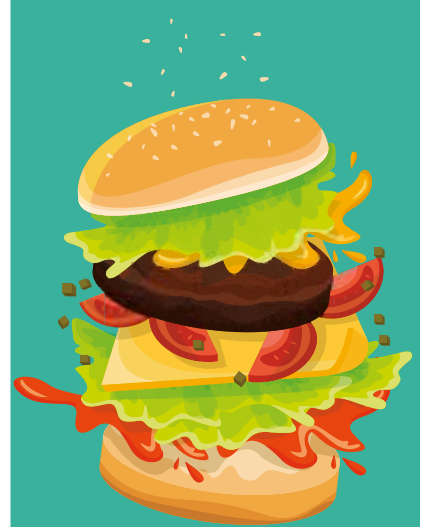
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### Parts of a Paragraph



Topic sentence



Supporting details



Colorful vocabulary



Concluding sentence

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# Reading



## What is Black Friday?

Black Friday is the day after the United States holiday of Thanksgiving (the fourth Thursday of November). Over the last 20 years, big stores **have offered** discounts or **bargains** on this day. On Black Friday, many **consumers** start shopping for Christmas. Now, some people are beginning to celebrate this custom in some cities in Ecuador.

## Is Black Friday out of control?

Black Friday encourages people to buy things that they don't really need and can't **afford**. Many people seem to completely lose control of both their money and their emotions.

## What's the alternative to Black Friday?

Since 1997, Buy Nothing Day has been celebrated on the same day as Black Friday. The rules are simple. Just don't buy anything at all for 24 hours.

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

## Black Friday and Buy Nothing Day

### Before Reading

- What do you think Black Friday is?
- Do you think it is good or bad to buy a lot of things?
- What do you think happens on 'Buy Nothing Day'?

### While Reading

Look at the titles of the sections. What do you think is the purpose of this text? Choose one.

- To motivate you to buy more.
- To make you think about buying less.
- To teach you what Black Friday is.

### After Reading

Group work. Give your opinion! Do you think Black Friday is a good idea for Ecuador? What about Buy Nothing Day?

Take turns explaining your opinions to the whole class.

### Grammar Tip

Notice the **present perfect tense**. Why is it used?



### Vocabulary

- bargain.** something sold at a cheap price  
**consumer.** someone who buys goods and services  
**afford.** have enough money to buy

# Oral Communication

What would you do if you won the lottery?

## Your Lucky Day!

Imagine yourself walking along a street. On the ground, you see a lottery ticket. You pick it up, and take it to the lottery office. Your number wins! You have \$500! What will you do?



**Exercise 1.** Individual work. In your notebook, make a list of things you will buy, or things you will do. Write the cost of each one.

**Exercise 2.** Group work. Ask and answer: "What will you do with your \$500?"

**Exercise 3.** Listen to the conversation between a girl who won a lottery ticket and a friend. List the things she is going to buy.



# Communication and Cultural Awareness

Do you think it is possible to live without money?

## The Gift Economy

Can you imagine going to a market and instead of hearing a person saying, “You can buy 15 oranges for 1 dollar,” you hear someone saying, “You can take 15 oranges for your family for free”? This is not a dream; this kind of market exists. People call it the gift **economy**. Here are some examples of these economies:

- Mali, in West Africa
- The Milne Bay Province of Papua New Guinea
- The American Indian Potlatch in North America’s Pacific Northwest

In this kind of economy, people just give others what they need. People help other people without paying with money.

Families are a good example of a gift economy. Parents give their children food, clothes, education, toys, etc. Children don’t have to pay for that. The gift economy also exists in some communities. People in the community help each other. Generosity, respect, reciprocity, and thankfulness are important **values** in the gift economy.

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



**Exercise 1.** Answer the following questions.

- Is a minga a gift economy?  
\_\_\_\_\_
- Is the gift economy similar to the barter economy? Explain. (You can go to page 4 to remember what barter economy is).  
\_\_\_\_\_
- Are families an example of a gift economy? Why?  
\_\_\_\_\_
- Which values are important in a gift economy?  
\_\_\_\_\_

**Exercise 2.** Discussion questions.

- Do you consider you are part of a gift economy?
- Would you like to live in a country with a gift economy? Why? Why not?
- Which of your possessions are you ready to give to other people?
- Which items would you like to receive?



