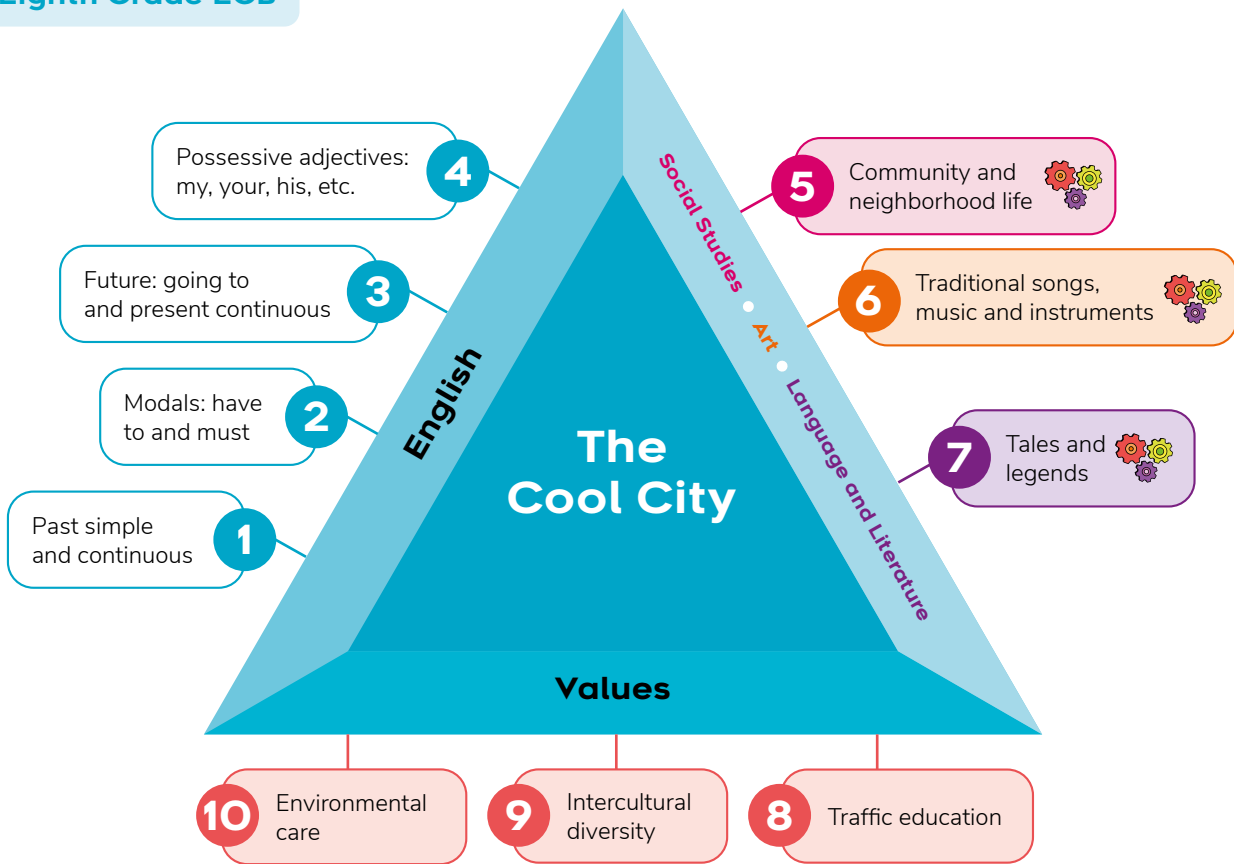


English Pedagogical Module 2

What are some advantages of living in a city?

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

Eighth Grade EGB



Big Cities

Big cities around the world are usually very crowded and busy. Most of them are facing similar problems nowadays. For instance, there is a lot of noise, delinquency, garbage, pollution, and so much traffic. In Quito, the authorities at City Hall are taking action to help solve the problem. They are not allowing people with cars to drive for a specific day each week. This new law is called “*hoy no circula.*” The day is chosen according to the last number of the car's license plate. This law reduces the number of cars circulating in the city during rush hour. What do you think of this law?



Freepik / Pixabay



Consider some of the problems that big cities have. Make a list of advantages and disadvantages of living in the place where you live. Compare the ideas with a partner.

Communication and Cultural Awareness

How many places have you visited in the countryside, outside of the city?

Living in the Countryside

Vocabulary

richness. abundance

still. continuing, up to the present, up to a moment

countryside. rural area

Tip

You can ask your partner's opinion by saying:
What do you think (of...)?
 Or *what's your opinion/point of view (about...)?*

Did you know that...

- Ecuador has most of its cultural **richness** in its countryside.
- There are **still** some tribes that don't have any kind of human contact in Ecuador's Amazon region and some of them do not even wear clothes as we know clothes. They do wear clothes made from materials in nature such as ropes and leaves, but not like we see in the city every day.
- Quichua is a language that some students in the **countryside** learn at schools.
- Ecuador has protected areas and they are in Ecuador's countryside.

1. Look at the pictures and think of at least two advantages and two disadvantages of "Living in the Countryside." Compare your answers with a partner.



2. Challenge! Complete the chart below by writing two examples of a small city or a town in the countryside that you know about. Also, write a characteristic that makes the place special. There is an example to help you.

Place	Characteristic
Guano in Chimborazo	It has the best "cholas." A kind of bread that looks like "allullas" but sweet.



3. Now write three sentences comparing a big city with a small town in the countryside. You can go over Module 1 to remember the correct use of comparatives such as busier, quieter, more crowded, etc.

Oral Communication



Social Studies

What is it like living in the countryside? Would you like to live in the country?

Pros and Cons of Living in the Countryside

1. Your cousin from a big city wants to know about your town which is in the countryside. Look at the pictures and write **P** for **Pros** (advantages) and **C** for **Cons** (disadvantages) of living in the countryside. Compare your answers with a partner.



2. Listen to the conversation between Jan from Quito and Kevin from Pintag. Complete the dialogues by using the words in the box.

sick

pollution

are

town

air

Jan: Hey, Kevin. How _____ you doing?

Kevin: I am OK, and you? You look **pale**.

Jan: Yes, I'm _____. You know the **weather** changes so quickly, and there is lots of **pollution** near my house. So, my doctor said all those things cause allergies, and that is what I have now.

Kevin: I'm so sorry to hear that. I, on the other hand, feel very good. I can **breathe** fresh _____, the food we eat is what my grandparents cultivate so its organic and doesn't have any chemicals. Another advantage is that in my home town, there are not too many cars so there is very little _____.

Jan: You are right! Your lifestyle is healthier, but I really like living in Quito. There is a lot of public transportation, a lot of malls, cinemas and even hospitals.

Kevin: Well **to each his own**. I don't want to change my beautiful _____ for any place else.



