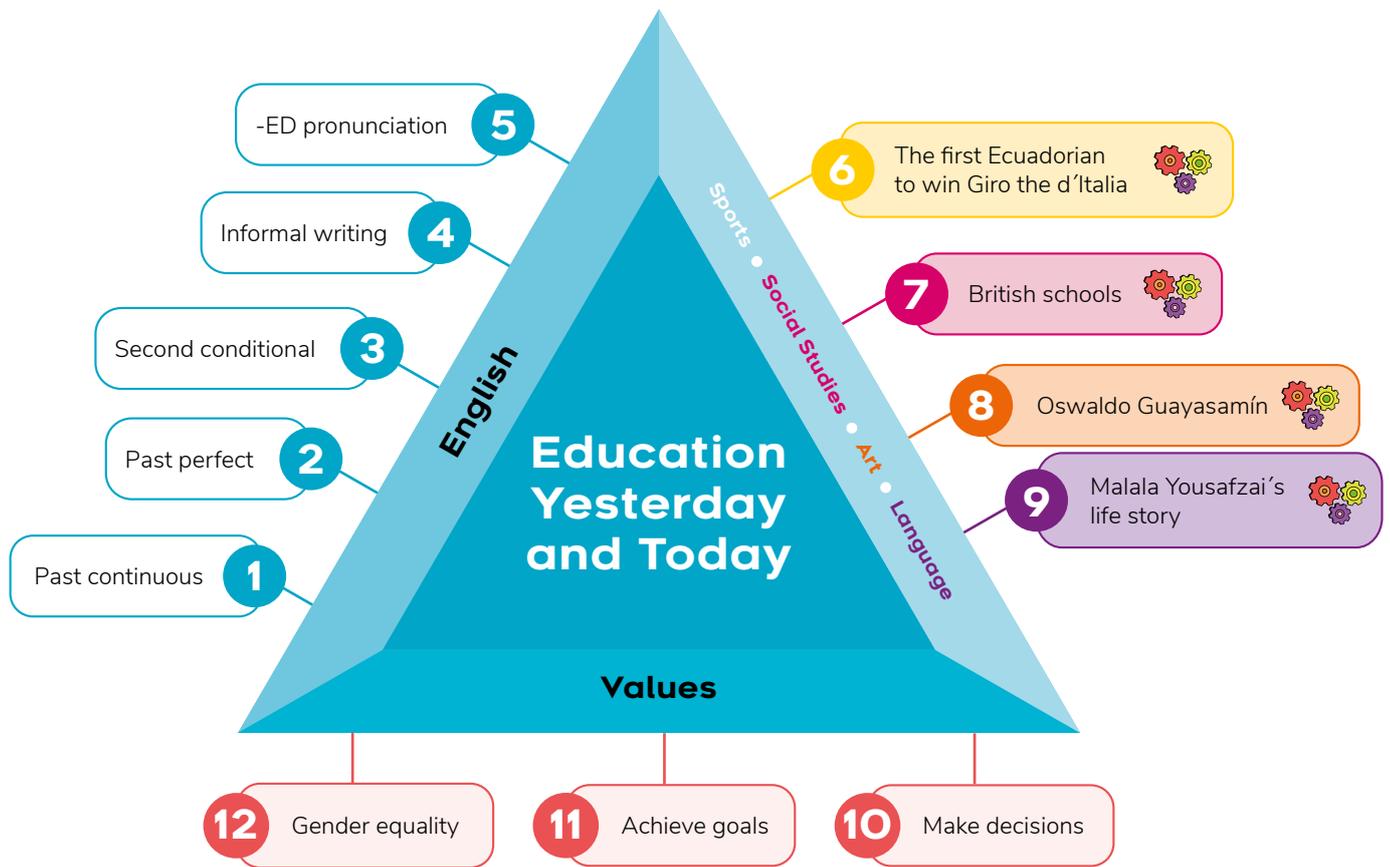


Curricular Threads: Communication and Cultural Awareness, Oral Communication, Reading, Writing, Language Through the Arts

Second Course BGU



Education is a fundamental part of most societies around the world. During our studies, we not only learn about different subjects like math, science, and social studies, but also life skills like negotiation and how to solve problems. Our education prepares us to be successful in the future.

Many people believe that education is a human right; it is something that all people in the world should have access to. We all deserve a quality education. The famous blues musician B.B. King once said, "The best thing about education is that no one can take it away from you."



- Do you believe that education is a human right? Why or why not?
- What does B.B. King's phrase mean? Do you agree with it?

Communication and Cultural Awareness

Sports

The first Ecuadorian to win the Giro d'Italia

Richard Carapaz

Movistar rider Richard Carapaz became the first Ecuadorian to win the Giro d'Italia on Sunday, June 2, 2019. He had finished fourth in the Giro in 2018. The Ecuadorian became only the second South American to win the Giro. His Movistar teammate, Colombia's Nairo Quintana, was the first in 2014.

"This is the biggest moment of my sporting life and it's hard to explain it. I just suffered from start to finish until I reached the arena in Verona," Carapaz told Eurosport.

While Carapaz crossed the finish line in front of fans from his homeland at the Roman amphitheater, he began his success on the mountain slopes. He has become an Ecuadorian hero.

Source: Richard Carapaz becomes first Ecuadorian to win Giro d'Italia
BBC Sport. (n.d.). Retrieved from <https://bbc.in/2wSMh8V>



Interesting Fact

Did you know that Richard Carapaz has a cycling school for children?

The school motto is: *Look, imitate, and exceed!*

The school is located in the Julio Andrade parish in Tulcán, Carchi. There, children and teens train and look up to Richard as their biggest hero and their inspiration. They train very hard to become like him some day.



With a partner, discuss the following questions. Write some notes in your notebook. Then, share your answers as a class. Do you all agree?

- Why do you think Richard Carapaz is an inspiration for some Ecuadorians?
- What makes a sports figure be admired by so many people?
- Do you think famous sports figures should make as much money as they do? Why or why not?

Oral Communication



In life, sometimes things happen that are unpredictable. Think about a day that you experienced something unplanned that changed the rest of your day, for better or for worse. In groups of 3-4 students, discuss your experiences.

At the school cafeteria Jimmy is telling his friend Bryan about an awful day he had yesterday.



Grammar Note

Jimmy's situation is in the past (I felt really tired... I took the bus...).

When we talk about events that happened **before** these past actions, we use the past perfect. Example:

1. Sarah and I **had been** to a party the evening before.
2. I **had left** my mathematics project at home.

These actions happened before Jimmy took the bus.

When we talk about something that happened in the past we sometimes want to refer back to something that happened before that time. We can use the **past perfect** tense (**had + past participle**) to do this.



Listen to Jimmy talk about his situation and answer the questions that follow in complete sentences.

1. Why did Jimmy feel tired?

2. What time had Jimmy gone to bed the night before?

3. What had Jimmy left at home?

4. Where did Jimmy think he had left his homework?

Watch your pronunciation!

ED-Ending sounds

In the simple past, regular verbs end in 'ed' and there are three different ways of pronouncing these two letters - / Id /, / d / and / t /.

Regular verbs that end in the sound / t / or / d /, in the past simple the 'ed' ending is pronounced / Id /.