### Vocabulary

**economy.** the use of money and resources

**value.** a good quality someone has, like generosity or solidarity



# Oral Communication

Can you put Tutankhamun's story together?

## Tutankhamun



Tutankhamun, called King Tut, was an Egyptian king. He was born more than three thousand years ago. He became king when he was only nine years old. Like Atahualpa, he had many, many treasures of gold. No one knows what caused his death, but many of his treasures were **buried** with him in a tomb. Besides his gold, his people also put food and clothes in his tomb. A **cane** was also found in the tomb. We know that he had a problem with his foot, so for him, the cane was an important treasure! His famous golden face mask was also found in the **tomb**.

**Exercise 1.** Look at the picture and discuss.

- What do you think this image represents?
- What material do you think it is made of?

**Exercise 2.** Read the text about the famous Pharaoh Tutankhamun.

**Exercise 3.** Pair work. Cover the text and practice telling each other the story. Use the words below to help you remember the story.

King Tut - 3 000 years ago - nine years old - treasures of gold - death - tomb - food and clothes - cane - foot - face mask

### Vocabulary

- buried (bury).** put under the earth
- cane.** stick used to walk with
- tomb.** place where people are put after they die

# Language Through the Arts

What do you know about Atahualpa's treasure?

## Ancient Treasures



In November 1532, the Spanish conqueror Francisco Pizarro attacked Atahualpa's soldiers in Cajamarca. Pizarro sent Atahualpa to prison in the Temple of the Sun. Atahualpa thought if he gave the Spanish conquerors a room filled with gold and two rooms filled with silver they would leave, but they didn't. Pizarro ordered his soldiers to kill Atahualpa.

Atahualpa's treasure was never found, and many people have tried to find it. In 1886, a man named Barth Blake wrote about a treasure he found. He said there were thousands of coins, jewelry, and statues made of gold and silver.

People say that Blake took part of the treasure and left. On the plane to New York he disappeared. Some people say someone pushed him. Many people who have followed his same steps looking for Atahualpa's treasure have died.

Adapted from: <https://bit.ly/2xTWpLc>  
Adapted from: <https://on.natgeo.com/2XXlcaC>

**Exercise 1.** Pair work. Look at the picture and answer the questions.

a. This is an image of Atahualpa. Why do you think there is a lot of gold in the image?

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b. Why do you think there is a sun?

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**Exercise 2.** Get in small groups of 3-4 to compare Tutankhamun's story to Atahualpa's story.

Tutankhamun's story

Atahualpa's story

In groups, make a list of things that the two stories have in common.

When you finish, exchange your list with another group and add their ideas to your list. Trade lists with all the groups in the class.



