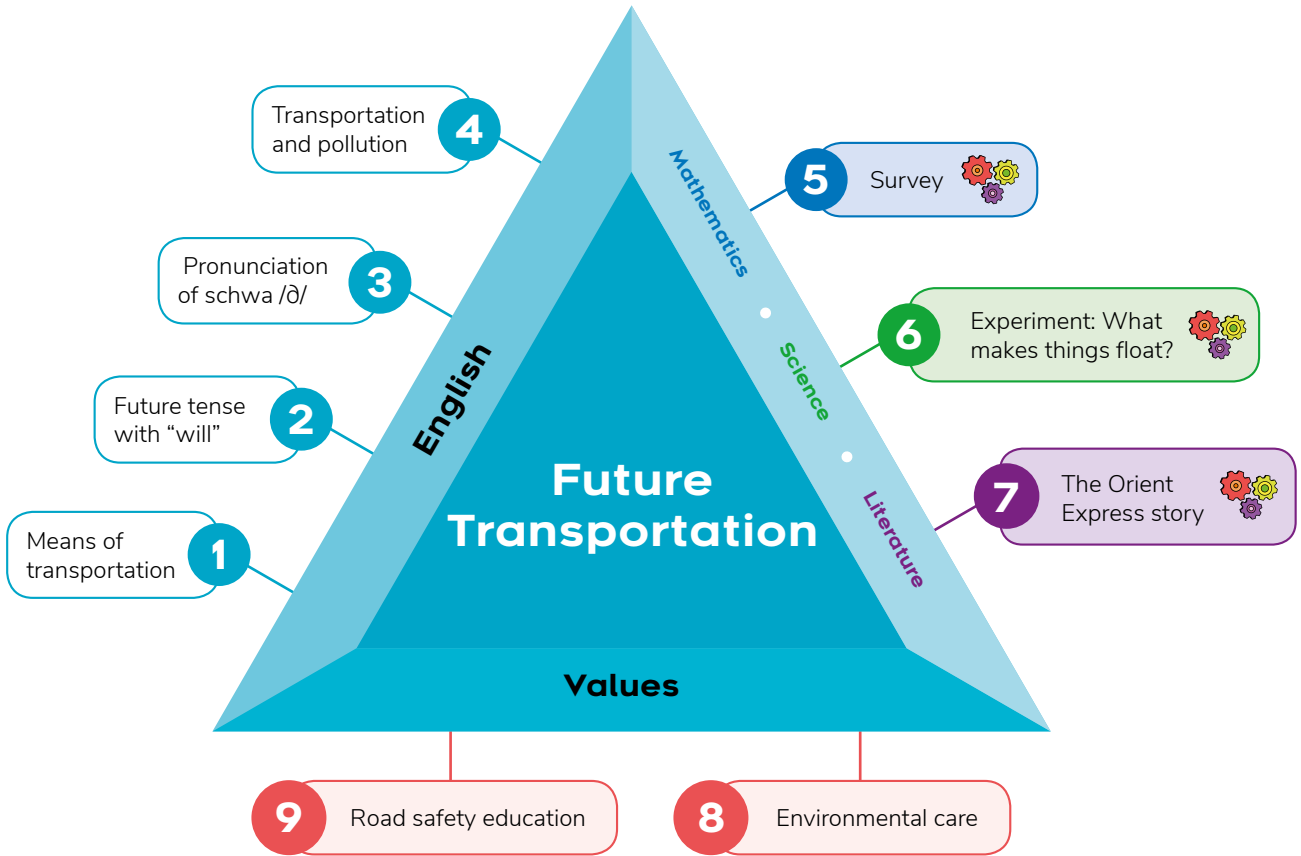


English Pedagogical Module 2

Will buses ever take us to the Moon?

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

Seventh Grade EGB



There are so many ways to get from Point A to Point B. We have everything from bicycles to cars to trains, buses, boats, subways... even airplanes to travel very long distances in just hours. All of these modes of transportation make it easier for people to move around: to school, to work, to visit family, or to go on vacation. Maybe in the future there will be even more ways to go to different places!



Do people use a different way of transport in rural and urban zones? What will be the future of transportation?

Communication and Cultural Awareness

What transportation do people use in rural and in urban areas?

Transportation in Rural and Urban Areas

In urban areas, there is a lot of noise and pollution. Traffic and parking are difficult. In cities, we can find public transportation such as the metro, the bus, the trolley, or taxis. In some cities, people also use their bikes to go to work or school.

In rural areas, there is little noise, and the air is cleaner. Public transport is rare, but the most common is the bus. People walk more; they also ride their horses, or use their motorbikes.

In the Amazon Region, people use canoes or boats.



Exercise 1. These are some of the public transport vocabulary words you need to look at and practice. Match the words in the box to each picture. Write the corresponding vocabulary word on the line below each picture.

taxi

trolley

metro

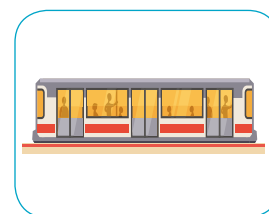
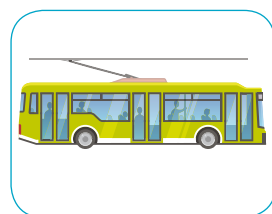
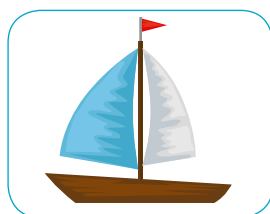
canoe

motorbike

bus

bike

boat



Exercise 2. Pair work. Ask and answer the questions. Take turns to answer these questions.