Here are some examples:

start – started,
invite – invited,
want – wanted,
need – needed,
decide – decided

Reading

Social Studies

Do you think teens are the same around the world?



Before reading, look at a map of the world and locate the United Kingdom (UK). Then, answer these questions. Circle the best option.

- Great Britain is located in:
 - a. Europe b. South America c. Asia
- The United Kingdom of Great Britain is made up of four countries:
 - a. England, Scotland, Wales, and N. Ireland
 - b. France, England, Cardiff, and London
 - c. England, Belgium, France, and Ireland



Teens in Great Britain

School

British teenagers spend most of their time at school. When they are 16, most students take their first important exams, the GCSEs. They spend 2-3 hours on homework after school. Forget watching TV!

Uniforms

Visit almost any school in the UK and the first thing you'll notice is the school uniform. Although wearing a school uniform has its advantages, most teenagers don't like it.

Bullies

Most teenagers say they have been bullied because of their race, looks, intelligence, school uniforms, etc.

Clothes

Some teens judge you by the shirt or shoes you wear; many teens believe it's important to wear designer labels.

Mobile phones

British teens love to chat. Mobile phones are essential for most of them. The majority of teens have one, although text-bullying is also a new and worrying trend.

Free time

Many British teens are passionate about music. They love going out, but bars and clubs have strict rules for teens under 18. It's no surprise that they spend a lot of time online.



Complete the sentences according to the text. Use your own words.

1. Wearing a school uniform is a positive thing; but _____
2. British teens don't watch TV because _____
3. British teens spend more time online because _____
4. Teens are _____ when they take GCSEs.
5. Forty percent of teens in the UK _____
6. Text-bullying is _____
7. For British teens, music is _____

Language Through the Arts



Art

Do you have a favorite artist?

Oswaldo Guayasamin

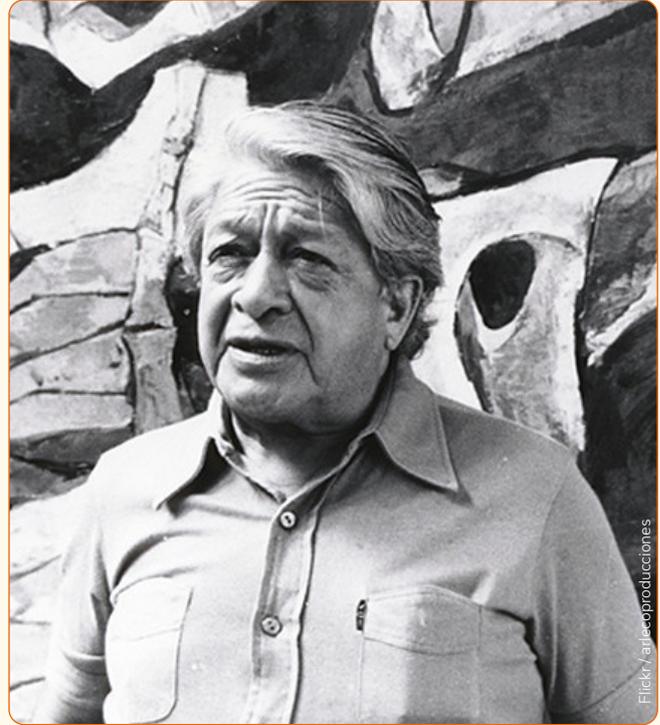
Oswaldo Guayasamin was an Ecuadorian painter and **sculptor** who dedicated his life to art. He won a prize from the United Nations for his devotion to peace through his work. His art reflects the pain and **misery** of mankind and speaks against violence in the 20th century. Guayasamin died in 1999. In 2002, Guayasamin's architectural **masterpiece** The Chapel of Man was completed and opened to the public.



Oswaldo Guayasamin – El Grito no. 2, 1983
Oswaldo Guayasamin's first exhibition in 1942 caused a scandal because of its social criticism.



Oswaldo Guayasamin – Niño Dormido, 1978
The "Trail of Tears" series revolves around the theme of indigenous, black, and mestizo populations in America.



After reading Oswaldo Guayasamin's biography, discuss the following questions.

1. Which of these paintings have you seen before?
2. Do you like his artwork? Why or why not?
3. Have you ever been to The Chapel of Man?



Look for more information about Guayasamín. Write three new facts that you find interesting about him. Also, choose your favorite painting and explain why you like it and what it represents. Be prepared to share your ideas with the class.



Vocabulary

sculptor. artist who makes sculptures

misery. extreme sadness often together with poverty

masterpiece. an artist's most important piece of work

Oral Communication

Teacher's Advice



Match the definition with the correct words and phrases. Some words do not have definitions.

Definitions	Words and phrases
a. An opinion or recommendation about what someone should do: _____	1. plenty of
b. Feel a desire to do something: _____	2. repetition
c. A good amount of: _____	3. anxious
d. The act of doing something again: _____	4. to cover something up
e. Very worried: _____	5. advice
f. A short walk around your small section of the city: _____	6. be tempted to
	7. a stroll around the block
	8. last but not least



Grammar Note

Past Perfect

We can use the past perfect tense (**had + past participle**) to talk about an event that happened before another in the past.

Look at these sentences:

1. Jimmy left the house at 9:30 yesterday morning.
2. Paula rang Jimmy's doorbell at 10:15 yesterday morning.

Both actions happened in the past so we use the past simple tense. But see how we can combine the sentences:

3. Paula rang Jimmy's doorbell at 10:15 yesterday, but Jimmy **had** already **left** the house.

We use the past perfect (**had left**) because the action happened before another action in the past (Paula rang the doorbell.)



Listen to a teacher give students advice on taking an exam. Take notes on what she says by filling the columns with things they should DO and NOT DO.

Do	Not Do

Watch your pronunciation!

ED-Ending sounds

The pronunciation of the 'ed' ending depends on whether the last sound of the base verb is voiced or not voiced. This means that if there is vibration in your vocal chords when you pronounce the last sound, then the -ed will be pronounced /d/.

Examples: smiled, turned, loved, seemed.

Communication and Cultural Awareness

Language

Value: Gender equality

Do girls and boys have the same opportunities in education in Ecuador?



Malala Yousafzai's Life Story

1997. I was born in Mingora, Pakistan on July 12, 1997. Welcoming a baby girl is not always cause for celebration in Pakistan, but my father, Ziauddin Yousafzai, was determined to give me every opportunity a boy would have.

2008. My father was a teacher and ran a girls' school in our village. I loved school, but everything changed when the Taliban took control of our town. The extremists **banned** many things like television and playing music. They said girls could **no longer** go to school. In January 2008, when I was just 11 years old, I said goodbye to my classmates, not knowing when, if ever, I would see them again.

2012. I spoke publicly on behalf of girls and our right to learn, and this made me a target. In October 2012, on my way home from school, a **masked** gunman **boarded** my school bus and asked, "Who is Malala?" He shot me on the left side of my head. I woke up 10 days later in a hospital in England.

2018. Now I am studying at the University of Oxford. Every day I fight to **ensure** that all girls receive 12 years of free, safe, quality education. I am determined to fight until every girl can go to school. With my father I established the Malala Fund, a **charity** dedicated to giving every girl an opportunity to have the future she chooses. Because of this, I received the Nobel Peace Prize in December 2014 and became the youngest ever Nobel Prize winner.

