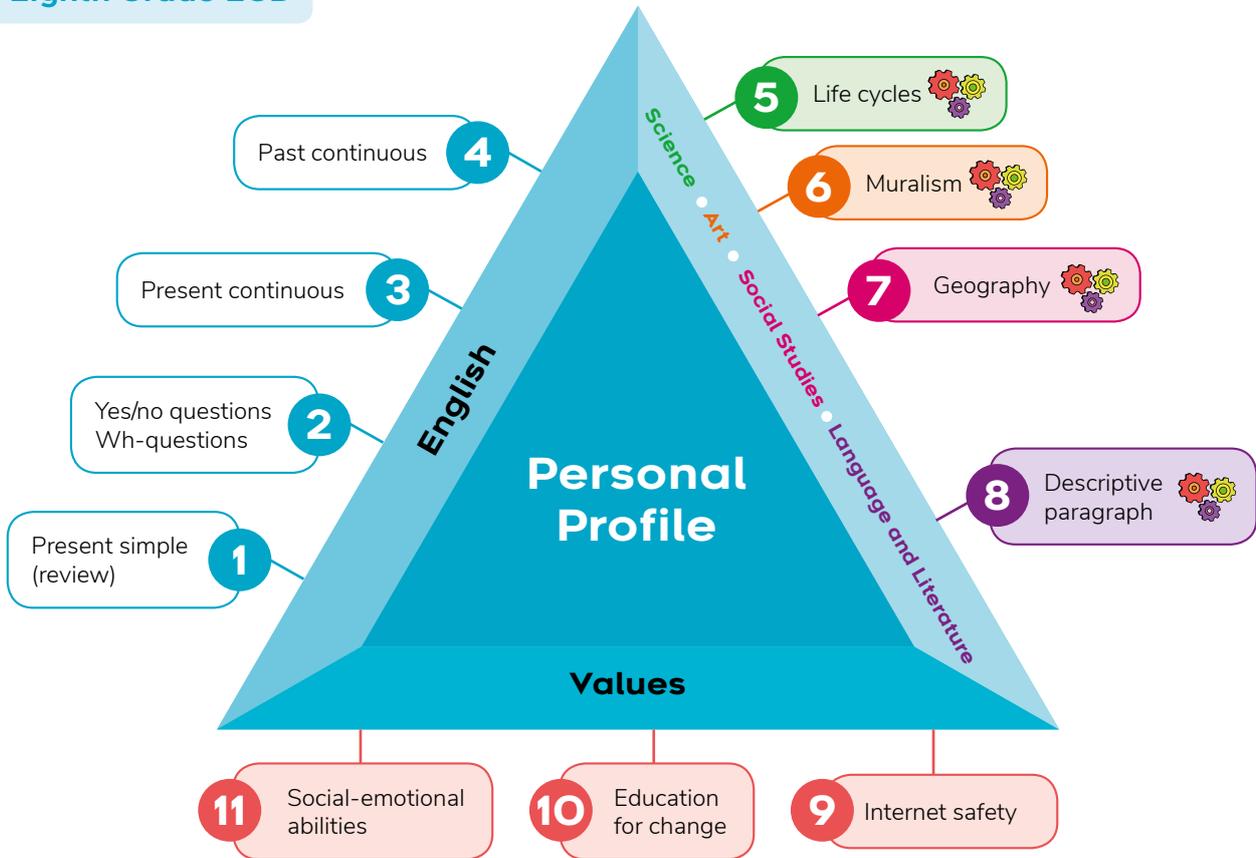


# English Pedagogical Module 1

Who are you?

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

## Eighth Grade EGB



### Did you know that...

- English is the official language of 67 countries.
- There are more than 300 million native English speakers on many continents.
- English is not only spoken as a mother tongue but also as a second language in many other countries.
- It is the official language of the international aviation industry.
- 60% of the world's radio programs are in English.
- It is the language of 70% of the world's mail.



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- Approximately how many people speak English in the world?
- Discuss with a partner another language you would like to learn. Why, how and when would you use it?
- What professions are related to international aviation?
- Do you listen to music in English on the radio?
- Do you prefer to write letters (by hand) or type an email (online)? What are the advantages of each?

## Communication and Cultural Awareness

Can you name the presidents from other countries? Do you recognize the woman in this picture?