- What kind of transportation do you take?
- How is transportation different between the city and the countryside?
- What's one thing you could do to improve transportation where you live?



Oral Communication

How do you travel to school?

Getting Around



Exercise 1. Have you heard of the schwa? It is an interesting sound in English. It is a low sound that is found in words like about and bus.

Underline the vowels that are pronounced with a schwa. Then, pronounce the words carefully.

- | | |
|----------------|---------------|
| a. instruction | e. person |
| b. control | f. reason |
| c. problem | g. permission |
| d. listen | h. question |

Exercise 2. Your teacher has put up sheets with different transportation. How do you get to school? Go and stand under the paper with your answer. Now look around the room and take notes. For example:

- 4 students in my class come by bike.
- 8 students in my class walk to school.



Exercise 3. Group work. Get into groups of 4-5. Make little cards to play a game. Put drawings of types of transportation on each card. Put them in a pile. Ask: "How are you going to go to the Moon/China/etc.?" Choose a card, and answer using the drawing from the card. For example, "I'm going to go by bus/on a train/on foot."



Tip

You **get on/off of** something that is big and public like a plane, a train or a bus.

You **get in/out** something that is small and private like a taxi or a car.

Vocabulary

I **came by** car, helicopter

I **came on** foot. (Or you can say: "I walked")

I **rode** a horse, a bike. (When you ride something, you are on top of it)

I **took** a taxi, a cab, a train, a bus, a plane

I **drove** a car, a taxi. (Or you can say, "I drove")

Reading

What is a priority vehicle?

Priority Vehicles

Exercise 1. Pair work. Ask and answer.

- Why do priority vehicles drive so fast?
- Do priority vehicles have to respect the traffic rules all time?
- Why do priority vehicles use sirens?



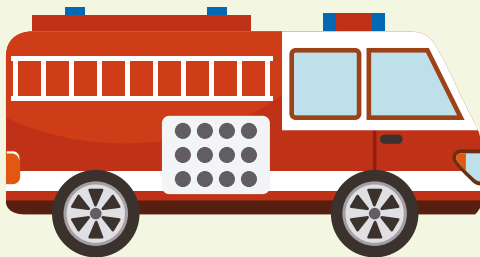
Police motorcycles

Transit police use motorcycles to go fast to catch drivers who break the law.



Ambulances

These vehicles transport sick or **injured** people who need medical attention. The ambulance takes people to hospitals or clinics.



Fire trucks

Fire trucks don't have to respect red lights. They can also ride in the opposite direction of traffic. Their **siren** tells other vehicles that they need to pass so that firefighters can arrive at fires very quickly.



So, what do you do when you hear a siren?

If you are walking or driving, you have to stop until the vehicle with the siren passes.

Exercise 2. Pair work. Role play! Create a dialogue.

Student 1: You are a journalist. Interview the mayor of your city about priority vehicles. Ask questions about the types of priority vehicles, their functions, and what people have to do when they see a priority vehicle.

Student 2: You are the mayor of your city. Answer the journalist's questions with lots of details.



Vocabulary

injured. physically hurt

siren. equipment that makes a loud sound to tell people that something is happening

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How can you present a survey?

A Survey

A survey is a way to collect information by asking a question or many questions.

There are four steps to conduct a survey:

1. Create the question.
2. Ask the question.
3. Calculate the results.
4. Present your results.










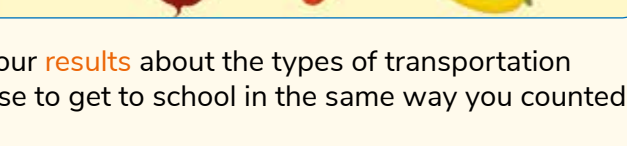


Exercise 1. Work in pairs. Ask and answer questions.

Count the foods and write the numbers in the box.

E.g.: How many pumpkins are there in the picture?

HOW MANY ?

| | | | | | |
|---|----------------------|--|--|--|--|
|  | <input type="text"/> |  | | | |
|  | <input type="text"/> |  | | | |
|  | <input type="text"/> |  | | | |
|  | <input type="text"/> |  | | | |
|  | <input type="text"/> |  | | | |

You can present your **results** about the types of transportation your classmates use to get to school in the same way you counted the foods.

Exercise 2. What other topics can you do a **survey** about?



Vocabulary

result. the information you get

survey. collect information by asking questions

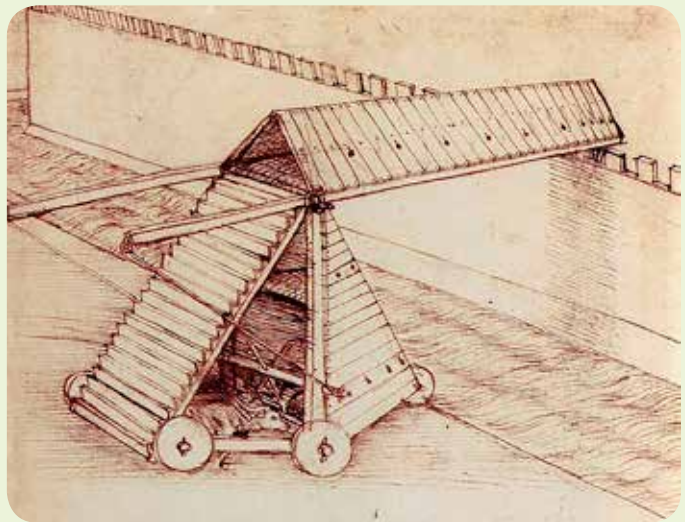
Language Through the Arts

What do you think these pictures represent?