Source: Taken and adapted from: Malala's story | Malala Fund. (n.d.). Retrieved from <https://www.malala.org/malalas-story>

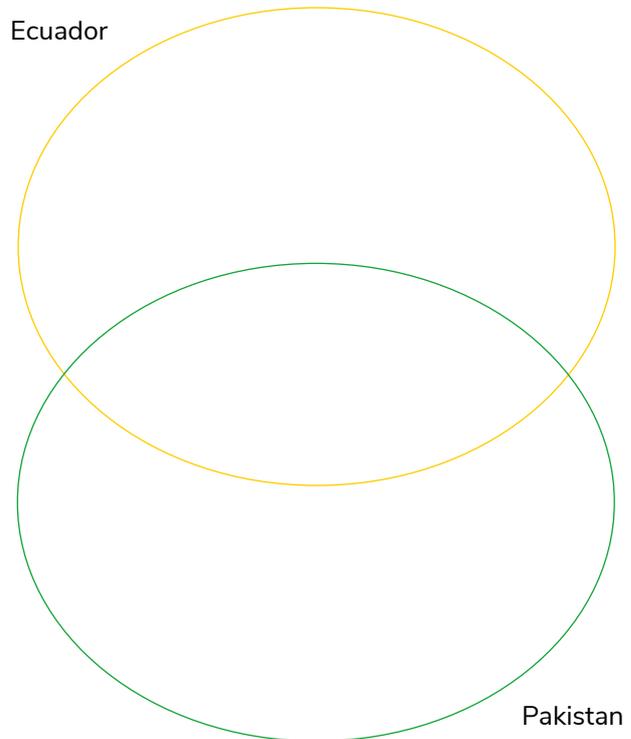


In groups of three students, discuss the following topics:

1. What is education like in Ecuador?
2. Do all girls and boys attend school equally?
3. Is Malala an inspiration for girls around the world?

Then, in the same groups, compare and contrast Ecuadorian and Pakistani education. Complete this Venn diagram. You can use Malala's story but you might have to search for additional information to complete the diagram.

Ecuador



Pakistan



Vocabulary

banned. prohibited

no longer. not anymore

masked. wearing a mask

boarded. got on

ensure. be sure that

charity. organization that receives donations and helps a cause

Oral Communication



Pretend Jimmy (an Ecuadorian student) has the opportunity to talk on the phone with Malala. Jimmy called the Malala Fund because he is interested in becoming a volunteer. Jimmy is in Ecuador and Malala is in Oxford, UK. Jimmy asks Malala about her accident, her university, her ideals, her family, and her Nobel Peace Prize.

Create a dialogue between Jimmy and Malala. Be sure to use at least four verbs in the past perfect. Your dialogue should be two minutes long. Perform it in front of the class.



"I tell my story not because it is unique, but because it is the story of many girls."
Malala

Wikipedia

Jimmy: _____

Malala: _____

Grammar Note

When we use the simple past and past perfect together, we use the past perfect for what happened earlier.

1. When Jimmy **turned** the TV on, the program started. He was just in time.
2. When Jimmy **turned** the TV on, the program **had** already **started**. He missed the beginning.

When one past action follows another one, both can be in simple past or one in past perfect. Example:

1. My father **had arrived** or **arrived** at the store before it opened.
2. After he **had filled** or **filled** the cart, he went to the check out.

Watch your pronunciation!

ED-Ending sounds

When '-ed' is added to regular verbs that end in unvoiced sounds, the '-ed' is pronounced /t/. Here are some examples.

jump - jump**ed**

kiss - kiss**ed**

wash - wash**ed**

look - look**ed**

watch - watch**ed**

Language Through the Arts

In what way are songs like poems?

Poems as Song Lyrics

Read these song lyrics out loud with your class. As you read, underline any words you don't understand. Can you guess what they mean from the context?

"Set Fire to the Rain" by Adele

I let it fall, my heart
And as it fell, you rose to claim it
It was dark, and I was over
Until you kissed my lips and you saved me

My hands, they were strong
But my knees were far too weak
To stand in your arms
Without falling to your feet

But there's a side to you
That I never knew, never knew
All the things you'd say
They were never true, never true
And the games you'd play
You would always win, always win

Chorus

But I set fire to the rain
Watched it pour as I touched your face
Well, it burned while I cried
'Cause I heard it screaming out your name,
your name!

When I lay with you
I could stay there
Close my eyes
Feel you here forever
You and me together
Nothing is better

'Cause there's a side to you
That I never knew, never knew
All the things you'd say
They were never true, never true
And the games you'd play
You would always win, always win

Chorus

Sometimes I wake up by the door
That heart you caught must be waiting for you
Even now, when we're already over
I can't help myself from looking for you...

Chorus (2)

Oh, no, let it burn, oh, let it burn, let it burn



Interesting Facts

Here there are some quick facts and a short biography to learn more about this artist.

Nickname: Adele **Birthday:** May 5, 1988

Nationality: British **Zodiac Sign:** Taurus

Also Known as: Adele Laurie Blue Adkins

Born in: Tottenham **Famous as:** Singer, songwriter



After you read the lyrics, answer the following questions.

1. Who is "you" in this song?
2. What does the song make you feel?
3. Can you find any words in the song that rhyme? Do all songs need to have rhyming words?



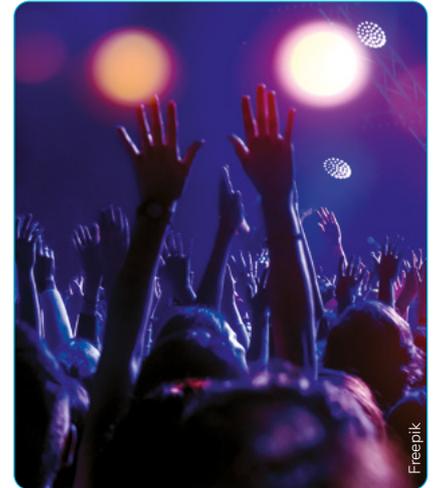
After class, find the lyrics to a song that you like and bring them to class the next day. Share the lyrics with your class. Tell everyone who sings the song a little information about the artist and what the song is about.

Note: The lyrics must be appropriate to be shared in class with students under 18 and teachers. They cannot contain bad language.

Oral Communication



Think about some questions you would ask your favorite artist if you could meet him or her. Discuss them in small groups. What kind of information would you and your classmates like to know?



Fans at a concert



Listen to a podcast where a fan talks about her favorite celebrity. Answer the questions in your own words based on what you hear.

1. Who is the celebrity mentioned in this podcast?

2. Mention three things that make her special.

3. What are her husband's and son's names?

4. How many albums does she have?

5. What did she receive a songwriting Oscar for?



• Listen to your teacher read the following words. Categorize the words according to their sounds in the correct column below.

started - smiled - turned - crunched - loved - seemed - lived
 chilled - enjoyed - tried - invited - decided - hated - dated
 seated - jumped - kissed - washed - looked - watched
 shopped - picked - wished - needed - wanted

[ɪd]	[d]	[t]



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Reading

Is slavery a thing of the past?