Audio

Listen to the dialogue.



Vocabulary

pale. skin with very little color, sickly

weather. climate

pollution. dirty (air, land, water)

breathe. to take air in

to each his own. each one can choose what they prefer



Audio

Listen to the dialogue.

3. Listen to a conversation between a father and son. In your notebook, write down the advantages of living in the country and the advantages of living in the city.
4. Listen to the conversation again. Write down any disadvantages you hear about living in the country and/or the city.

Reading



Language and Literature

What stories can you remember that take place in the country?



Tip

Before you search for new words, read all the text quickly to get a general idea of the meaning.

Then, the second time, read more carefully and underline words you don't know.

Vocabulary

run up to. to approach by running

as. while, meanwhile, during

catch up with. to reach the same position

scars. marks on the skin caused by an injury or cut

mommy. mom

Stories from the Country

1. Do you remember some stories you heard as a child? I bet you do! Look at the pictures and tell your teacher if they remind you of a story.
2. Read the following blog post about a teen who tells us an interesting story.

Hi! I am Rosy. I lived in the country as a child. It was an excellent time of my life. I remember one day, I was going to the river because it was my favorite place to take a shower and refresh myself. As I was walking, I saw a little girl. She was very beautiful with her long black hair. She was crying. I immediately **ran up to** her, and **as** I was getting closer, she stood up and ran away. I ran faster to **catch up with** her. When I finally got close to her, she turned and I could see her face was full of **scars**. I screamed like crazy and returned to my house. I told the story to my mom and she told me that happened to girls like me who didn't listen to their mothers. My **mommy** always told me not to go to the river alone, but I never paid attention. It was my favorite place and I had lots of fun there. However, I learned the lesson. So kids, always listen to your mother!! I really don't know how, but they always know what is best for us.

3. Now answer the questions from the story about Rosy.

a. Explain why you liked or didn't like the story.

b. Have you heard about a similar story in your childhood?

c. What were you thinking about as you were reading the passage?

d. What's the lesson learned with this story?

4. Complete the chart with information from the reading. When you finish compare your answers with your partners by making small groups.

Story characters	Events
	lived in the countryside.
Rosy's mother	
	was crying.
At the end, Rosy	

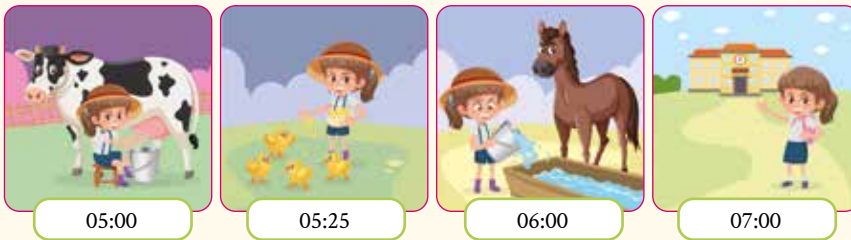
Writing



What time do you get out of bed to start your day?

Daily Activities in the Country

1. Your friend who lives on a ranch is telling you her morning **routine**. Look at the sequence of pictures and describe what the girl was doing before school.



Freepik / grfxrt

2. Write numbers 1-6 in the circles next to the sentences to make a logical sequence of the activities your friend did this morning.

- Then she **fed** the chickens.
- And in the end she gave the horse water.
- Today while I was sleeping, Louise was doing activities in her **ranch**.
- She wakes up very early every morning.
- For example she **milked** the cows.
- This is my friend Louise.

3. Challenge! Now it is your turn to tell your friend what your morning routine was. First write a sequence of activities you did this morning before coming to school and then share your ideas. Use the sequence connectors from the writing tip above.

1. _____
2. _____
3. _____
4. _____
5. _____

4. Exchange books with a partner and read his/her routine to contrast it with yours.

5. Complete the sentences with the appropriate verb forms in parenthesis.

- a. My friend _____ the cows while I was sleeping. (milk)
- b. She _____ very early this morning. (wake up).
- c. My mom _____ when I arrived. (cook).
- d. My friend _____ to the beach yesterday. (travel)

Grammar Tip

To express the sequence of events you can use **connectors** like:

- *First, First of all, At first...*
- *Second, Then, After, Later (on), Third, Right after (that), Sometime later...*
- *In the end, Eventually, Finally, At last...*

Remember

Simple past	Past progressive
describes finished actions in the past.	describes past actions in progress during a period of time.
Structure: Subject + verb in the past + complement.	Structure: Subject + was/ were + ing verb + complement.
Examples: - Before school, I watched TV this morning. - My friend helped her mother and after she went to school.	vs Examples: - I was watching TV when you called me last night. - Louise was working in her ranch while I was sleeping .
It uses regular verbs (watch- watched , help- helped) or irregular verbs (go- went , drive- drove).	When combined with simple past, it uses connectors like: as, while, when

Vocabulary

routine. something done frequently at the same time

fed. past of the verb feed. To give food to animals

ranch. a farm

milk. the job of getting milk from animals

Language Through the Arts



What are some ways to get someone's attention?



Short Songs to Attract Someone

Value: Intercultural diversity

Ecuador is a **megadiverse** country and everywhere you go there's culture. In this section, we'll refer to the coastal region of Ecuador, where people have an original tradition called in Spanish "*amorfinos*." You must be **wondering** what an "*amorfino*" is. An "*amorfino*" is kind of a rhyme that is a mixture of a romantic poem with some humor. It has influence from the **couplet** which has its origin in Spain. People from the coastal countryside of Ecuador are called "*montubios*" and they have lots of traditions. To make women fall in love, they use the popular and funny "*amorfinos*."

1. Write **Correct(C)** or **Incorrect(I)** next to the following statements according to the text above. Then make small groups and write corrections to the incorrect statements.

- "Amorfinos" are from the capital of Ecuador.
- "Amorfinos" are some rude expressions.
- "Amorfinos" have Spanish influence.
- "Montubios" live in Cuenca.



2. Pair work. Answer the following questions and compare with a partner.

- a. What is a typical way on the coast of Ecuador to make a woman fall in love?

- b. Describe with your own words what "*amorfinos*" are.

- c. In your city or town, what does a boy do to get a girl's attention?

- d. Challenge! In your notebook, write an "*amorfino*" in your own language. Share it with your partner and ask him/her if he/she likes it.

Vocabulary

megadiverse. with a lot of diversity

wonder. to ask oneself

couplet. a short song

Oral Communication

What are some things you would enjoy about living in the countryside?

Disagreement

1. You will listen to Sophie talking about her life in the countryside. Before you listen, choose the picture that you think will best describe what she will say.
2. Listen to her now and check your answer. Did you choose the correct picture? Discuss with a partner details of how the pictures are different.
3. Read the following sentences. There is one word in each that is incorrect according to the listening. Rewrite the sentences with the corrections.