Leonardo Da Vinci

Leonardo Da Vinci was a great Italian artist, inventor and **scientist**.

From the time Leonardo was a little boy, he loved to observe and write about how machines worked. He could understand their design and structure. He was fascinated with the idea of new transportation **means**. He did **sketches** of cars, helicopters, **parachutes**, and **submarines**. Even now, we can use his drawings to create models that really work. Leonardo wanted to organize and publish his ideas, but he died before he could do it.



Wikimedia Commons / Leonardo da Vinci



FreeBk

Vocabulary

scientist. someone who works with science

means. a kind or type of something

sketch. a drawing that doesn't have many details

parachute. a thin piece of cloth that helps people fall from a plane

submarine. a machine that travels under water

Exercise 1.

Create a New Kind of Transportation

Think of a new kind of transportation that will be a solution to the traffic problem in cities. Work in groups of 4.

Step 1: Discuss these questions with your group. On a piece of paper, answer these questions.

- What materials will you use?
- What will be the size of this new vehicle?
- Will it be private or public transportation?
- Will it be friendly for the planet?
- How is your new vehicle a solution to the problem of traffic?

Step 2: Draw a sketch of your new vehicle.

Step 3: Decide who is going to present this invention to the class. Help him/her practice what he/she is going to say in your small group first.

Step 4: Present your invention.

Step 5: Vote for the most interesting invention in the class.

Oral Communication



Science

What makes ships float?



Freepik

It's the force of the water that pushes the ship up. As long as this force is greater than the ship's **weight**, it floats. But if the ship is too heavy, it sinks.

Interesting Facts

Ships are made to keep balance. The ship's **hull** has a special shape so it can't turn over. A cargo ship keeps floating as long the ship's **waterline** is above the surface of the water.

Experiment: Sink or Float

- Step 1:** Work in small groups of 4.
- Step 2:** Fill a container with water. Collect four different objects (a pencil, scissors, etc.) that you are going to put in the water. Decide in your group which objects you think will float before you put them in the water.
- Step 3:** Write down your predictions for each object.
- Step 4:** Do the experiment and write down your observations on a chart like this one.

| Sink or Float? | | | | |
|----------------|--------------------------------|-------|-------------------------|-------|
| Name: _____ | | | | |
| Object | What do you think will happen? | | What actually happened? | |
| | Sink | Float | Sink | Float |
| bottle | ✓ | | | ✓ |
| | | | | |

- Step 5:** In your small groups, answer these questions.
- What does it mean that something floats?
 - What do you think makes a ship float?



Freepik

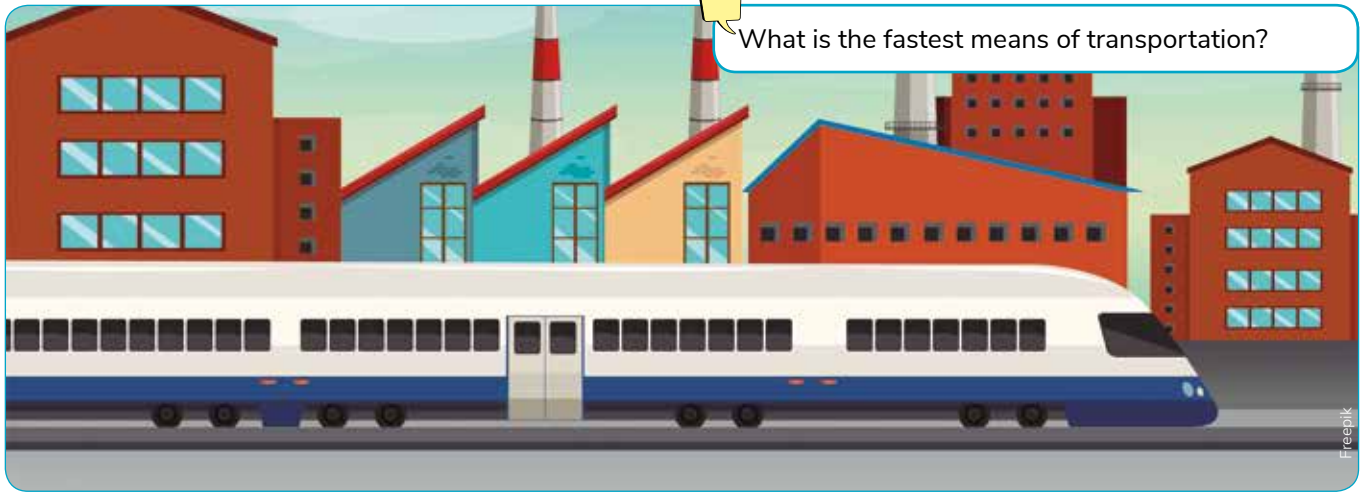
Vocabulary

- hull.** the outer shell of a ship
- waterline.** the line that ships use to show they can still float
- weigh.** to measure how heavy an object is

Communication and Cultural Awareness

What is the fastest means of transportation?