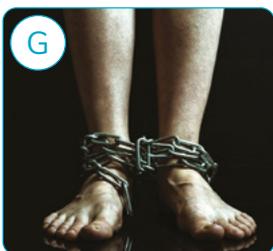


Discuss the following questions in groups of three or four students.

- What is slavery?
- Is slavery still a problem today? Why/why not?
- Does slavery have any connection with education?



How do you think each picture is related to slavery? Discuss them as a class.



Freepik

Slavery

Text 1

Most ancient cultures had slaves. They bought and sold humans and forced them to work without being paid. The Great Pyramids in Egypt were built with slave labor. By the 16th century, Europeans started to **trade** slaves from Africa. The European traders took goods to Africa, then goods were exchanged for slaves and the slaves were taken to the West Indies and North America. Finally, they were sold in order to work growing sugarcane, tobacco, coffee, and cotton.

Text 2

The Slave Trade made a lot of money for Europeans, though it was **abolished** in 1807. However, slavery did not end; it continues to exist around the world in many different ways, factories force children to work, workers are paid less than 50 cents an hour; the cost of buying clothes is getting cheaper, but who is paying the price?

Text 3

Food is another product that may involve slavery, especially chocolate. Cocoa is often grown by child slaves, some of whom have been **stolen** from their families. Consumers should start asking more questions about where the products they buy come from, and exactly how they are produced.



Look at the pictures on the left. Match them with the text that they best correspond to. A text can have more than one picture.

Text 1 _____

Text 2 _____

Text 3 _____



Vocabulary

trade. to exchange goods and services

abolished. forbidden, eliminated, prohibited

stolen. taken without permission

Achievement Level - Listening

Individual activity

1— You will hear a radio interview with the manager of a summer camp. For each question, choose the correct answer.

1. This year, the Youth Camp will run for...
a. six weeks b. four weeks c. eight weeks
2. The problem last year was that...
a. a lot of people wanted to attend.
b. there were few workers.
c. there was nothing to do on rainy days.
3. This year for the first time, kids will...
a. do artistic activities b. play new outdoor sports c. organize events

Achievement Level - Reading

Individual activity

2— The people below are choosing a movie to watch for the evening. You will find descriptions of three movies. Decide which movie would be the most suitable for each person. Write the answer in the blank space.

1. Movie: _____

Maria enjoys watching films that scare her, if they are well made. She doesn't like to be able to guess what's going to happen.

2. Movie: _____

Rafaela prefers serious films that are about people and relationships. She likes watching stories that take place in the past.

3. Movie: _____

Antonio has a stressful job and relaxes by watching fun films that entertain him and are easy to understand. He likes to laugh and he likes to guess what's going to happen!

a. **Lonely Lives**

When ex-soccer player Marco Valencia returns home for a friend's wedding, the memories of his thirteenth birthday came back. Most of the film happens in the 1960s and it's about a lonely boy who becomes friends with a lonely man. There are no surprises in the film, but it's well made and entertaining.

b. **A Million Dollars**

What do a teacher, an ex-criminal, a policeman, and a dentist have in common? They're all searching for a million dollars in cash! The only question is- who's going to get it? A simple story with fast action and great comedy!

c. **A True Wish**

When Martha wishes that the mean girls at school would disappear, her wish comes true! She makes another wish and then another. Soon Martha is controlling her school, her family and her town! This is a frightening story with many surprises!

Achievement Level - Speaking

Group activity

3— Your teacher has asked you for ideas to improve your school. Look at the pictures and talk about what improvements you think would be most useful.



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Achievement Level - Writing

Individual activity

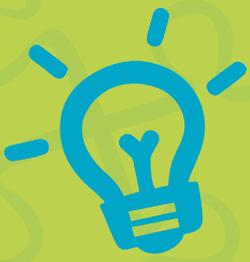
4— You are going to spend a day in Quito next Saturday. Write an email to your friend Helen who lives in Quito. In your email of 60-75 words, you must:

- say what you would like to do in the city
- tell her what time you are arriving
- suggest where to meet

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

Self-evaluation

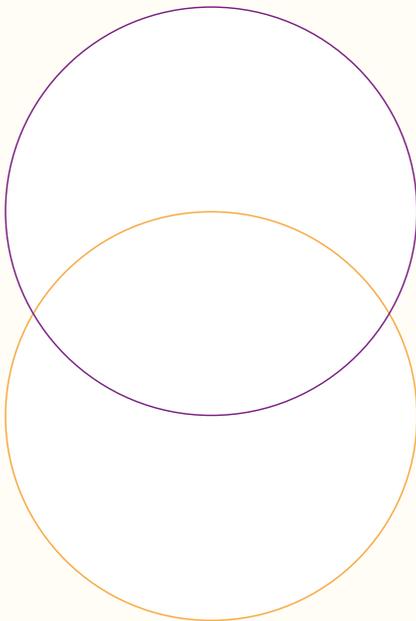
Topics	I check ✓ the box that most applies to me			
	I do it very well	I do it somewhat well	I can improve	I can't do it without help
Interview a famous person				
Listen to a teacher give students advice				
Read short texts about education and slavery				
Use the past perfect and the simple past				



Project 1



Education and teenagers today



Education and teenagers in the past

Teen Education: Yesterday and Today

In groups of three students, you are going to interview three people older than 60 years old. They can be your grandparents, a neighbor, or a teacher at school. The goal is to learn about how education and teenagers were in the past.

Step 1

Prepare an interview with 12 clear questions. The questions must be written directly in English and your teacher must check them first.

In the questionnaire prepare, a section for general information (Name, birthdate, age, place of birth). The topics of the questions can be: school, school uniforms, bullies, clothes and looks, communication, free time (sports and games).

Step 2

When your questionnaire is ready, you must find three people to interview. Try to find people who speak English. If you can't, you will have to translate the questionnaire from English to the language these people speak. If possible, record the interview or take as many notes as possible about their answers. Draw a picture of each person or take a picture.

Step 3

Prepare a paper poster or a PowerPoint (PPT) presentation where you present the answers of the interview. Include the drawings or pictures you got the day of the interview. Present it to your teacher and classmates so everybody can learn how education was in the past.

In your poster or PPT include a Venn Diagram where you identify similarities and differences about education and teenagers in the past, and education and teenagers today.

Let's Review

Past Perfect

Which event was first, a or b?

Circle the event that happened first.

1. Manuel called you at home yesterday, but you had already gone to your karate lessons.
 - a. Manuel called you.
 - b. Manuel called you.
 - c. You went to your karate lessons.
2. Jennifer had to go back to school because she had left her house keys in her locker.
 - a. Jennifer went back to school.
 - b. Jennifer went back to school.
 - c. Jennifer went back to school.
 - d. Jennifer left her house keys in her locker.
3. Fabian Zurita had reached the top of the Cotopaxi volcano when it started to rain.
 - a. Fabian Zurita reached the top of the Cotopaxi volcano.
 - b. Fabian Zurita reached the top of the Cotopaxi volcano.
 - c. Fabian Zurita reached the top of the Cotopaxi volcano.
 - d. Fabian Zurita reached the top of the Cotopaxi volcano.
 - e. It started to rain.
4. The bus had already left by the time my family and I arrived at the bus station.
 - a. The bus left.
 - b. The bus left.
 - c. The bus left.
 - d. The bus left.
 - e. The bus left.
 - f. We arrived at the bus station.