### Interesting People

Elizabeth II is a very famous **queen**. She **rules** the **countries** that form part of the United Kingdom: England, Scotland, Northern Ireland and Wales (see the map) and some other territories in Great Britain. They are all **English-speaking countries**.

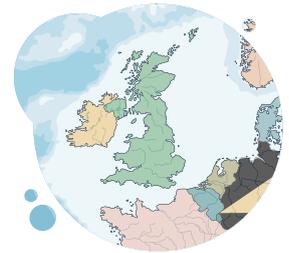
She's from London, the capital city of England. Her birthday is on April 21st. She has four children: three boys; Prince Charles, Prince Andrew, **Prince** Edward and one girl; **Princess** Anne.



Discuss the questions with your partner:

Is there a queen in your country? What language do people speak in your country? Name as many countries as you can that speak English. Is the English language exactly the same in each country?

These words are in the text above. Connect the words to the correct picture.



Anne

Elizabeth

country

city

April 21<sup>st</sup>

Charles



### Vocabulary

**queen**. the wife of a king considered a ruler or monarch. A female ruler or monarch of a nation

**rule**. to decide, to use power, authority, or influence. To use authority to control a place and or situation

**country**. the territory or land of a nation

**English-speaking countries**. nations where people speak English

**prince**. the son of the king or queen

**princess**. the daughter of the king or queen



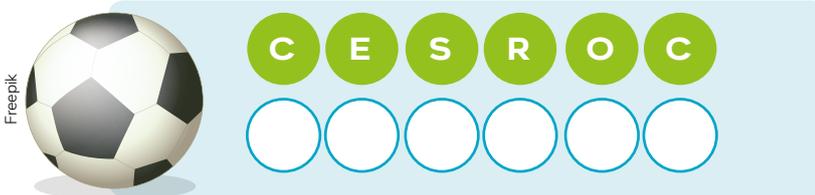
# Oral Communication

Do you recognize any of these flags? What countries are they from?

## Soccer Around the World



1. Do you know what FOOTBALL is called in the United States of America? Unscramble these letters and you will find the answer.



2. What sports, other than soccer, are popular in other countries?
3. Listen to an interview with a student at a soccer academy. Where is he from?
4. What do the letters BCSS stand for?
5. Challenge! Listen again and try to mention some countries where students from BCSS come from and find their flags in exercise 1 above.
6. Cross out the errors in the sentences below. Write in the information to make them correct.



Audio

Listen to the dialogue.

- BCSS has more than 82 million players **worldwide**.
- Students cannot live at **camp**s at BCSS.
- The boy interviewed is from England.
- David Beckham used to play in the **Premier Soccer League**.



- When do you use the word **from**? Look at the following examples and discuss with your partner.
  - Lionel Messi is Argentinian. = He is from Argentina.
  - Ivan is from Colombia. = He is Colombian.
  - Mike is **from** The United States, but now he lives in Quito.
- Where are you from?
- Do you know people and have friends from other countries?
- What's your teacher's nationality?



### Vocabulary

**flag**. the symbol or emblem of a country or institution

**worldwide**. existing or happening in all parts of the world

**camp**. a place where people participate in special activities

**Premier Soccer League**. the top group of competing soccer teams in England

# Reading

What are some ways to describe members of a family?



## Describing a Family

1. Your little brother dropped the cards to the left. Help him reorganize them by writing the words in their corresponding space. When you finish, compare with a partner.

Physical **traits**: Give examples of people that have these traits.

Personality: What are behaviors that demonstrate these personality traits?

2. You are a good painter and your friend Rosie asks you to make a **portrait** of her family using the information below. Before you start drawing, circle the physical traits and underline the personality descriptions of each member.

Answer the following questions:

- How many sisters does Rosie have?
- How old is Rosie's grandmother?
- Who is Carlos?
- Describe Rosie physically.
- What does Carlos do as a job?

### Rosie's Family

My family is not very big. I have one baby brother and no sisters. We live with our parents, my grandma and our dog Flocky. My mother is 38 years old. She is a very kind and happy woman. She is short, a little fat, and she has long hair. She works at a supermarket. My father is 42. He is a very funny and honest man. He works as a mechanic with my uncle Carlos, his younger brother. My younger brother is sweet so I love playing with him. My grandma is only 59 years old. She's a really good **cook** and her chocolate cake is the best in the world. Her hair is grey and short. Flocky is our **pet** dog. He's small and noisy. Finally, I am Rosie. I'm 14 years old. I'm short and thin. I am a bit quiet, but friendly.