Land and Water Transportation



To travel from one place to another, people around the world use different means of transportation. Some people walk; others take planes to travel long distances. In this section, we will compare the different means of transportation in the world and discover which is the fastest. When you go on foot, you travel at 5km/hour (kilometers per hour). When you use your bicycle you travel at 16km/h. Buses in general go at 90km/h.

In the world, two trains travel very fast. One is the TGV, a French **train**. The other is the Shinkansen, which is a Japanese train. The TGV travels at 280km/h and the Shinkansen at 210km/h.

A **ship** travels at 53km/h. The fastest **plane** can travel up to 900km/h.

Exercise 1. Pair work. Fill in the table with the transportation means and their speeds. Then ask your partner:

- a. How fast does a X go?
- b. Which is faster: a X or a Y?

| Transportation | Speed |
|----------------|-------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Vocabulary

train. a long vehicle that travels along metal tracks

ship. a large boat that carries people or things by sea

plane. a means of transport that flies; it has wings



Oral Communication

What do you know about trains?

Facts about Trains



Audio
Listen to the recording

Step 1: Listen to a person making a list of facts about trains.

Step 2: Listen again and write down each sentence.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

Step 3: Compare your sentences with the list of train facts that your teacher will show you.

Step 4: Correct your sentences.



Vocabulary

cargo. the products that the train carries

century. 100 years

Language Through the Arts



Literature

The Orient Express

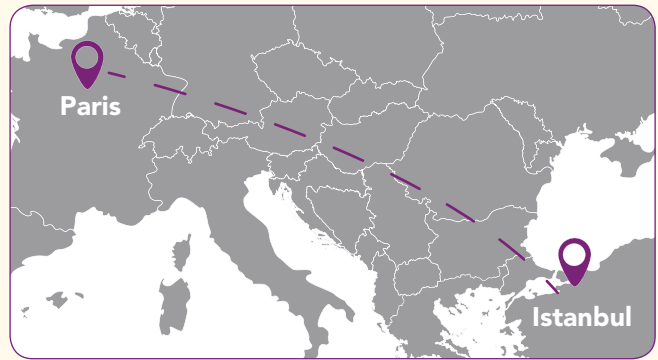
Luxury trains are trains that offer a lot of comfort. The Orient express was a modern train where the passengers had several restaurants, areas to relax, and very comfortable rooms to sleep. The most frequent route of the Orient Express was from Paris to Constantinople.

These trains inspired **novelists** and **filmmakers** to write interesting stories. A famous British writer called Agatha Christie wrote a book called **Murder on the Orient Express**.

In her book, Hercule Poirot, a famous French detective, was travelling on the Orient Express. He was going from London to Istanbul. While the passengers of the train slept, Poirot heard some noises on the train and discovered that one of the **passengers**, Edward Ratchett, was killed. Poirot's mission was to find who the **murderer** was. However, it was not easy to find out who the murderer was because everyone on the train could have been **guilty**.



Wikimedia Commons / Murdockrc



Freeplik

Exercise 1. Work individually. Answer these questions in your notebook.

- Who was Agatha Christie? _____
- What was the Orient Express? _____
- What was the most common route? _____
- Who was Hercule Poirot? _____
- Would you like to read this novel? Why? Why not? _____



Vocabulary

- guilty.** culpable or responsible of doing something wrong
- filmmaker.** someone who makes movies
- murder.** the crime of killing someone
- murderer.** someone who kills another person
- novelist.** a person who writes novels
- passenger.** someone who is travelling in a car, plane, etc.

Exercise 2. Work in pairs. Take turns to role play this situation.

Student A: You are an Orient Express passenger. You know that a famous detective is on the train and you want to know about him. Ask him questions about his nationality, his free time activities, his favorite food, and his family.

Student B: You are the famous detective Hercule Poirot, and you are traveling on the Orient Express. A curious passenger comes to talk to you and asks you many questions. Answer his/her questions.

Oral Communication

The Biggest Trucks of All

Have you ever seen a really big truck before?



Exercise 1. Class work. Look at the image of one of the biggest trucks on the roads. How many tires do you think the biggest trucks have? More than 10? More than 50? More than 100?

Exercise 2. Pair work. Would you like to be a truck driver and drive one of these big trucks? Why or why not?

Tip

Do you know what “crazy” means? Is the word “insane” similar or different?

Exercise 3. Individual work. Listen to the adaptation of Lenny Cooper’s song about big trucks and big tires.

Learn the new vocabulary, and then listen to the rap. Put the correct words in the blanks.

Big tires, big tires

I got some big tires, coming down the _____

Hear my truck _____

Miles away, down the _____

Come out and _____

You gotta have a big truck, big tires

Look out! It’s my monster truck

Brrrrrooommmmm, we get the _____ up

We take it serious; this _____ a game

These trucks are crazy; they’re insane

This is what we do; you can’t stop us

Here we come, tooting our _____

Why do we do this?

Big tires, sunny morn.

Tip

“morn” is a short form of the word “morning.”

Exercise 4. Pair work. How does the truck driver feel about his truck and his work? How do you know this?