# Oral Communication

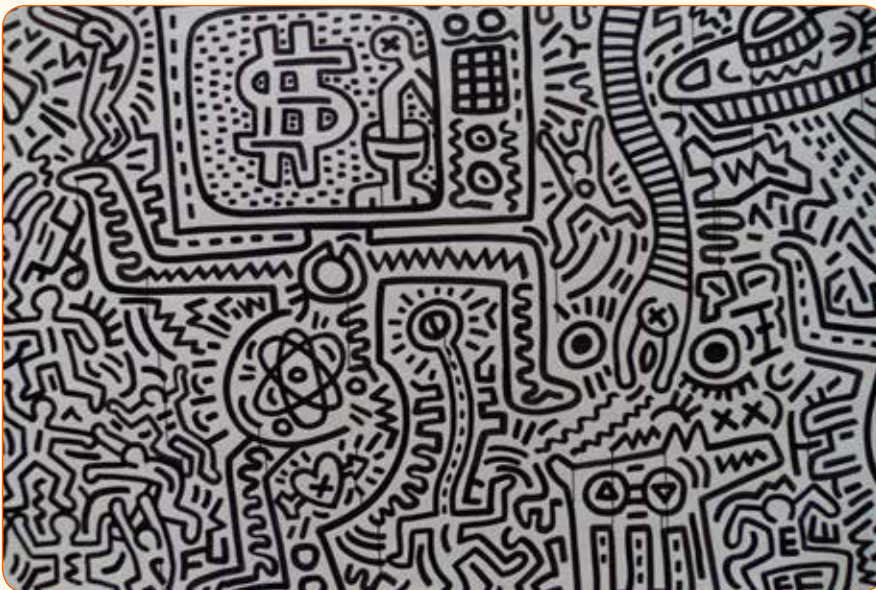


Art

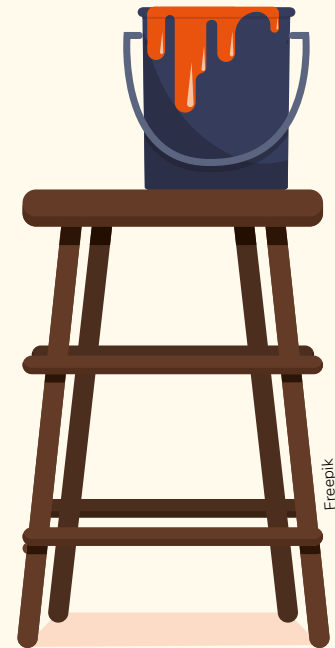
## A Public Treasure



Flickr / Luca Conti



Pixabay / Marco Pomella



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**Exercise 1.** Look at the two pieces of art on this page and, in pairs, discuss the following questions.

- What do you see?
- Do you think this painting is difficult to copy?

**Exercise 2.** Individual work. Imagine a large wall near your house. Draw artwork for that wall. Then, explain your drawing to a partner.

Keith Haring's paintings are funny, energetic, angry, and sometimes political. His art is about children, education, and social issues. He worked with children on many projects. For example, he made a large sculpture for a children's hospital in New York. He is a different artist because his paintings are in public places so that everyone can enjoy them. That's why they are called "public treasures."

# Reading

What do you think happened to these people?

## The Mummies of Pompeii, an Ancient Treasure

**Exercise 1.** Look at this picture.

- a. Do you think the bodies are sculptures or real humans?

\_\_\_\_\_

\_\_\_\_\_

- b. Have you ever heard about Pompeii?

\_\_\_\_\_

\_\_\_\_\_

**Exercise 2.** Pair work.  
Find 4-5 words that are similar in Spanish and English. Make a list.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

### Tips

Many words are similar in Spanish and in English.

For example, we say "volcano" in English and *volcán* in Spanish. These words can help you understand the text better.



This picture was taken in Pompeii, Italy. In that city there is a volcano called Vesuvius. The volcano erupted and all the people died because of the **heat** and the **ash**. Everyone thought that the city was lost, but in the 1700s, excavations started in Pompeii and a great treasure appeared.

After the excavation, archeologists found interesting objects like graffiti on the walls and many human bodies. The bodies were like stones after the ash cooled. Now Pompeii allows us to understand people's everyday life in Roman times.

This treasure has a value of hundreds of millions of dollars. Now Pompeii is one of the biggest tourist attractions in Italy. 2.5 million visitors go to Pompeii every year.

**Exercise 3.** Answer the following questions.

- a. Which volcano erupted near the city of Pompeii?
- \_\_\_\_\_
- b. What were the principal causes why people died after the eruption?
- \_\_\_\_\_
- c. What did the archeologists find?
- \_\_\_\_\_
- d. Is Pompeii a tourist attraction?
- \_\_\_\_\_