- Every morning that she wakes up she can listen to the birds chirping.

- The fresh air she can breathe is wonderful.

- In the **country**, people are not very friendly.

- We **share** all of our things and are rude with each other.

4. Look at the chart below. Now, listen to those people again and check where they **stress** their voices when using those expressions to agree or disagree with Sophie. Which words have a different sound? Listen closely!

Grammar Tip

To express agreement or disagreement there are some expressions you can use:

Agreement	Disagreement	How?
I think so. I agree to some extent. Tell me about it. (slang)	I understand your point, but I think... I see what you mean but ...	polite
I couldn't agree with you more.	I don't think so. I totally disagree. I don't agree at all .	strong

5. In small groups, share with your partners your opinion on Sophie's ideas and agree or disagree on their opinions. Use the expressions in the chart.



Audio
Listen to the dialogue.



Pixabay / Jill Wellington



Pixabay / Chris Aram

Tip

Try to write some key words down to compare your answers later.



Value: Environmental care

It doesn't matter if you live in the city or the country, everyone should take care of the environment. People in the city can throw away garbage they find on the streets or in parks. In the country, make sure trails and lakes always look their natural best.



Vocabulary

country. rural area outside of a populated city

lungs. parts of your body that permit you to breathe

share. to divide or to distribute something with other people

stress. accent, emphasis

Communication and Cultural Awareness

Where are rain forests in Ecuador that you can visit?



You are a tour guide, and want to convince foreigners to visit the Amazon region of Ecuador. Prepare a little poster to promote it. Challenge! Use some of the new vocabulary from the text.

Tip

Use the expressions below to express your ideas.

The place that I am speaking about isIt's located in... There are some...The natural reserve called ... is there.

It has.....and...We can see...

Its typical.....is/are.....

Vocabulary

make up your mind. decide, make a decision

in order to. to

well known. very popular

ruins. old architecture

fishing. activity that consists of catching fish

spices. condiments

uncontacted. virgin/not visited or known

Traveling

1. You are interested in traveling next summer but you are not sure where to go yet. Make a list of the most popular tourist places that you have heard. Compare the list with a partner.
2. Now your friend gives you a travel magazine to help you **make up your mind**. Read the article below about The Amazon Region of Ecuador to decide if you want to go visit this place.

Most people travel **in order to** visit and discover new places, new cultures and traditions. Many tourists prefer very **well-known** attractions like Disney World in the U.S.A., The Eiffel Tower in France, and the Egyptian pyramids. However, there are some others that prefer to go to exotic places like the Amazon region in Ecuador or the ancient **ruins** of Machu Picchu in Peru. The Amazon region of Ecuador is an incredible place that hundreds of tourists choose to visit every year. They love to see the amazing vegetation of its rainforests, its wild animals or the way some communities live. They want to learn from their customs, see their houses, try their food, and go **fishing**. Indigenous people from the Amazon have a different way of dressing, they grow different types of fruits and vegetables, and use different ways of cooking. For example, they use **spices** that are typical in the region. Some spices are even brought from the rivers that connect to the famous Amazon River, the largest river in the world. Also, there are some tribes that are still **uncontacted**. For all of the reasons mentioned, the Amazon Region of Ecuador is an attractive tourist place where people from all over the world come to visit and enjoy it.



3. After reading the article, you decide to go visit the Amazon Region of Ecuador. In your notebook, write reasons and explain to you teacher why you chose this place.
4. In your notebook, write a description of the place using the tips on the left. Also write a slogan such as "All you need is Ecuador."



Oral Communication

Have you ever visited the Cuyabeno national reserve? What can you see and do there?

Cuyabeno National Reserve

1. You want to learn more about the Amazon region of Ecuador so you listen to a national radio show where three speakers talk about their visit to the national reserve **Cuyabeno**.
2. Match the speakers from the listening (Laura, Kate and Miller) to the pictures using the letters L, K or M.



3. Listen again for who says the statements below. Then write **H** for the Host, **L** for Laura's opinion, **K** for Kate's opinion and **M** for Miller's opinion.

- I was captivated by the vegetation.
- I was impressed by the trees.
- I liked the way the **communities** live.
- Would you recommend visiting Cuyabeno?

○
○
○
○

4. Pair work. With a partner put a check mark next to the things below that people talked about during the listening activity. Discuss which things you would like to see if you went to Cuyabeno.

5. When visiting Cuyabeno national reserve, the visitors were **captivated** by:

- The houses
- The birds
- The price of the trip
- The clear water
- The food
- The communities



Tip

When listening, try to copy key words as they sound (do not worry about spelling or grammar), then you can predict what they are or mean.



Audio
Listen to the dialogue.



Vocabulary

Cuyabeno. a national reserve/ park deep in the Ecuadorian Amazon region

huge. big

community. a small populated area

captivated. attracted, giving attention to

Language Through the Arts



Have you danced, or seen others dance to the rhythm of the "Marimba"? Where? When?



Flickr / ministerioculturaequatorial

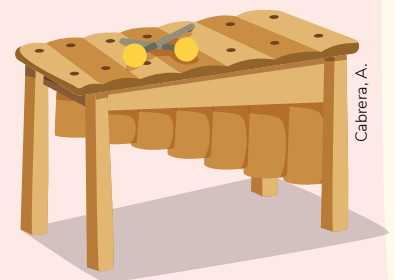
Discovering Our Origins

Value: Intercultural diversity

When we listen to the word "marimba," a nice and happy dance comes to our minds, and we immediately think of people from Esmeraldas, on the northern coast of Ecuador.

But did you know that...

- Its origin was in Colombia?
- There is evidence of its existence since the XVII century?
- Marimba is also the name of the instrument made of "Guadua" sugar cane, used for making music?



Cabrera, A.

Vocabulary

come to one's mind. suddenly think of something, imagine

northern. located in the north

evidence. proof

sugar cane. a plant where sugar comes from

nickname. an informal name close friends call you

Grammar Tip

When writing a postcard:

1. Start with *Dear* + your friend's name.
2. Use **descriptive adjectives** to talk about the place you write about. i.e. *Esmeraldas province has incredible and beautiful beaches like...*
3. Finish with *See you* (*soon / next week / month / year*) and your signature (*it can be your nickname.*)

1. In groups, investigate more about this popular province of Ecuador. In your notebooks, write about the dance, food, attractions, and other parts of Esmeraldas culture. Then compare your ideas with other students.
2. You have a friend who lives in Loja and he/she has never been to Esmeraldas. Write a postcard to him/her, telling him/her what you know about that province. On one side of the postcard, make a drawing of something that represents this beautiful province.