Vocabulary

horn. the thing that makes a loud noise in a car, train, or truck

roar. a big noise, like a lion

highway. big, important street to go from city to city

wave. say hello with your hand

road. street

crowd. lots of people together

ain't. informal word for “isn’t”



Freepik

Writing

Where do you want to go by train?

Train Accommodation Form

Exercise 1. Individual work. Imagine you are travelling by train to another city or country. Complete the form with your personal information. Then, share with a partner.

CENTRAL RAILWAY LINE / RESERVATION FORM / CANCELLATION

Train # and Name: _____ Date of travel: _____

Class: _____ Seat #: _____

From (place): _____ To: _____

One way (only go to your destiny) Round trip (go to your destiny and then come back)

Departure time between: _____ Arrival Time between: _____

| S. Number | Name | Sex M/F | Age |
|-----------|------|------------|-----|
| 1 | | | |
| | | | |

ZCM 368 *Adapted from: <https://bit.ly/2MvaEhM>*

Exercise 2. Pair work. Role play.

Student A is a travel agent.

Student B is a traveller.

Travel agent: ask the traveller about the information on his/her reservation.

Traveller: look at your ticket from Exercise 1. Answer the agent's questions.

- a. What train number will you take?
- b. What date will you leave?
- c. What class will you be in?
- d. What is your seat number?

Exercise 3. Pair work. Imagine you will take a trip to a city in Ecuador.

Plan your trip. Write five places you will visit/see.

Then, find another pair of students who will go to the same city. Ask them what they will see over there.



| Future time with will |
|---|
| Use will + simple form of verb . |
| Use contraction 'll when you talk. |
| Use won't + simple form of verb for negatives. |

Assessment

Listening



1. Listen to the report on CO₂ emission and fill in the chart with the numbers you hear.

Tip

CO₂ is carbon dioxide.
Why is it harmful?

| Means of transportation | CO ₂ emission/km. |
|-------------------------|------------------------------|
| Trolley | |
| Bus | |
| Car | |

2. Work individually. Answer these questions.

a. What is traffic like in the cities?

b. Which means of transportation pollutes the most?

c. How can we reduce the levels of pollution in a city?

Writing

1. Complete these short conversations or sentences with *will*.

a. Sorry, I don't like to have the TV on when I'm working.

That's all right, I'll...

b. He loves travelling, so he will...

c. We want to look outside the window, so we will...

2. Write a short paragraph about the topic: *Public transportation in my city*. Use these questions to guide your writing.

- Where do you live?
- Which public transportation does your city have?
- What is positive and negative about the public transportation in your city?
- How can public transport improve?

Assessment

Vocabulary

1. Look at the words and the images. Match the words with the images.

| | | | | |
|---------|---|---|---|--------------|
| Freepik |  |  |  | a Car |
| |  |  |  | b Taxi |
| | | | | c Bike |
| Freepik | | | | d Helicopter |
| | | | | e Truck |
| | | | | f Submarine |

2. Circle the letter that best completes these sentences or short conversations.

• She _____ her car and drove away.

- a. got on b. got in c. got off d. got out

• How did you get here today?

I _____ bus.

- a. came b. rode the c. drove d. came on

• How did you get here today?

I _____.

- a. rode b. took c. got d. drove

• He _____ the taxi and went in a store.

- a. got in b. got off c. got out of d. got on

Grammar

Complete the sentences to make plans, promises, or offers for the future.

a. (help you with those bags)

I _____

b. (see you tomorrow)

She _____

c. (send you an email)

He _____

d. (call you later)

She _____

e. (go to the doctor)

They _____

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 vocabulary related to transport. | | | | |
| I can use 'will' for the future, sometimes for promises or offers. | | | | |

Communication and Cultural Awareness

What are the means of maritime transport?

Under the Ocean

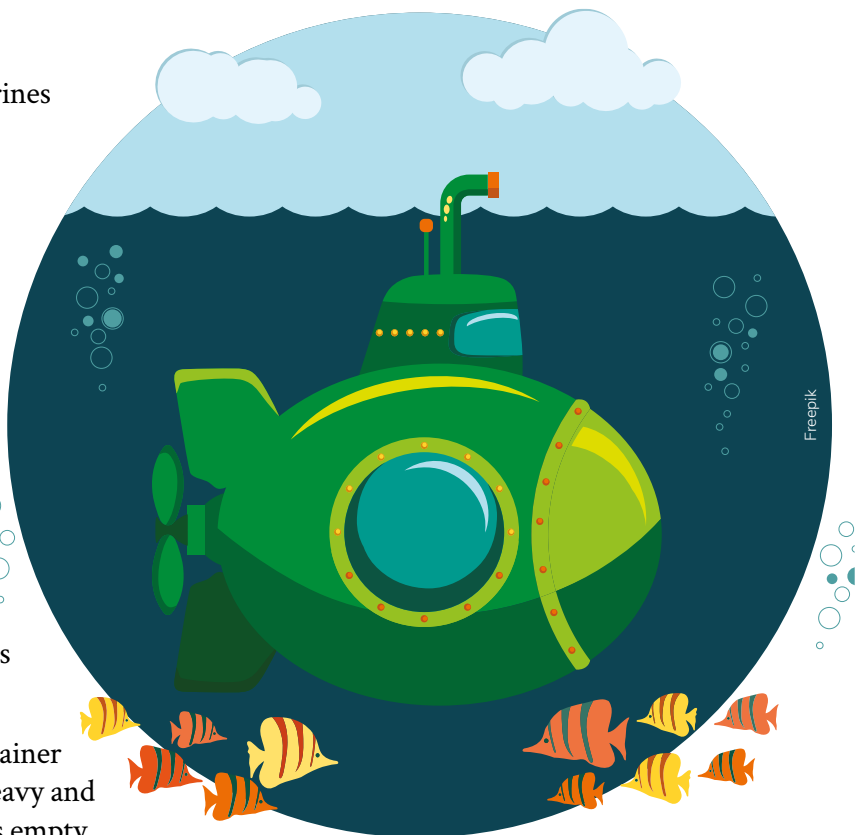
There is **land**, air and maritime transport.