### Vocabulary

**heat.** the quality of being hot

**ash.** the gray or black powder you see after burning something

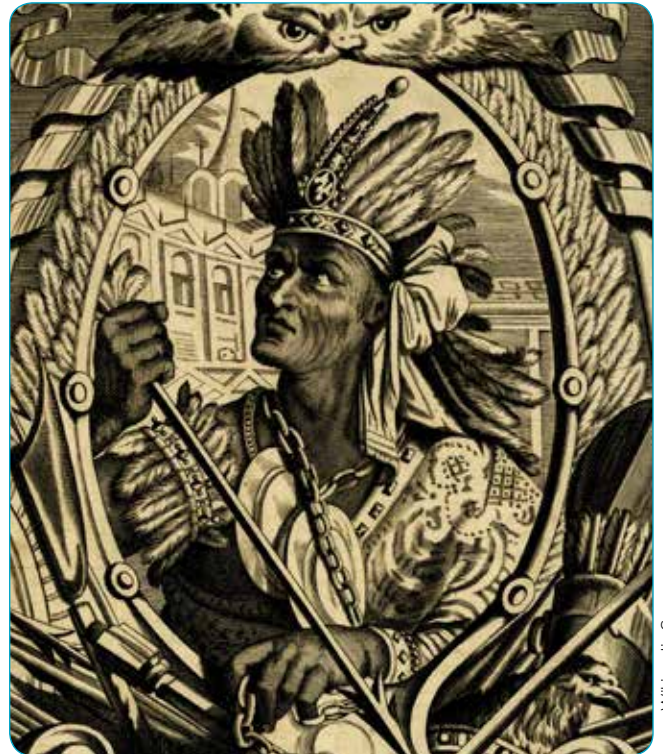
# Writing

Can you tell a good story?

## My Friend, the King



Wikimedia Commons



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**Exercise 1.** Imagine you are the best friend of one of these kings. Choose one of the stories to write about.

- a. Atahualpa and the Spanish soldiers' meeting.
- b. King Tut becoming king at age 9.

### Tips

Begin your story: Many years ago, there was a famous king.

Write the setting (the place and the time of the story.)

Write three events that happened, and describe each one. (First, Then, Next,...)

End the story. (Finally, ...)



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# Assessment

## Speaking

Look at the images and answer the following questions:

- Who are these women?
- What do you think they do?
- Do you like their quilts?
- Would you pay a lot of money for one of those quilts?
- Do you think the quilts are works of art?

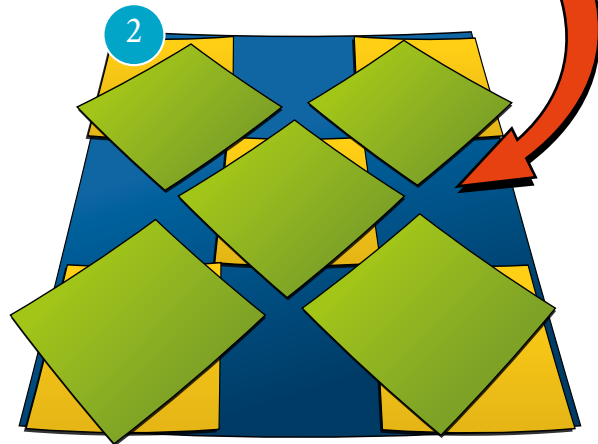
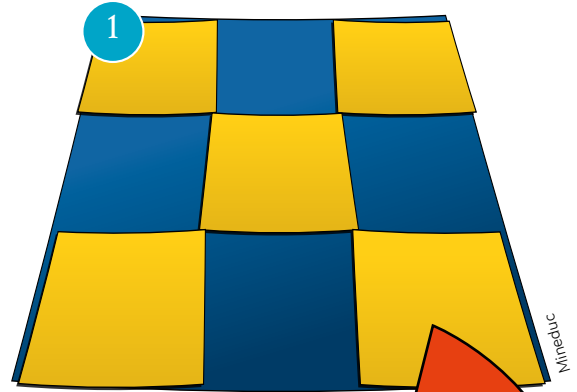


## Vocabulary

**quilt.** a cover people use on their beds to stay warm at night.

## Listening

Listen to the person tell you how to make a quilt. Follow the instructions step by step.



### Reading

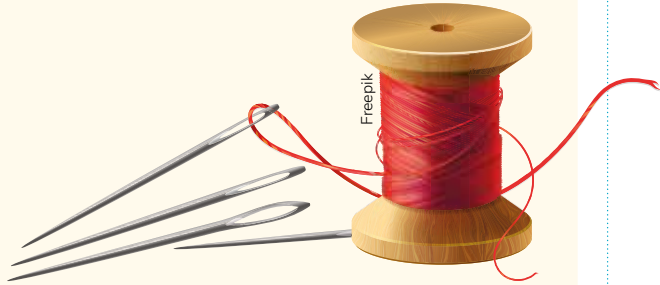
1. Read the following paragraph and answer the questions.

There is a poor town called Gee's Bend, in the south of the United States. In this town, women are real artists. They make quilts. Quilts are covers for the bed to keep people warm at night. These quilts are real works of art and real treasures. Some of the quilts are in museums, but the women in Gee's Bend do not think the quilts are works of art. They just make the quilts to stay warm.