Ministerio Turismo

Oral Communication



Social Studies

What could be some reasons that Guayaquil is called “La Perla del Pacífico”? Have you visited Guayaquil?

City Life in Guayaquil

1. Have you been to Guayaquil? What do you know about it? Write notes and discuss in small groups to compare your ideas.
2. Listen to Alexia, a teenager visiting Guayaquil, a big city on the coast of Ecuador. Then complete the following statements using the verbs in the boxes in the past tense.

can

visit

decide

- a. Alexia _____ different public places in Guayaquil.
 - b. She _____ to go see her friends there.
 - c. Alexia is happy she _____ walk **along** Pier 2000.
3. Look at the pictures and check the ones Alexia mentioned.



Audio
Listen to the dialogue.

Tip

When discussing ideas in groups, it is important to be polite and respect each other's turns. You can use expressions like:
May I say something?
It's my turn, I'm sorry.
It's your turn. Go ahead!
Why don't we...?



Vocabulary

port. a place where ships arrive to load and unload cargo

crowded. full of people

handicrafts. objects made by hand for decoration. Many places, such as Otavalo, have specific handicrafts

along. to go in one direction

pier. a place built in the water where ships park. On top there may be attractions where people can go



Research and write notes about other interesting public places, attractions, or important facts about Guayaquil. Then, you can share your new ideas with the class.

Reading

Social Studies

Give examples of places where people go when they want to do something away from their home.

Write a list of public places you like to go to.
Who do you go there with?
When do you go there?
What do you do there?

Public Places

1. Your little brother wants to learn about some public places in the city and why people go there. Circle the city images your brother recognizes and explain why people go to the places.





Pixabay

2. Now read the text and find the words to label the pictures above.

All cities around the world, small or large, **quiet** or noisy, clean or polluted, have public places. There are some where people can enjoy time with family or friends like parks, **swimming pools**, stadiums and **concert halls**. Others are for business and commercial purposes. For example, stores, markets and banks. When we need medicine, there are public hospitals, medical centers and drug stores. Young people look for some fun time at the movie theaters, restaurants and bars; **mostly** at night. There are also **day care centers**, schools and universities where people go to learn. No matter where you live, people share public places almost every single day.

Vocabulary

label. assign to a category

quiet. a silent or calm place or person

swimming pool. place where you can swim

concert hall. a large room for concerts

mostly. usually, generally

day care center. places that provide attention and care for young children

3. Complete the following statements using words from the text above:

- Soccer players, sports coaches, kids and pets go to _____ to play, practice sports and relax.
- You can go to the beach, _____ or rivers to practice water sports.
- We find vegetables, fish, chicken, soda, etc. at a _____.
- Babies and toddlers don't go to school yet. They stay at a _____ when their parents work.

Writing

What are some cities that you would like to visit? Explain why.

Advertising a City

- You work at the **Ministry of Tourism** and you have to promote a city in your country with a nice **ad**. Follow the instructions below.
 - Choose a city or town you know very well.
 - Circle things from the chart below that best describe some of the attractions in the city.
 - Write an attractive title for the ad. (It can include: an adjective + the name of the city you chose, a phrase or slogan.)
 - Write complete sentences describing the city, using the words you circled, or others.
 - You may include a map of the city with its attractions.



Public places: malls, restaurants, parks, cinemas, beaches, stadiums, coliseums, schools, etc.

Location on the map: in the north/northern, in the south/southern, in the coast, in the Amazon region, in the highlands, etc.

Interesting attractions: **National Park** _____ Statue of _____ Monument of _____, _____ River, etc.

Art: music instruments, dance, songs, artists names, etc.

Typical food: fish “*ceviche*”, potatoes with pork “*fritada*”, rice with **seafood**, etc.

Others: festivals, weather, people, etc.

- You are ready to write your AD! Don't forget to use some quantifiers listed at the right. For example: many parks, lots of malls, etc. (50-60 words)

Grammar Tip

Quantifiers:

For large quantities use:	<i>a lot of, lots of, many, and much.</i>
For small quantities use:	<i>a few, a little, (very) few, (very) little.</i>
For NO quantity use:	<i>no, not any, none.</i>
For unspecified quantity use:	<i>some</i>

Let's visit

_____ .
(name of the city)

In _____

there are _____

(quantifier + noun)

You can visit _____
(quantifier + noun)

Vocabulary

Ministry of Tourism. government department for the country's tourism

ad or advertisement. a public announcement to promote something

national park. a protected area in the countryside

seafood. sea / ocean animal served as food. For example: shrimp, fish, oysters

Assessment

Grammar - Vocabulary

- 1— Complete the sentences with the past simple or past continuous. Use the verbs in parenthesis.
- a. Rosy _____ (milk) her cows while her friends _____ (sleep).
 - b. My mom _____ (wake up) very early yesterday.
 - c. My dad _____ (cook) when I _____ (arrive) from my school.
 - d. My friend _____ (feed) her dogs this morning.

Writing

- 2— Write about a town in Ecuador. (50-60 words) Describe the things that the town has and what you like about it.

The place that I am writing about is _____
_____. It's located in _____
_____ and _____

Reading

- 3— Read the following text and then complete the information after the reading.

Ecuador is a multicultural country. You can find interesting and incredible customs in its territory. If you go to the coast, you can find music, dancing, food and clothes. These are different in the highlands but a bit similar to the customs and traditions in the Amazon. Finally, The Galapagos Islands have similar food and traditions to the coast. However, its flora and fauna are unique in the world.

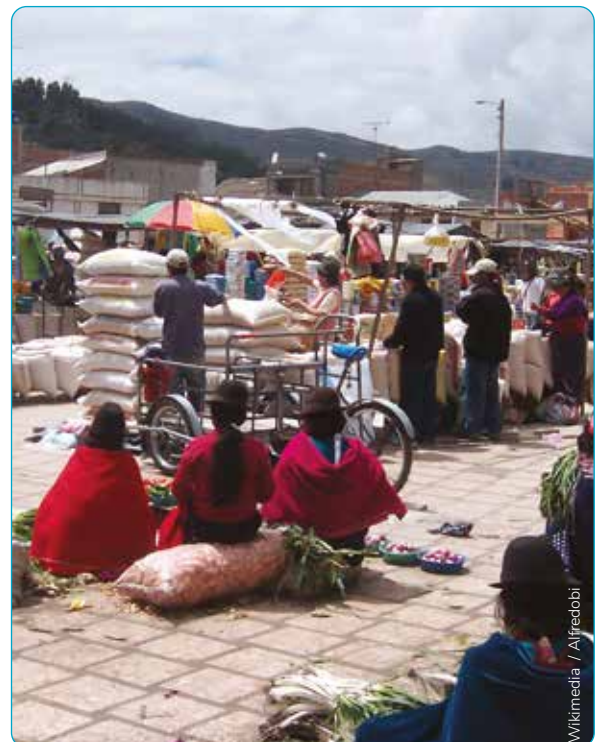
Ecuador is a _____ country.
_____ from the Amazon and the coast are quite similar.
Galapagos is similar to _____
Galapagos' flora and fauna are _____
_____ worldwide.