Reading

After learning about Richard Carapaz, Malala Yousafzai, and Oswaldo Guayasamin, answer the following questions.

1. What do these three people have in common?

2. Read their stories again and write down their most important contribution.

Richard Carapaz: _____

Malala Yousafzai: _____

Oswaldo Guayasamín: _____

Past Perfect vs. Simple Past

Choose one of the verbs in the box and complete the sentences with the past perfect or the simple past form.

rescue - see - find out - eat - hear

1. When Paul came home,
I _____ already _____ dinner.
2. When my mother arrived at 11 a.m, she
_____ the cat on the roof. When I arrived
at 12 p.m., the firefighters _____ already
_____ the cat.
3. When Camila called you, she _____ already
_____ about the accident. When Paul called
you, he _____ about the accident.



Communication and Cultural Awareness

Are you organized?

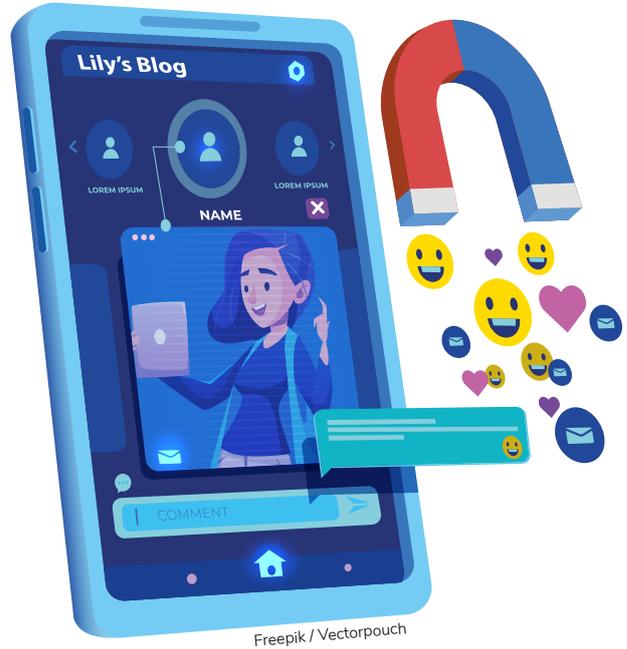
Read the following blog written by Lily who invites people to share some tips to teach each other better study skills.

Posted 2 hours ago by Lily:

I have always admired students who hand their homework in on time and never forget to do it. Me, on the other hand... OK, I admit it. I am terrible at getting myself organized!

But lately I have started keeping a small study diary. I write down everything I need to do and when it needs to be done by. Then, I write a reminder a few days before the date just in case. It is helping.

So I was wondering, what are your tips for getting organized? Post a comment below. I hope we can all share some tips to teach each other better study skills.



Freepik / Vectorpouch



Freepik

Alicia

Good question, Lily. I always spend about five minutes at the end of the day cleaning up the desktop on my computer. I make a backup of important documents. I eliminate things I don't need any more and have everything in the correct folder.



Freepik / benzox

George

Lily, the most important thing is to start studying a few weeks before the exams and not leave it until the night before! That's just common sense, I think.



Freepik / nensuria

Lily

Alicia and George, thanks for your advice! Making backups sounds like a very interesting and useful idea. Not leaving things for the last minute is certainly the hardest part! I promise I will try my best!

Check your understanding. Circle **True (T)** or **False (F)** for these sentences.

- Lily is very good at handing in her homework on time. T F
- Lily writes down the date she has to hand in her homework. T F
- Alicia cleans her computer desktop twice a day. T F
- Lily thinks Alicia's tip is good. T F
- George thinks the date you start studying is important. T F
- Lily thinks it is easy to do things early. T F

Do you have any tips to be an organized student? Write them here, then discuss them as a class.

My tips

- _____
- _____
- _____

Oral Communication

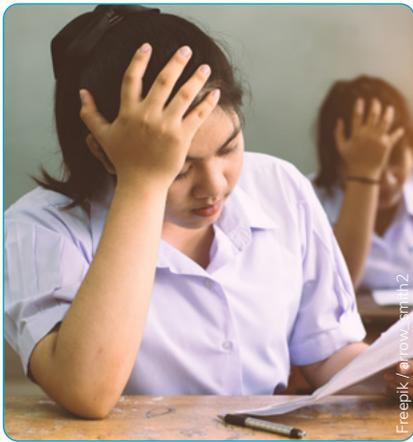
Difficult Situations

Value: Achieve goals

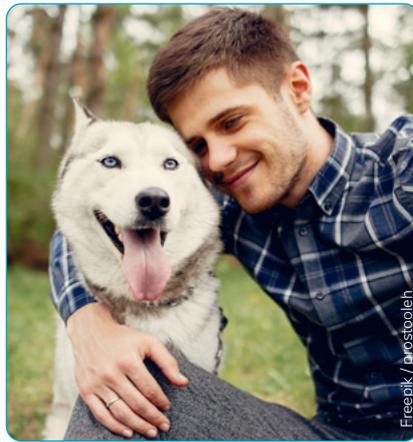


Match the item from the column on the left with the corresponding one from the column on the right to describe some difficult situations.

- | | | |
|------------------------------|-----------------------|--|
| a. Your bus | <input type="radio"/> | dies |
| b. You fail | <input type="radio"/> | breaks up with you |
| c. Your cat | <input type="radio"/> | an exam |
| d. Your boyfriend/girlfriend | <input type="radio"/> | never arrived and you arrived late to school |
| e. You forget | <input type="radio"/> | your keys inside your house |
| f. Someone steals | <input type="radio"/> | your cellphone |



Student fails an exam



Boy with his dog

Tip

When someone explains a difficult situation they are experiencing, like Jennifer and Simon, there are different phrases we can use to show that we care.

We can say, "I'm very sorry that you are going through this" or "I understand how you feel. I empathize with you." This shows the person that we care about him or her.

We can also offer our help by saying, "If there is anything I can do for you, just let me know."



Listen to two situations that Jennifer and Simon have experienced. Complete the sentences with the information.

- Jennifer's problem is that _____

- Jennifer proposes a solution, which is _____

- Simon's problem is that _____

- Simon says that his dog was _____



Reading

What do you think school is like in other parts of the world?

Match the words with the corresponding picture.

- a. street clothes
- b. uniform
- c. janitor
- d. school bus
- e. slippers



Freepik

Vocabulary

junior high. the years of school between elementary school and high school. Students are usually 11-13 years old

slippers. footwear that you use in the house

janitors. people who clean schools

Japanese and American Schools

Read about some differences between the school system in Japan and the United States.

In Japan, the school year begins in April and ends in March. In the US, it starts in August and ends in June. There are no school buses in Japan. Schools are close enough for students to walk there.