In this lesson, we will discover how submarines work and how they **submerge** in water.

The first submarines were created during the First World War. Today, submarines have different uses. For example, people use submarines to study **maritime** life, for wars, and even for tourism.

In general, submarines have three sections. The first is a section for the commandant. In this section the commandant controls the submarine and communicates with the supervisors on the ground. The second part is a kind of dining room for the members of the **crew**. In the third section the crew members can sleep and relax.

To submerge, submarines have a large container of water. When the container is full, it is heavy and the submarine sinks. When the container is empty, the submarine is less heavy, so it floats.



Exercise 1. Pair work. Take turns to ask and answer these questions. Write the answers in complete sentences.

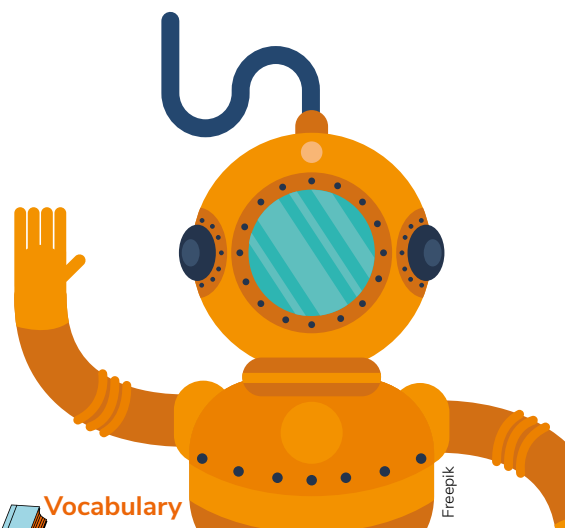
a. When did the first submarines appear?

b. What uses do submarines have today?

c. How do submarines submerge?

d. Would you like to travel in a submarine? Why?

e. Have you ever travelled in a submarine?



Vocabulary

land. a surface of ground

submerge. go under the water

maritime. from the sea

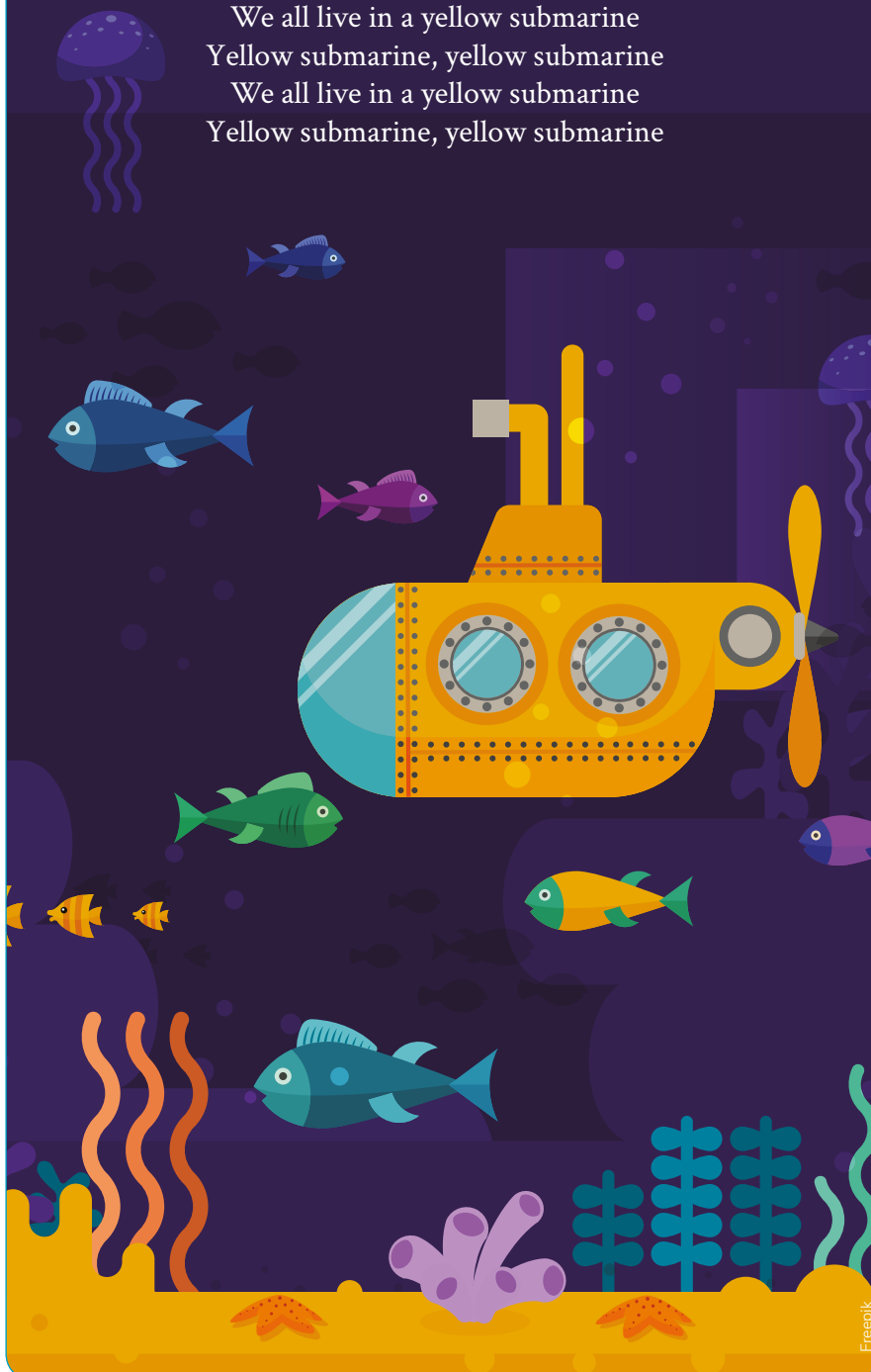
crew. a group of people who work together