Listening

- 4— Listen to Hannah and Paul from Canada talking about their experience in a town close to Cuenca. Write **H** for Hanna's information and **P** for Paul's.
- a. visited Azuay.
 - b. asked about his trip.
 - c. said there were a church and a museum.
 - d. will visit Azuay too.

Speaking

- 5— Look at the picture below and describe what you see in complete sentences using the vocabulary learned in this lessons.



Grammar - Vocabulary

- 1— Circle the word(s) that best complete the sentences:
- Some / a little / any people that live in the countryside enjoy the **fine/fresh/free** air and healthy food.
 - In the city, there is not **many / much / little** time to be with your family, especially if you live **close / clean / far** from work.
 - A (n) **ad / center / hall** is a type of publicity to attract and **buy/ promote / produce** a place or a product.
 - No / Much / A lot of public places are free, for example **the park / the cinema / restaurants**.

Writing

- 2— Write about the public places in your city. Use the vocabulary learned in this unit. (50-60 words)
Start like this:

In my city _____

Reading

- 3— Read the text below that continues on the top of the page. After reading, write (T) for the true information or (F) for the false information.

In Rio de Janeiro, Brazil, there is a very famous Carnival celebration. A lot of people from around the world visit this city to see the incredible parades where men, women and children wear colorful costumes while they walk and dance along the streets for many hours.

It's a free spectacle but you must find a good place to see the parade early before it starts because it can be really crowded. If you go to Rio, you can also enjoy at the beautiful beaches or eat the famous *churrasco* in a traditional Brazilian restaurant.

- A few people worldwide go visit Brazil during its Carnival.
- Only men and women with children walk along the streets in the parade.
- You need to arrive early to find a good place to see the spectacle.
- The parade is the only attraction in Brazil during Carnival celebration.

Listening

- 4— Michael's job is to visit interesting cities around the world. He's at a radio show now, sharing some experiences. Listen to the show and answer the questions in complete sentences.
- What public places does Michael have to pay to go to?

 - What does Michael do with the pictures he takes on his trips?

 - How does Michael help the people and places he visits?

 - What do you think is the best part of Michael's job?

Speaking

- 5— Recommend some places to see and activities to do in the city or town you live. Be very descriptive to promote the place.

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 speak about the city and the countryside.				
I can read and understand stories in the past.				
I can write an ad to promote a city.				
I can express quantity by using quantifiers.				



Project 1

A Dream City

In small groups: You are going to be city planners. Create an ideal city to live in.

Tip

Remember: Perfect cities have many **public** spaces, no traffic, a few people, jobs for everybody, excellent transportation, fresh and natural food, and good hospitals and schools.



Freeepik

1. Look at the pictures above and complete the next chart. If you prefer, you can draw a **mind map** to organize your ideas such as: what will the city have, how will people move around, what things should be close to each other, where will people play and shop, etc.

Tip

Remember to use **polite expressions** when organizing and working as a team!

Vocabulary

public. the opposite of private, for everyone to use

mind map. an organizer for ideas

health. a person's physical and mental well-being

Food	is natural, fresh, free of chemicals,...
Location	It's by the sea, the river,...
People	are...
House style/material	
Education	
Health	
Traffic	
Public spaces/ attractions	
Your own idea(s)	

2. When you have all the ideas for your dream city completed in your mind map or chart, make a poster to show and explain your class what your dream city is like.
3. Take turns so every member of the group speaks.

Let's review!

Grammar - Vocabulary

1— Use the next words to answer the questions in complete sentences.

crowded

City Hall

The Mayor

a. You are the authority job in the city you live, what's your official charge?

b. Where do you work?

c. What important problem does the city have?

2— Look at the images to answer the following question. Use verbs like: build, clean, reduce, etc.



What are some things that the Mayor of a city can do to make the city better? Use the images at the left. Example: *The Mayor can build new public spaces.*

- _____
- _____
- _____

Compare the city in the **past** with the city **now** by matching the statements.

Two years ago	there was less traffic in the streets.
Nowadays	we have lots of cars everywhere.

Reading

3— Read the following text and answer the questions.

My aunt Martha lives in the countryside. She enjoys her home because it is quiet and calm. She also loves eating fresh food and milking the cows every morning. She can make cheese and delicious meals from the milk. However, her son Juan lives in the capital city, which is big and crowded. There are lots of cars and the air is not clean at all. When she visits her son, she feels sick and sad. She doesn't understand how people can live in those conditions and worries about her son.

a. What are the differences between Martha's home and her son's?

b. What does Martha use to prepare delicious food?

c. Why is Martha worried about her son?

Communication and Cultural Awareness

How many different traffic signs are there in Ecuador? All over the world?

Pixabay / GerdAltmann



Traffic Signs, Signals and Symbols

Value: Traffic education

Did you know that...

- Traffic signs appeared in the Roman Times to help people understand the rules.
- In 1968, there was an attempt to **unify** all traffic signals around the world, but it was not accepted by some countries.
- Countries like the United States and the United Kingdom have signs with “tanks” as pictures to let you know that there is a military base.
- There are some **strange** signs like a **high heel** with the broken heel. This is to let ladies know the road is irregular or bad to walk with high heels.

Tip

Don't forget to respect everybody's turns and use polite expressions like:
I'm sorry. It's your turn!
Could I go next please? Oops, I was wrong! Excuse me, I'm next.

1. Challenge! How much do you know about traffic? Match the letter of the picture with the descriptions below. Compare your answers with a partner.



- accepted **speed**
- reduce the speed
- don't U **turn**
- stop
- school near
- don't go this way
- road construction ahead
- a stop is ahead soon
- road does not have exit ahead

Vocabulary

unify. to have everything equal

strange. unusual, odd, weird, not normal

high heels. formal shoes that make women seem taller

speed. velocity

turn. change directions

2. Let's play! Each team draws or writes at least five new and creative traffic signs on some flash cards or white small paper. They give a member of the other team a card to act out in order for the other members of their group to guess. The team that guesses the most signs wins.
3. In small groups draw or make a traffic light and explain to the class what each color represents and explain what drivers should do at each light.

Oral Communication

What things should be included in traffic education?

Traffic Education

1. Listen to a girl named Joy talking. What is the main topic? When you know it, answer the questions below.

- What new **subject** is Joy studying in her school?

- Discuss and write down the differences between drivers, **pedestrians** and **passengers**?

Drivers

Pedestrians

Passengers

- According to the recording, what could be dangerous for pedestrians?