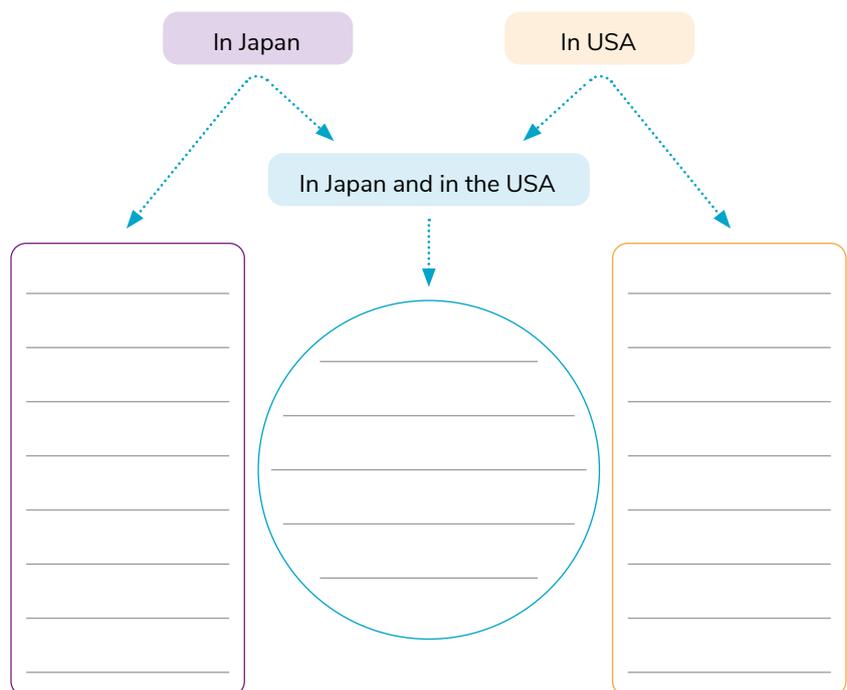
In Japan, public elementary school kids wear street clothes, like in US schools. But in **junior high**, they wear a school uniform. In Japanese schools, everyone must remove their shoes at the entrance and change into **slippers**.

Japanese students stand and greet their teacher at the beginning and end of each class.

In US schools, cafeteria workers prepare the school lunches and serve the students, but in Japan, the cooks cook the lunch and students take turns serving lunch to their classmates. Students eat lunch in their classroom at their desk. There are no **janitors** in Japanese schools; students clean their school every day.

Summer vacation is about five weeks in Japan. In the US, it is ten weeks. During summer vacation, Japanese students go to school many times for their school club; they must do a lot of homework.

Complete the following graphic organizer with differences and similarities between the Japanese and US education system.



Writing

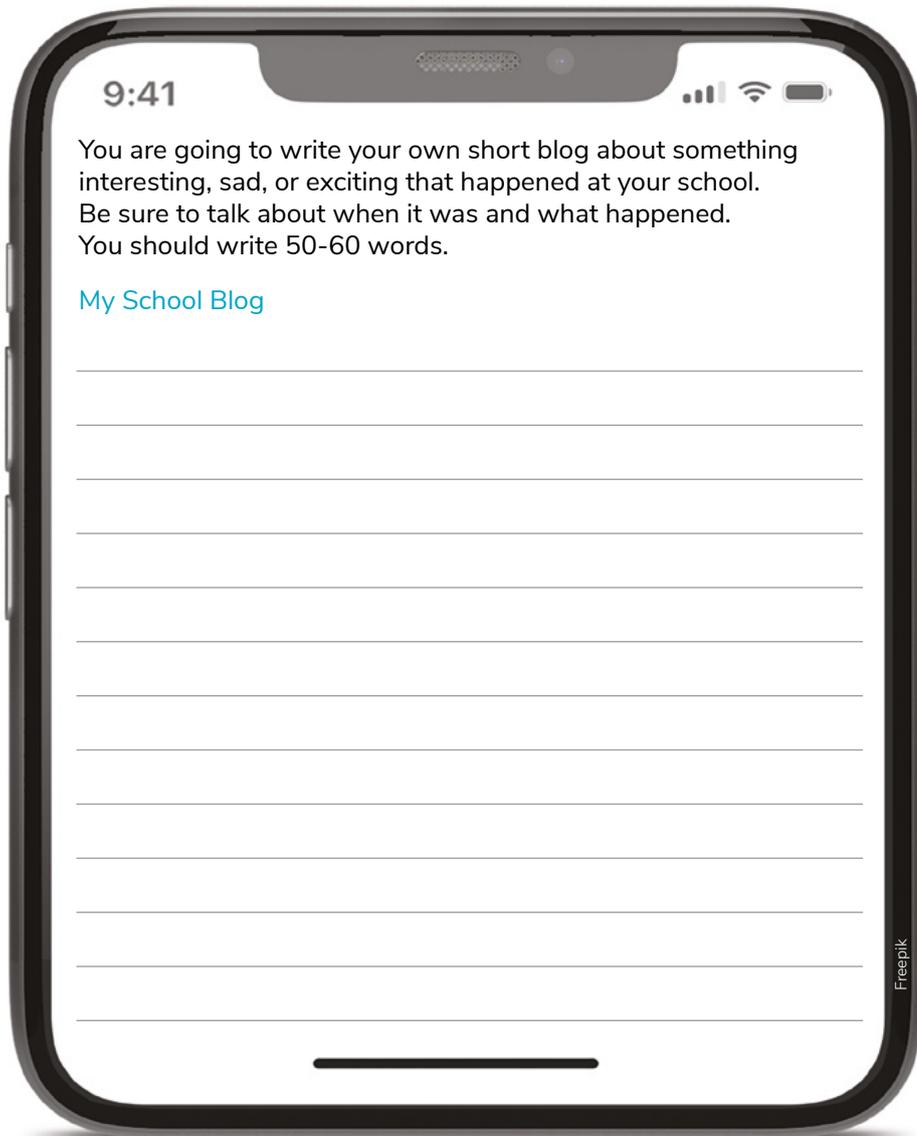
My First Blog

When blogs first appeared in 1994, they were more of a personal diary that people shared online. In this online journal, you could talk about your daily life or share things you do. But then people saw them as an opportunity to communicate any information in a new way. So began the amazing world of blogging. A blog (short for “weblog”) is an online journal or informational website that presents information in reverse chronological order, with latest posts appearing first. It is a platform where a writer or even a group of writers share their views on a specific subject.

Source: What is a Blog? - Explanation of Terms Blog, Blogging & Blogger (2019). (2019, April 29). Retrieved from <https://firstsiteguide.com/what-is-blog/>



Blog



Your teacher will put the blogs on the walls. Walk around the room and on small pieces of paper you are going to post a comment or an opinion on your classmates' blogs. Choose at least five blogs to comment on.

Language Through the Arts

Do you have a favorite song in English?

"If You Were a Sailboat"

by Katie Melua

Commonly, songs come from poems and some poems come from songs. Here is an example. Read this poem out loud.

If you were a cowboy, I would trail you,
If you were a piece of wood, I would nail you to the floor.
If you were a sailboat, I would sail you to the shore.
If you were a river, I would swim you,
If you were a house, I would live in you all my days.
If you were a preacher, I would begin to change my ways.

Sometimes I believe in fate,
But the chances we create,
Always seem to ring more true.
You took a chance on loving me,
I took a chance on loving you.