The women use cheap and old material to make the quilts. They cut the material into pieces, and then they put all the material on the floor. They put the pieces in a way or another. Then they see how the colors go together. When the women meet to make the quilts, they sew, talk and sing.



2. Answer the following questions with True (T) or False (F)
  - a. Gee's Bend is a rich town in Alabama.
  - b. The quilts are works of art.
  - c. The quilts are made with expensive material.
  - d. They use old material to make the quilts.
  - e. Before they make the quilt, the women decide on a good combination.



### Writing

Write a paragraph about what you can buy with \$10 for your family.



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

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 vocabulary related to money and treasures.				
I can give opinions.				

# Communication and Cultural Awareness

What are some strange treasures that people collect?

**Exercise 1.** Pair work.

Ask, "Do you collect anything?" "Tell me about your collection."  
"What would you like to collect?"

**Exercise 2.** Pair work. Make a list of strange things people could collect. Share the list with the class. Decide which collection is the "most interesting," the "most difficult to collect," the "strangest," etc.

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### Coca-Cola Cans Are a Treasure

39-year-old David Andreani from Pesaro, Italy has collected cans since he was 15. His collection includes special edition and commemorative cans from almost every country except Cuba and North Korea. An Ecuadorian who lives near Sangolquí also collects cans. Julio Tobar has more than 300 cans.



**Grammar Tip**

"David **has collected** cans." Why do we use the **present perfect tense** in this sentence?



# Oral Communication

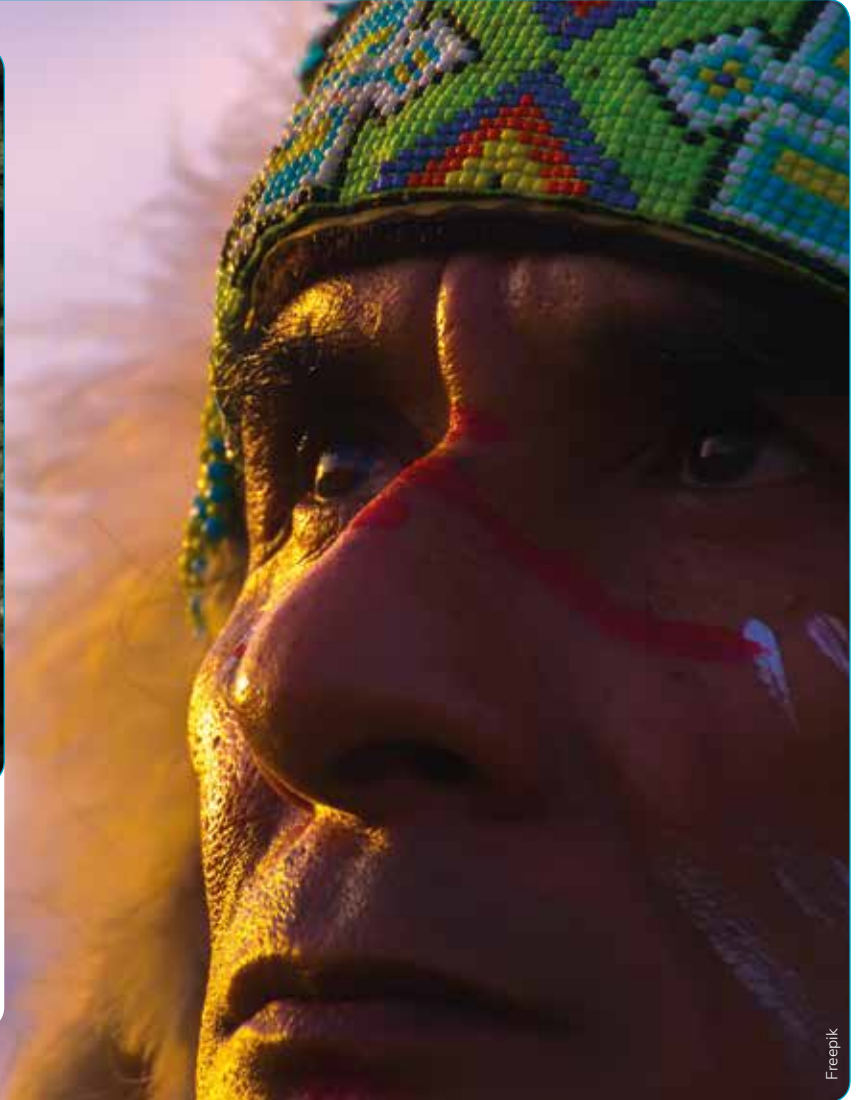
Do you think dreams are treasures?