2. Look at the pictures and write pedestrian crossing, driver and passenger on the lines given.



3. In small groups discuss what pedestrians need to do. Write at least three rules to follow to protect yourself on the street.

①

②

③

4. Listen to Joy again and say what her last reflection is. Do you agree or disagree with her?



Audio

Listen to the dialogue.



Vocabulary

subject. what you learn in school like Math, Science, etc.

pedestrian. a person who walks along streets, roads

passenger. a person who uses transportation

Reading

When, how, and who should educate future drivers?

Grammar Tip

Look at the table below to make sure that when you read and write, you understand and use the correct reflexive pronoun.

Subject Pronoun	Reflexive Pronoun
I	Myself
You	Yourself
He	Himself
She	Herself
It	Itself
We	Ourselves
You	Yourselves
They	Themselves

Traffic Education

1. Challenge! In small groups check the topics you know about traffic in your city. Check the ones you know about from the following list.

- Traffic light colors
- Traffic light meanings
- Driving rules
- Driver responsibilities
- Passengers' rights
- Pedestrian obligations and responsibilities

2. Read the following paragraph, pay attention to the words highlighted in blue.

There are students from high schools who in the past **used to** receive a subject called "Traffic Education," but this doesn't exist anymore. These students **used to apply** their learning on the streets.

Nowadays, traffic education doesn't exist. People don't know much about traffic signs, signals, and their responsibilities as citizens. The Police recommend instructing **ourselves** about this, and there is information about it on their webpage. If you want to know more information on this topic, access the police website and teach **yourself** about the subject.

3. Complete the phrases using the correct reflexive pronoun.

- Traffic officers solve the city's **traffic jam** problems _____.
- We can save our lives _____ by respecting the traffic signs and symbols.
- You can teach _____ anything new by reading, researching and asking experts.

4. Write the letter **a**, **b**, or **c** in the picture it describes.

- a. Subject received in schools in the past.
- b. Students directing the traffic themselves.
- c. Information about the subject.

Vocabulary

used to. to express habits from the past

apply. to put it in use

traffic jam. too many cars in the streets that prevents normal movement



Writing

What are some of a citizen's responsibilities and obligations?

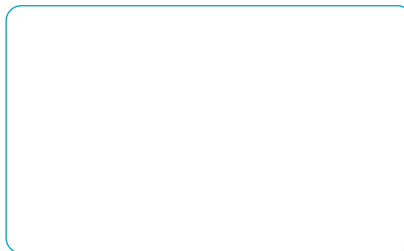
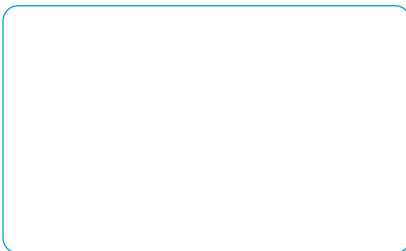
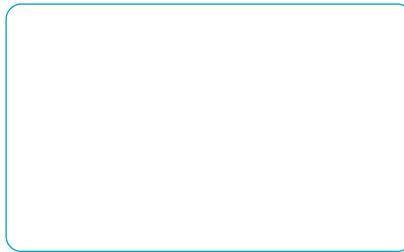
Rules to be Followed

Must is used to express **obligation**. i.e. *Students **must** respect the school rules.*

Have to is used to express **obligation**. It is more common in speaking than **must**. i.e. *Students **have to** study their lessons.*

*Remember that **must** does not use “**to**” before the following verb!

- Challenge! Using the spaces below, make a **pictogram** using three obligations you have as a student. Follow the example. When you finish, show it to your partner so he/she can guess what your pictures and words say.



- Now, write the sentences from your pictograms. Look at the example:
*Students **have to** do homework.*

- _____
- _____
- _____

- Read the sentences you wrote to your partner substituting “**have to**” for “**must**.” See the example: *Students **must** do homework.*

- Read the following sentences and complete them with the appropriate possessive adjective or reflexive pronoun from the charts on pages 20-21.

- Marie’s students are working. They **must** complete the exercises _____.
- Charlie is cleaning the class. He **has to** clean _____ board and floor this week.
- They **must** draw a map _____. The map is about their country.
- I **must** take care of _____ uniform every day. It has to be clean and **ironed**.



Grammar Tip

To express possession, we use possessive adjectives. i.e.

***Quito** has beautiful places.*

***Its** buildings in the historical center keep lots of traditions.*

***Marie’s** daughter is nice.*

***Her** name is Alice.*

Subject Pronoun	Possessive Adjectives
I	my
You	your
He	his
She	her
It	its
We	our
You	your
They	their

Vocabulary

citizen. someone who lives legally in a particular city or country

pictogram. a type of graph with pictures or symbols to show information

ironed. flat and smooth

Language Through the Arts

Explain what a **meme** is. Explain if they should be considered art.



Do you like memes?
Do you consider them to be art? Discuss your opinions with with your partner.

Tip

When expressing your opinion and listening to others' ideas, don't forget to be polite and respect different points of view. You can use expressions like:
In our opinion..., We (don't) think that..., Our main point is that..., I see your point, but..., I understand, but..., I see what you mean, but..., I'm sorry, I just have to disagree with you.

Vocabulary

meme. a video, picture or phrase sent via internet intended to get attention

follow. to do what is asked, directions

disagreement. not to agree

neutral. impartial

Memes

Some say memes are not art because they do not **follow** the rules to be considered art. Others say they are because they show cultural and social expressions. These memes are new. They became popular with the use of social networks such as Instagram, Twitter, Facebook, etc. Young people use them to express their thoughts, ideas and even their **disagreement** with the society. In conclusion, as it is new, it is still in debate, and it depends on you to consider it art or not.

1. Plan a debate dividing the class into two groups. Those who agree on one side and those who disagree on the other side. There should be a **neutral** mediator in the center. Discuss each sides opinions.
2. Challenge! You are very creative. Make your own memes in English using the images below and read them to your class.









Pixabay

When writing a phrase, you can use:

Affirmative sentences: I am a little crazy. There has been a lot of work.

Negative sentences with not: We do not have much time. You cannot tell me that.

Interrogative sentences that ask questions: Are you serious? Where have you been?

Imperative sentences: Don't worry! Be happy!

3. Tell the class if you think your memes are art or not. Explain your reasons. You can start like this. *My meme is/isn't art because*

Oral Communication

Describe some of the ways that you help other people.

Assisting Others

Did you know that there are many people who **assist** others every day and in different ways? Do you know someone who does it? Discuss with your partner.

1. Listen to the conversation between a mother and her daughter. Then answer the questions in incomplete sentences.

- What do people call Jaime Jaramillo?

- What is Papa Jaime's nationality?

- Write three ways how Papa Jaime assists others.