If I was in jail, I know you would spring me
If I was a telephone, you would ring me all day long.
If I was in pain, I know you would sing me soothing songs.

Sometimes I believe in fate,
But the chances we create,
Always seem to ring more true.
You took a chance on loving me,
I took a chance on loving you.

If I was hungry, you would feed me
If I was in darkness, you would lead me to the light.
If I was a book, I know you would read me every night.

If you were a cowboy, I would trail you,
If you were a piece of wood, I'd nail you to the floor.
If you were a sailboat, I would sail you to the shore.
If you were a sailboat, I would sail you to the shore.

Grammar Note

Notice how the poem repeats the words "if" and "would". These words are used for hypothetical - or unreal - situations.



This poem uses a lot of metaphors, words that are symbolic. Choose two of them and illustrate them here.

Can you think of another metaphor like the ones in the poem that you can use to refer to two people in love?



Vocabulary

sail. to ride on a sailboat

preacher. a person who gives many speeches, sometimes a religious figure

fate. destiny

jail. prison

spring. in this context, to free someone from jail

soothing. relaxing

Oral Communication

First Day of Class

Do you remember your first day of class ever? And from this school year? Discuss your memories with a classmate.



Students talking

Grammar Note

Second Conditional

The second conditional is used for hypothetical situations in the present.

Second conditional structure for positive sentences:

Condition clause

If + V(Simple Past) + C,

Result clause

S+could/would/might + V(Base form) + C

Example:

If Japanese students **had** a janitor, they **would** not be so disciplined.

If students **could** teach their class, they **would** do things differently.

Listen to a conversation between two friends on the first day of classes. Choose the best answer for each item.

- Emilia: How was your summer holiday?
Peter:
 - Yeah, acceptable thank you.
 - Not bad
 - Yeah, good thanks ... and yours?
- Emilia: How's your first day back at school going?
Peter:
 - It was fantastic. I love it!
 - Oh... OK. Just had Chemistry. It was awful.
 - Not bad
- Emilia: Who is your Science teacher?
Peter:
 - Mr. Martinez.
 - Mr. Gómez
 - Miss García



Freepik

Think of what Peter could do to be a better student. Complete these sentences using the second conditional.

If Peter _____, he would do better in Chemistry.

If Peter didn't complain so much about homework, he _____

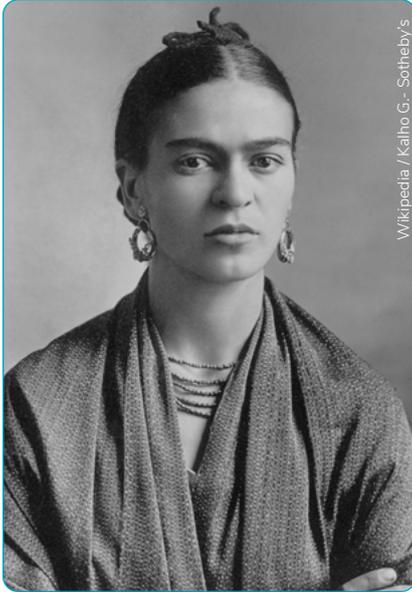
Communication and Cultural Awareness

Why do you think there are not as many famous women painters as men?

Frida Kahlo

Frida Kahlo was a Mexican painter. She was born in Mexico City in 1907. She painted many self-portraits and paintings of Mexican folklore. Frida went to the prestigious Escuela Preparatoria in Mexico City in 1922. At that time, there were not many girls at this school. In 1925, at the age of eighteen, Frida had a terrible traffic accident. She couldn't walk for a long time, so she started to paint. In 1929, she married the painter Diego Rivera. The next year, they moved to New York, but Frida was not happy there. They returned to Mexico in 1935. Frida won a national art prize in 1946, and she became famous in Mexico. She died in 1954, when she was only 47 years old.

Eight days before her death in July 1954, Frida Kahlo completed what is popularly thought to have been her final painting: *Viva la Vida*. "Long Live Life" is a bright and vibrant celebration of life as being both simple and complex.



Frida Kahlo



Frida's school



Viva la Vida (Long Live Life)



Answer the questions. Write complete sentences.

1. When was Frida Kahlo born?

2. Where did she go to school?

3. What happened to Frida in 1925?

4. Did Frida enjoy her time in New York?

5. When did Frida win a national prize?

6. Why do you think there were not very many girls in her school?

Oral Communication

How well do you know your partner?



Sometimes we think we know the people that we have spent many years in school with, but that is not always the case. You are going to play a game to see how well you really know one of your classmates.

Form groups of two students. You and your partner will take turns completing each one of the sentences with information you think is true for your partner, saying each one out loud. For example, "If you could have any pet, I think you'd have... a tiger." Every student should read every sentence and complete it. As you complete each sentence about your partner, your partner will tell you if he/she agrees with you.

1. If you could meet a famous person, I think you'd like to meet...
2. If you could have any pet, I think you'd have...
3. If you were given unlimited money to buy one object, I think you'd buy...
4. If you could eat anything you liked this evening, I think you'd eat...
5. If you could have a special talent, I think you'd like to be able to...
6. If you could have any job in the world, I think you'd like to be...
7. If you could be an animal, I think you'd be...
8. If you could live anywhere in the world, I think you'd live...
9. If you could have a super power, I think you'd choose to be able to...
10. If you could go to a concert tonight, I think you'd go and see...
11. If you could try a new sport, I think you'd try...
12. If you could learn to play a musical instrument, I think you'd learn to play...



Now create two sentences of your own using the second conditional and complete them for what you think is true for your partner.

Grammar Note

As well as the simple past, we can use the **past continuous** in the if-clause.

Ex: *If the kids were playing instead of sleeping, it wouldn't be so quiet in here right now.*

In second conditional we sometimes use **were** instead of **was**, especially in the clause *if I were you*.

Ex: If Simon **were playing** his guitar, it wouldn't be so quiet in here.

If I **were** you, I would ask the teacher for advice.



Reading

What do you like to do for fun?

Amusement Park

Posted by Lorena

Yesterday was fantastic! We went on our end-of-the-year trip to the amusement park in Guayaquil. The park is called Fantasy Land. I had to get up so early though, since the bus picked us up from school at 7 a.m.!

Can you believe that Pablo nearly missed the bus? He was running down the street shouting and luckily Mr. Gómez, the teacher, saw him and stopped the bus. The **journey** was awful. There was an accident on the highway and we were in a traffic jam for ages, so we got to the park really late and there were already huge lines for all the rides.

The rides were fantastic! I went on the X Roller Coaster, which is totally crazy! It goes so fast and I felt really **dizzy** when it stopped. Guess what? Luisa vomited all over herself. Disgusting!

After lunch we went on the water rides, my favorite! We got so wet! They took a picture of us on the ride and I had my eyes closed and was screaming with my mouth wide open. It was such an embarrassing picture, and then Helena bought it and showed it to everyone. How embarrassing! Anyway, I took a lot of pictures too!



Friends having fun at the amusement park

Vocabulary

journey. trip

dizzy. a feeling that you cannot stand still, like you are going to fall

Check your understanding. After reading Lorena's blog, write **True (T)** or **False (F)** for these sentences.