Oral Communication

Would you like to live in a submarine?

Yellow Submarine - The Beatles

In the town where I was born
Lived a man who sailed to sea
And he told us of his life
In the land of submarines
So we sailed up to the sun
'Til we found a sea of green
And we lived beneath the waves
In our yellow submarine
We all live in a yellow submarine
Yellow submarine, yellow submarine
We all live in a yellow submarine
Yellow submarine, yellow submarine



Audio

Listen to the recording

Exercise 1. Class work.

The teacher will ask students these questions.

- Have you heard about the British group The Beatles?
- Do you think it is possible to live in a submarine?

Exercise 2. Listen to the lyrics of this song.

- Where did the man who sailed live?
- Who lives in the yellow submarine?
- Would you like to live alone in a yellow submarine? Why?
- Would you like to live with your friends in this yellow submarine? Why?

Exercise 3. Read the lyrics and sing along with your classmates.



Vocabulary

sail. travel by ship or boat

beneath. under something

waves. higher water that moves across the surface of the sea

Reading

What do you know about travelling to the Moon?

Space Ships to the Moon

Exercise 1. Get into small groups and share facts about travelling to the Moon.



| | Fact 1 | Fact 2 | Fact 3 | Fact 4 | Fact 5 |
|--------------------|--------|--------|--------|--------|--------|
| You and your group | | | | | |

Exercise 2. Pair work. Get with a new partner, and share the information you have. Then, write five sentences with the new information that you have learned.

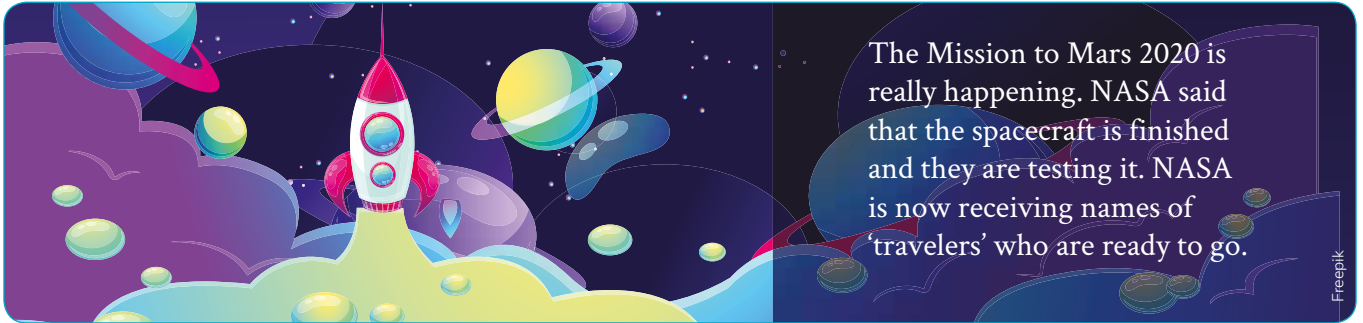


Writing

Would you like to travel to the Moon?

Mars 2020

Exercise 1. Read the text about the Mission to Mars 2020.



Exercise 2. Imagine you are writing an email. Match the phrases with what they are. (Hint: read the tips on this page.)

1. Subject of the email I'm looking forward to hearing from you
2. Greeting Could you please tell me...?
3. Reason to write Mission to Mars
4. Questions Regards
5. Closing I'm writing to show my interest in
6. Ending Dear Sir/Madam

Exercise 3. Look at the words in the box below. Write the missing words to complete the email.

show madam forward would could name

Dear Sir/(1) _____

I'm writing to (2) _____ interest in the mission to Mars.

I am planning on including my (3) _____ as one of the

'travelers.' I (4) _____ like to 'travel' to Mars.

(5) _____ you please send me more information? I'm

looking (6) _____ to hearing from you.

Best regards,

(write your name here)

Adapted from: <https://bit.ly/2yMT5SG>

Exercise 4. Now, write an email to show your interest in a mission to the Moon.

Tips

Read and study the tips to write an email to ask for more information and show interest.