① _____

② _____

③ _____

2. Look at the images and mark with an **X** the ways how we can help others according to the kid's teacher.



3. Make small groups and think of other ways to assist people. What is your opinion about it? Discuss with your group members.

Tip

When expressing your opinion, you can start with: *I (really) think / What I think is...; I believe / What I believe is...; In my opinion...; From my point of view...*



Audio
Listen to the dialogue.



Pixabay / Sabine van Erp



Vocabulary

- assist.** to help
- homeless.** with no home
- blind.** people who cannot see
- pregnant.** expecting a baby
- elderly.** a person over 65
- give up.** sacrifice something for the benefit of someone else

Communication and Cultural Awareness

What are some things you need to do before you travel to another place?



Planning a Trip

When you travel abroad, make sure you follow these tips:

- Make sure you are healthy before your **trip**. Get a medical checkup if possible.
- Have your passport with you and make a copy of it.
- Know about the **currency** in the place where you are visiting.
- Activate your cell phone for **abroad** connections if possible.
- Be patient and flexible to enjoy your trip as much as you can!

1. You are going to travel to your grandparents' house in the countryside. Tick the objects you're going to take for the trip.











When listing things (nouns), you need **quantifiers**...

For **count nouns**: (very) few / a few / many

For **non-count nouns**: (very) little / a little (bit) / much

For **both**, count and non-count nouns: some / a lot of / lots of / no / any

For **singular count nouns** you can also use a / an / one

For **plural count nouns** you can also use two / a pair of / three / etc.

2. Choose some objects from the ones you ticked in exercise 1 and tell your class why you selected them. Use quantifiers when you mention them.

I'm going to take a/an..., some...and maybe a little...to go on my trip to...

Vocabulary

trip. going away

currency. the type of local money used in a country

abroad. outside your own country

count nouns. things you can count, 1-2-3 cars, cups of milk

non-count nouns. can not be counted: traffic, milk

3. Challenge! (In pairs) You won a contest, and you are traveling to Alaska with one classmate.

4. Write 5 things you will take on this trip. Compare your answers with the others and say why you are going to take those things to your trip.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Oral Communication

Describe a trip that you went on recently. What did you do and see?

Traveling Overseas

1. Do you recognize any of the places in the pictures? What picture represents a trip overseas?



Freepik

2. Listen to two students talk about the trips they took on their last vacation.
 3. What places did they visit? What did they do? Complete the chart below. Use the past tense for the activities.

	Place	Activities (visit, be, have, go to, eat, see)
Tony		
Sammy		

4. After listening, decide if these statements true or false. Listen again and write **True(T)** or **False(F)** and correct the false information:

- Tony's parents don't work very much.

- Tony's mother speaks English very well.

- Tony's father is an accountant.

- Sammy visited her family in Riobamba.

- Sammy ate some cheese from Chimborazo.

- Guano is not close to Riobamba.



Audio

Listen to the dialogue.

Tip

After listening the first time, and writing down some key words, you can ask your teacher for help with the words or expressions you don't understand. You can say: *I don't understand....., What does..... mean?, Could you repeat that please?, How do you say.....?*



Vocabulary

overseas. abroad, to other countries

sibling. a brother or a sister

effort. to try something difficult

theme park. a big park with different attractions like Disney

ice. frozen water

mummy. dead body wrapped in cloth

Reading

What's your ideal vacation?



My Ideal Vacation

1. Read a Travel Magazine article about, Pete's vacation. Pay attention to the underlined words that help to connect ideas in the order of events.

Pete's Vacation

I remember my first trip to the beach with my best friends. A year ago, my friends and I went to Montañita Beach to **rest** and enjoy our vacation together. We spent three incredible days there.

At first, we arrived on Friday and began to look for a hotel. **When** we found it, we went to the beach and started a fun soccer game. **After this**, we watched the **sunset** together, and we shared stories of our lives. **Then** we swam in the pool until it got late. **The next day**, we took a tour around the beach and met other teens. We all enjoyed the **brehtaking** atmosphere. **The last day**, we decided to stay at the beach all day long playing, eating, and swimming. **At the end**, we made a **fire**, sang some songs, danced and had a great time until the day was over.

It was an excellent experience we are never going to forget. I **hope** to repeat the trip again next year.

Grammar Tip

We can use **connectors** like: *At first, Then, After this, At the end, etc.* to express the order of events when telling or writing a story.

2. Read the story again and complete the following ideas from the text. Use some connectors to explain the sequence of the ideas.

- _____, Pete and his friends traveled to _____.
- _____, they stayed there for _____.
- _____, they met other _____.
- The last day they _____.

3. Choose and circle the correct word(s) to complete the sentence according to the reading.

- Pete's last vacation was twelve / ten / five months ago.
- Pete's vacation was for a few days / a week / a weekend.
- Pete and his friends played soccer *before* / *after* / *while* they found a hotel.
- The *first* / *second* / *third* day, Pete and his friends went on a tour.

Vocabulary

ideal. exactly what you want, perfect

rest. to relax

sunset. part of the day in the afternoon when the sun starts to move down in the sky

brehtaking. exciting, awesome, beautiful

fire. something burning that produces heat

hope. to have an expectation for the future



Pair work. Discuss with a partner. What is your ideal place for a vacation? Who would you go with on the trip?

Writing

What do you think about when deciding where to go on vacation?

Vacation Time

1. Look at the pictures, then choose one that represents the best trip for you.



Freepik / Pixabay

2. To best describe your dream vacation, answer the following questions first.

a. What do you think of the picture you chose? Where do you think it is?
I think that picture is in _____ and I love it.
It looks _____. (opinion)

b. Write two or three reasons that support your opinion about that place.
For example, the activities to do, places to see, etc. (reasons)

c. Why would you recommend this place to others? (conclusion)

3. With all the information above, make an essay paragraph about your dream vacation. Don't forget to include an introduction, a body and a conclusion. You can also use some connectors from page 26. (40-50 words)

Introduction	_____
Reason 1	_____
Reason 2	_____
Reason 3	_____
Conclusion	_____

Tip

When you write about something, you must have three important parts, an **introduction** where you give your opinion, a **body** where you give examples and reasons that support the ideas of your introduction, and a **conclusion** where you summarize all your ideas.

Vocabulary

chose. past form of the verb choose, selected, decided

support. give reasons for an opinion

Language Through the Arts

What are you going to change?



Flickr / Tore Saetre

Grammar Tip

Gonna is the informal oral abbreviation of **going to** and it is used to express future plans and decisions.