1. Lorena had to get up so early since the bus picked students up from school at 5 a.m.
2. Pablo nearly missed the bus.
3. Mr. Gómez, the teacher, saw Pablo and stopped the bus.
4. The highway had no traffic jams, so we got to the park really early.
5. Luisa vomited all over herself. It was disgusting.
6. Helena bought an embarrassing picture of Lorena and showed it to everyone.



Writing

My Class Trip



Discuss these questions with a partner to brainstorm some ideas before writing.

- a. Have you ever been on a class trip with your classmates and teacher?
- b. If you have, what was the purpose of the trip?
- c. Where would you like to go if you could choose anywhere?



Imagine that you are the class president and you can choose where to go for your class trip. Write a letter to your principal (60-75 words) to propose the next class trip. Explain where you should go, why you should go there, and what you can do there. Be sure to start with "Dear Principal," and write formally.

Use at least five of the following words in your writing.

funny - disgusting - embarrassing - annoying - boring
awesome - scary - amazing - fantastic - interesting
friendly - awful - cool - terrible - hilarious

Grammar Note

Remember that we use adjectives to describe nouns. **Adjectives** can have many forms in English. There are many adjectives that end in -ing, but they are not verbs. Words like *interesting*, *boring*, *exciting* describe nouns, like a movie, for example.

There are also adjectives that end in -ed. They are not simple past verbs. Words like *interested*, *bored*, *excited* describe how people feel.

Example: The class was not very *interesting* yesterday, so I was *bored*.



Do you think that women are as good as men at science?

Women and Girls in Science

Eugenia Maria del Pino Veintimilla



Discuss these questions in mix gender groups

- Do you think women should be scientists or engineers?
- If you are a girl, would you like to be a scientist or an engineer?
- Do you know a woman who is a scientist or an engineer?
- Is there any famous female scientist from Ecuador?



Vocabulary

encourage. give support, stimulate

fields. areas

worldwide. around the world

narrow. not wide, small

In 2016, the UN declared February 11th the International Day of Women and Girls in Science.

The main reason for this declaration was to **encourage** more girls and women to get jobs in the **fields** of science, technology, engineering, and mathematics.

Figures show that although there is no significant difference in ability between boys and girls in math and science, less than 35 percent of graduates in these fields **worldwide** are women and there are even fewer in engineering and information technology.

Why is it important to involve more women and girls in science? When one group of people dominates a field of study, whether it's an age group, a cultural group, or a gender, there is danger of creating a **narrow** view of the subject. Including more women in male-dominated areas will bring in fresh points of view, new talent, and creativity. It can also help increase women's social and financial position in some countries.

Around the world there are not many women scientists; Ecuador is not an exception. However, there is an internationally-recognized Ecuadorian female scientist.

Eugenia Maria del Pino Veintimilla (born in 1945 in Quito, Ecuador) is a development biologist at the Pontifical Catholic University of Ecuador. She was the first Ecuadorian to be elected to the United States National Academy of Sciences (2006).



After reading about women and girls in science, discuss the following questions in small groups.

What can we do to encourage more girls to study science?

Why do you think less women study engineering than men?



Eugenia María del Pino Veintimilla

Wikimedia Commons/Profmartinblum

Oral Communication



- What do you know about bees?
- Have you ever imagined the world without bees?



Grammar Note

The main clause often has **would**. We can also use **could** or **might**.

*Ex: If Marisol worked harder, she **might** do even better in her studies.*

The if-clause usually comes first, but it can come after the result clause.

*Ex:
If I saw him, I would tell you. /
I would tell you if I saw him.*



Listen to an interviewer and professor talk about the importance of bees and answer the questions based on what you hear.

1. Why are honey bees dying? _____

2. Would we die if honey bees didn't exist? _____

3. Which creatures could help fill the gap? _____



Match the sentences from Column A and Column B based on the interview.

Column A	Column B
• What could happen <input type="radio"/>	a. could help fill the gap.
• If honey bees didn't exist, <input type="radio"/>	b. what would we do?
• So Dr. Smith if there weren't any honey bees, <input type="radio"/>	c. we wouldn't die but life would be a lot more difficult.
• If that ever happened, some other creatures <input type="radio"/>	d. if there weren't other kinds of bees, flies and butterflies that pollinate?
• If pesticides and parasites weren't killing honey bees <input type="radio"/>	e. there would be more bees and vegetation in the world.



Achievement Level - Reading

Individual activity

1—The people below all want to go out for a meal. Read the five descriptions of restaurants (A-E). Decide which restaurant would be the most suitable for each person or group (1-5).

**a. The Golden Castle,
Station Road**

Open midday to midnight. A lively and amusing place for a meal. Traditional local food, special foreign dishes, and vegetarian. Special discounts for groups and parties. Live music options. Children welcome.

**b. The Singing Parrot,
Station Road**

Our experienced chefs prepare real Colombian and Venezuelan food at unbelievably low prices. You will always remember a meal you have eaten here and will want to come back again and again. Open noon to midnight.

**c. The Old Garden,
Orchard Avenue**

All our dishes are traditional ones from this part of the country and the food is freshly prepared for each customer. Enjoy a peaceful meal in beautiful surroundings. We are not the cheapest, but we are probably the best! Open 7pm-11pm.

**d. The Hot Pot,
Market Street**

Full range of hot food always available, including children's menu and vegetarian. Open 6am till 5pm every day. Children's playground and video games. Carry out also available.

**e. May's Foods,
High Street**

We serve salads, soups, and delicious sandwiches from 9 til 9. Plenty of choice at any time. Vegetarians welcome. Our young staff offers fast, friendly service in a clean, modern restaurant.

1. Fausto is traveling alone and needs somewhere to eat dinner. He is looking for a quiet restaurant where he can try typical local food. He isn't worried about how much it costs.

2. Alicia and Margarita want to find somewhere that serves snacks during the day. They don't want to spend a long time there.

3. The Gómez family needs a restaurant where they can have a good breakfast before catching a bus at 8am. Some members of the family are vegetarians.

4. Simon and Jennifer want to celebrate their wedding anniversary by having a dinner with their children and grandchildren in the evening. They want a restaurant with a variety of options and that's not expensive.

5. José and Helen prefer Colombian and Venezuelan food. They are looking for a restaurant where they can go for a special meal to celebrate the end of their exams, but they can't afford anywhere expensive.

Achievement Level - Writing

Individual activity

- 2 — Write a short paragraph of 50-60 words about what you have learned about blogs and why it is good to write them.

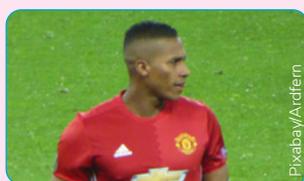
Achievement Level - Writing

Group activity

- 3 — In pairs, observe these pictures and answer the following questions using the second conditional.
1. Where would you live if you didn't live in Ecuador?
 2. What would you do if Antonio Valencia offered to visit your school and play a soccer game with you and your friends?
 3. What would you do if you were millionaire?



Ecuador's flag



Antonio Valencia



Dollars

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
Use the second conditional				
Listen to teenagers talking about difficult situations				
Write a blog				