1. Start with the greeting:
Dear Sir/Madam:

2. Include:

- Your interests
- The reasons why you are interested
- Your questions

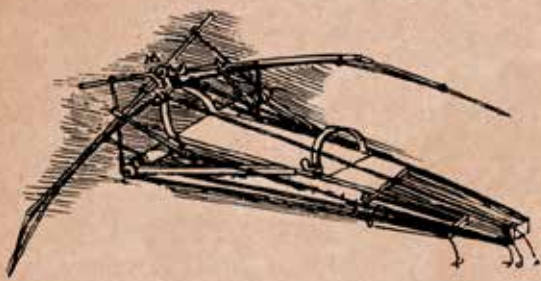
3. Close your email using
"I look forward to hearing from you," if you want an answer.

4. Finish up your email with a formal ending. For example, *"Best regards"* or *"Regards."*

Language Through the Arts

Have you ever flown?

Flying People



Leonardo Da Vinci wanted to fly. He spent a lot of time observing birds. His first flying machines were called *ornithopters*. There were large and small models. The **engine** of the ornithopters was the pilot, who had to move his arms with force, like the birds, to be able to make the machine fly. Of course, it did not work and Leonardo understood that humans were different from birds and they could not fly.

Wikimedia Commons / Leonardo da Vinci

Exercise 1. Write True (T) and False (F) next to these statements. Correct the False statements.

- a. Ornithopters were a complete success.

- b. Leonardo understood that humans and birds were different.

- c. Leonardo loved observing birds.

- d. Leonardo created only one model of ornithopter.



Exercise 2. Pair work. Suppose you wake up tomorrow morning with wings.

How will your life change?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Vocabulary

engine. the part of the vehicle that makes it move

Oral Communication

Capitan Marchan



Audio
Listen to the dialogue

Exercise 1. Pair work.

Pilot Marchan is trying to land and he is talking to the control tower. Listen to the dialogue and answer the questions with a partner.

a. Where is he trying to land?

b. What is the problem with the airport?

c. What does the control tower tell the pilot to do?

d. At the end of the conversation the pilot says, "Over and out." What do you think this means?

Exercise 2. Pair work.

Now, create a dialogue. One student is a pilot, and the other is the person in the control tower.

A: Pilot:

_____ (say where you want to land)

B: Control tower:

_____ (say the pilot cannot land and give the reason)

A: Pilot:

_____ (say you understand the instruction)

B: Control tower:

_____ (repeat the instruction)

A: Pilot:

_____ (say what you are going to do, and say good-bye like pilots do)



People Who Really Fly

Pilots are trying to land their planes, so they talk to the control tower. They need to ask for permission. They ask about the weather, the wind, the safety, or the **landing strip**.



Assessment

Listening

Listen to the audio and answer the questions below.
Answer these questions.

a. What is the biggest plane in the world?

b. How many passengers can an Airbus carry?

c. Where can you eat on this plane?

d. Is this plane ecological?



Speaking

Pair work. Ask and answer these questions.

a. Which means of transportation are there in your city?

b. Which means of transportation do you usually use?

c. Which means of transportation doesn't exist in our country?

d. Which means of transportation would you like to travel in?

e. Would you like to travel to space?

f. Will transport change in the future? How?

g. How good is public transport in your city?



Assessment

Reading

Read the paragraph.

You can send your name to Mars NASA invites you

NASA is giving people the opportunity to 'go' to Mars. Well, not humans, but their names. The spacecraft launch is in July 2020. It is expected to land in February 2021. People can send their names until September 30 2019. This trip represents the first step for humanity to influence another planet.



Grammar

Do you want to go to Mars? Write sentences using the future tense, saying what you will do on the trip so NASA chooses your name.

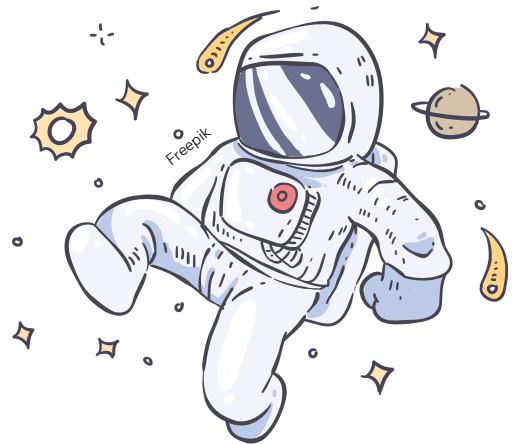
- _____
- _____
- _____
- _____
- _____

Writing

Write four questions about the trip to Mars. Ask questions showing your interest in the trip.

What are you curious about?

- _____
- _____
- _____
- _____



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

Self-evaluation

| Reflections | 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 write an email to show interest in an activity. | | | | |
| I can talk about transportation. | | | | |



Project

Tip

Creating a poster is a great way to organize the lesson content. When you do your poster presentation, write key words on a card. This will help you remember the main ideas of your presentation.

Instructions:

1. Choose a type of transportation. (You can invent your own if you like!)
2. On a large cardboard, draw pictures of the transportation or use cut out photos.
3. Under the pictures, write five facts about the transportation.
4. Practice presenting to the class.
5. Present to the class!



A poster about transportation

In this module we have studied different means of transportation. Now, you are going to create a presentation.

For this presentation, you are going to work in groups of 3-4 students.



What are the advantages and disadvantages of the means of transport?