## Dream Treasures



Freepik / dashtk

Some Native American tribes collect **dreams** as their treasures. They catch them in dream catchers, and tell the dreams as stories.



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**Exercise 1.** Listen to the story of a dream about collecting sea shells.

**Exercise 2.** Pair work. Tell your partner about your last dream. First, plan what you are going to say. Take a few notes and key words in your notebook. Then, use those words to tell your dream to your partner.

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Audio  
Listen to the recording

Freepik



### Vocabulary

**dream.** images or actions that you see when you sleep

# Reading

Do you know what a dream catcher is?

## Dream Catchers

Dream catchers are a great **tradition** of Native Americans. Dream catchers **protect** dreams. They are **hung** on beds. Dreams fly during the night. If the dream is beautiful, it passes through the **hole** but if the dream is negative or bad, it doesn't pass through. The **web** catches the dream. In the morning those bad dreams disappear.

For many generations, native American Indians have valued dream catchers. They are part of their lives and homes. Dream catchers also represent strength and unity. Now, we can also find dream catchers in markets, but they are made of modern materials. Tourists love to buy dream catchers.



### Vocabulary

**tradition.** people's beliefs, legends, customs or practices

**protect.** to keep a person or something safe

**hung (hang).** past simple of hang; attach or suspend something

**hole.** an area where something is missing

**web.** a net that can catch something

**Exercise 1.** Answer the following questions.

a. What do dream catchers do?

\_\_\_\_\_

b. What do they represent?

\_\_\_\_\_

c. Do tourists buy them?

\_\_\_\_\_

**Exercise 2.** Look at the words in orange and think about the following questions.

a. Which of the underlined words do you know?

b. What is their meaning? Is it similar to Spanish?

**Exercise 3.** Decide if the following statements are True (T) or False (F). Correct the false statements.

a. Dream catchers are an important tradition of Native American Indians.

\_\_\_\_\_

b. Dream catchers are hung over doors.

\_\_\_\_\_

c. Bad dreams pass through the web of dream catchers.

\_\_\_\_\_

d. Tourists buy dream catchers made of old materials.

\_\_\_\_\_

e. Dream catchers also represent the unity of Native American people.

\_\_\_\_\_



Do you think traditions are a treasure?

### Culture and Traditions as Treasures

What is a treasure? For many native people, their biggest treasures are their **culture** and traditions. Many communities are proud of that. Sadly, many native communities lost their traditions and languages during the colonization period. Now, many communities are aware of the beauty of diversity, and they make great efforts to protect their culture, traditions and native languages.

That is the case of the Ojibwe **community**. They lived in the Lacs area of Minnesota. They had a traditional and peaceful way of living. They liked to fish and hunt, but when the Europeans arrived, their lives changed. Their government also changed and their language disappeared. Now things are different because they are trying to recover their culture and traditions. Older Ojibwe people go to schools to talk about their history and traditions.



**Exercise 1.** Pair work. Look at the second paragraph. Write a similar paragraph about an indigenous tribe in Ecuador that was changed during the colonization period.

You may have to investigate for some more information. Start your paragraph with: "Many communities were affected in the Spanish conquest. The X community was one of them."

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#### Vocabulary

**culture.** form of civilization; art and traditions of a community

**community.** group of people that live in a specific area

# Language Through the Arts

What do you think a pirate is?



## I Wish I Was a Pirate

I wish I was a pirate,  
With a long knife hanging down,  
Long hair, long **beard**,  
My teeth so black and brown.

A **parrot** on my shoulder,  
A black **patch** on my eye,  
A pirate ship to sail in,  
A pirate **flag** to fly.

Pirates don't have parents.  
They don't go to school,  
They never have to take a bath,  
For them, there are no rules!

I wish I was a pirate,  
Sailing on the seas,  
No school, no rules,  
A pirate's life for me!