When writing, use the formal and correct going to:

Subject + verb **to be** in present (am / is / are) + **going to** + a verb in the base form.

i.e. *Next summer, I am **going to** visit my grandmother in El Oro. he is **going to** be so happy to see me.*

Vocabulary

jazz. a type of music developed by African-Americans.

drummer. someone who plays the drums

resolution. a decision or promise you make yourself to do or not to do something in the future

keep up with. continue to be informed about something

Multiple Talents

Do you like music? Do you know that music is art? In England there is a famous jazz-pop singer, song-writer, pianist, guitarist, drummer, and also a radio show presenter on BBC radio. His name is Jamie Cullum. In 2018, he sang for the Queen Elizabeth II at her birthday party. What a talented artist, don't you think so?

1. Read the following lyrics segment of a song about New Year's resolutions from the jazz-pop singer Jamie Cullum. Pay attention to the underlined words.

Next year, things are gonna change,
gonna drink less beer and start all over again.
Gonna pull up my socks,
gonna clean my shower
not gonna live by the clock, but get up at a decent hour.
Gonna read more books,
Gonna keep up with the news,
Gonna learn how to cook, and spend less money on shoes...

2. Read the sentences from the lyrics again and rewrite them, now using the complete form of **gonna** = **going to** in the lines below. Don't forget to write the verb to be. There's one example given.

Next year, things are going to change,

3. Write four resolutions you are going to make this school year and compare them with a partner.

- _____
- _____
- _____
- _____

Oral Communication

How far ahead do you plan your life?

My Personal Agenda

When planning for our future plans, we sometimes need to make some **arrangements**.

1. Listen to a couple of teenagers making plans for the **weekend**. Pay attention to the arrangements they make. What tense is it used for the future actions?

The **present progressive** (*am / is / are + verb-ing*) is also used to express **future plans** and arrangements. Also **will/going to + verb** for the future.

2. Listen to the conversation again and write (T) for the **True** statements or (F) for the **False** ones. Rewrite the false statements to make them true.

- The conversation is about the teens' future vacation.

- Nick wants Johnny to go to the festival with him.

- Johnny needs to finish his Science project.

- Johnny and his mother are going to the cinema.

3. Look at this teenager's agenda. Write sentences of her plans and arrangements using the present progressive; then, read them to your partner. Don't forget **will/going to + verb** for future.

Monday *Meet art teacher*

Tuesday *Guitar lessons*

Wednesday

Thursday *Help mom*

Friday *Sami's party*

Saturday *Family lunch*

Sunday *Soccer match*



Audio

Listen to the dialogue.



Grammar Tip

Make sure you use time expressions for the **future** (*this afternoon, in the evening, tonight, tomorrow, next Saturday/week/month/year, at 6 o'clock, etc.*)

Vocabulary

arrangement. a plan for how something will or may happen

weekend. Saturday and Sunday. Days off at the end of the work or school week.

film. movie

Assessment

Grammar - Vocabulary

- 1— Complete the sentences with the correct possessive adjectives.
- a. Martin's students are studying. _____ students must complete the workbook.
 - b. They must do homework. _____ homework is about "traffic signals."
- 2— Change "must" for "have to" in the following sentences and add a couple more words to give detail.
- a. Students must be responsible.

 - b. Students must respect school rules.

Writing

- 3— Write about **your best vacation**. Use the prompts at the beginning of each paragraph. (50-60 words)
- I think that the best place I _____

- I liked _____

- because _____

- For example _____

- In conclusion, _____

Reading

- 4— Read the following text and then complete the information below by using just one word.

We have to be good citizens. We have to respect each other, and we have to help vulnerable people that need our assistance. It is our obligation as students to give the example to young generations to have a better world. Remember to teach yourself about signs, signals and symbols to contribute to help the place where you live.

- We must be good _____.
- We have to assist _____ people.
- _____ must give a good example.
- We must teach _____ about signs, signals and symbols.

Listening

- 5— Listen to Lucy talk about her last trip. Write **True(T)** or **False(F)**. Then rewrite the false statements to make them true.
- a. Lucy traveled to Baños.
 - b. Lucy stayed in her aunt's house.
 - c. She and her family went to the zoo.
 - d. After going to the church, they went swimming.

Speaking

- 6— You are a tour guide. Recommend a place to visit on vacation. Be as descriptive as possible.

Grammar - Vocabulary

1— What did you learn about Traffic Education in these past lessons? Answer the questions.

- What does each color represent?

Red lights: _____

Yellow lights: _____

Green lights: _____

Listening

2— Listen to Gabriel talk about traffic rules and being a good citizen. Then complete the sentences using the words in the box.

sidewalk

rules

assist

prohibited

Red signs indicate that something is _____.

We know and follow the _____ and regulations for pedestrians.

We as good citizens should _____ pregnant and elderly people.

We must always walk on the _____.

Writing

3— Use some of the following words to write a paragraph about Traffic Education. Don't forget to use the parts of an essay paragraph. (40-50 words)

good citizens assist children/the elderly red signs
yellow signs warnings pedestrians respect

Reading

4— Read the following text and answer the questions below.

Carmen lives in a big city right in front of a busy street. From her window, she watches how dangerous it is for some pedestrians, especially young kids and the elderly, to cross the street. One reason is that some drivers don't respect the traffic signals. For example, they don't go slower when there is a yellow light, they go faster, and some drivers don't even stop at a red light. Another reason is that many pedestrians don't use the cross walk to cross the streets. Carmen feels very sad about all the accidents she sees very frequently, and she would love to teach people Traffic Education when she grows up.

a. Is Carmen happy to live in a big city? Why? Why not?

b. According to Carmen, who is most at risk when crossing the avenue?

c. Do people in Carmen's city have Traffic Education? Support your answer.

d. What is Carmen's dream?

Speaking

5— In pairs. Speak about your future arrangements. Use public places to mention the activities you are doing next week(end).

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 listen and understand about traffic education and citizen's obligations.				
I can write about my past trips and events.				
I can talk about myself, others and compare.				
I can express my future plans with going to and present continuous.				



Project 2

Teaching the Citizens!

In groups of 5-6 students, you are going to plan some Traffic Education Lessons to teach young people and adults:

Tip

Don't forget that the idea is to learn how to be a responsible citizen, respect and follow the rules, and offer assistance to people (or animals) in need so we can all live peacefully as a community.

1

Traffic signs, symbols, and signals



2

How to respect the law as pedestrians, drivers, and passengers



3

How we can assist others who need it (people/animals/the nature)



To do this, follow the next steps:

1. Name each lesson you will give and complete the weekly agenda to organize one lesson each day:

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday



Vocabulary

supply. an amount of something ready to use

speech. a formal talk in front of an audience

2. When you have all the lessons named by days, think of what you will need (room, **supplies**, etc.) and activities you will do in each class (game, **speech**, etc.).

3. Have ready your activity (game, speech, etc.). Each person in the group must be in charge of teaching one of the lessons planned (your classmates will represent the citizens).