Audio  
[Listen to the recording](#)



**Exercise 1.** Listen to the poem.  
Listen again and clap to the rhythm.

Now, with a partner, try to say the poem,  
and clap. Practice a few times.

Read the poem with the whole class.



### Vocabulary

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

**parrot.** bird who can talk

**patch.** cloth on a pirate's eye

**flag.** cloth with symbols

# Oral Communication

Would you like to be a pirate?

## The Pirate Who Couldn't Swim

**Exercise 1.** Pair work. Look at the underlined words. They are all like Spanish words. Can you guess their meaning?

John Brown was a famous pirate, who sailed the coast of the Pacific Ocean. He captured many boats and took a lot of treasure. He was very rich! The Naval police of many countries wanted to capture him, but he was very smart! He was tall, handsome, and strong. But he had a problem. He was very afraid of the water, and he couldn't swim!

One day, he was looking at the ocean, using his telescope, and he saw on the horizon a Naval police ship.

**Exercise 2.** Individual work/pair work. Now, you can finish the story. Plan the ending individually. Take notes in your notebook, just notes, not whole sentences.

Then, share your ending with your partner.

You can use these hints.

- Did the Naval Police catch him?
- Did he jump in the water?
- Did he drown?
- Did he escape?
- Where is he now?



# Assessment

## Listening

Listen to the following audio and do the activities below.

1. Which of the following ideas summarize the audio best?
  - a. You can just collect any kind of object.
  - b. Collecting is great, but there are four helpful rules to enjoy it more.
  - c. Collecting is mostly about enjoyment. Just start your collection and that's it.

2. Put an X next to the rule you hear in the audio.

Rule	In the audio
Learn about the object you want to collect.	
Collect antique objects, for example antique coins or stamps.	
If you are curious about bills and stamps, collect them.	
Collect things that your friends like.	

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## Speaking

1. What do these treasures mean to you? Discuss them with your partner and make a list. Look at the following "treasures" and complete the columns.

	What is it for me?	How important is it in my life?
Honor		
Trust		
Dignity		
Reputation		
Respect		
Honesty		

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2. Discuss the following questions with your partner:
  - a. Which values are important for you?
  - b. Which values are important in a friendship?
  - c. Which values are important in a school?
  - d. Which values are important in a society?



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## Reading

This is a summary of the original legend of “El Dorado.” The legend is not in order. Put the following paragraphs in order.

### “El Dorado”

- Second, when the Spanish conquistadors arrived in Colombia, they tried to remove the water to take the treasures. They recovered a lot of gold.
- I’m going to tell you the legend of El Dorado. People say El Dorado happened in a place called Lake Guatavita. It is located near Bogotá. People say the legend happened like this:
- Finally, experts put some of the treasures of El Dorado in a museum. To see it, you can go to the Gold Museum in Bogota.
- Third, since that first expedition, the Spanish conquistadors have tried many times to take more treasures. But many workers died.
- First, there was a leader of a tribe called Muisca. He covered himself in gold dust, floated into Lake Guatavita and threw the treasures of his tribe into the lake.
- Then, because these people died, the Colombian government prohibited people from going into the lake.

*Adapted from: <https://bit.ly/2LY11e0>*



Wikimedia Commons

## Writing

Of all the treasures you learned about in class, choose one. Write a short paragraph about your favorite treasure.

Explain why this is your favorite treasure.



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

### Self-evaluation

Topics	I check <input checked="" type="checkbox"/> 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 talk about treasures, collections, and dreams.				



# Project

## Present your classmate's treasure!

Bring a special object to the class.

**Step 1:** Pair discussion: interview your partner and ask him/her the following questions:

- Why is this object important to you or your family?
- Where does it come from?
- Who keeps it or who takes care of it?

**Step 2:** Groups of 4  
Present your classmate's object to your group.

**Step 3:** Groups of 4  
Choose one object per group.

**Step 4:** Class presentation  
One student in the group will present the object to the class.

### Tip

Connectors of sequence help you to organize the content when you write or speak. We use these **connectors** to explain a process or tell a story. We have the following **connectors**:

**First / Next / Then / After that / Last / Finally**

Example:

Good morning everyone. **First**, I am going to talk about Kevin's special object. **After that**, I am going to explain the story of that object, and **finally**, I am going to let you know what will happen with that object in the future.



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