3. Now you're ready to draw Rosie's family in the picture frame.



### Vocabulary

**trait**. characteristic

**portrait**. a painting, photograph, drawing of a person

**cook**. a person who prepares and cooks food as a job or in a specific way

**pet**. a domestic animal that lives in a house as company

# Writing

How can I describe people's personalities and physical appearance?

## Describing People

There's a new student in the class and you want to describe her or him to your mother. To do this, write a short **descriptive paragraph**.

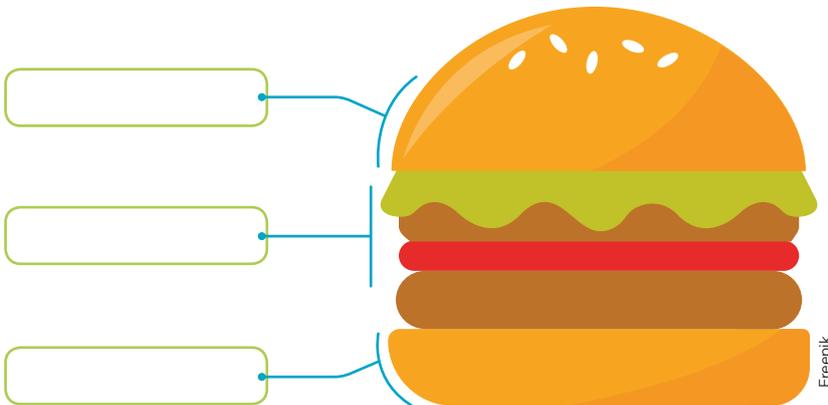
1. Read the following **sections of a paragraph**. Which section do you think is first, which is second, and which is third? Write the numbers 1, 2, 3 in the circles next to each section.

To conclude, for all these reasons and more, my mom is the best.

My mom is an interesting woman, and she's beautiful inside and out.

My mom's name is Carmen and she's 37 years old. She is from Zaruma, but now she lives in Cuenca with me and my brothers. She is a tall and thin woman. Her hair is long and brown. She's very **creative** and funny. I love her smile and the way she helps people with their problems. My mom works at a hospital, she is a great **nurse**.

2. Now that you know the correct order, read it again. Which **section** do you think is the **A. Introduction**, **B. Body** with details and the **C. Conclusion**. Complete the hamburger that represents a complete paragraph.



3. You're ready to describe your new friend. Write the **Introduction**, **Body** and **Conclusion** in the space provided.

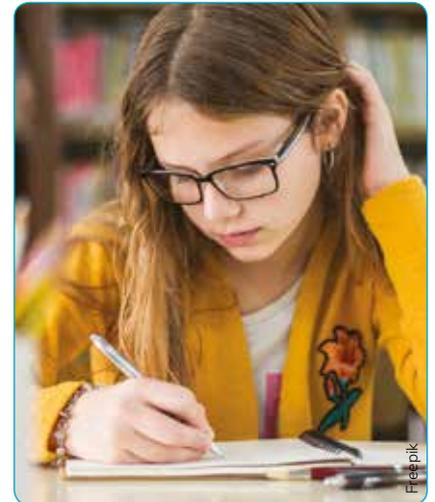
Introduction \_\_\_\_\_

Body 1 \_\_\_\_\_

Body 2 \_\_\_\_\_

Body 3 \_\_\_\_\_

Conclusion \_\_\_\_\_



Let's play! Describe one of your classmates to the class and have the other students try to guess who he/she is. The student who guesses first describes another student, and so on.

### Vocabulary

**descriptive paragraph.** group of sentences that describe a person, a place, a thing or an event using many descriptive adjectives

**creative.** a person who uses original and unusual ideas

**nurse.** a person who cares for people who are sick or injured, especially in a hospital

# Language Through the Arts

Did you consider professional photography to be an art? What do you like taking pictures of?

## Grammar Tip

- *then* = in the *past*
- *now* = in the *present*
- *is, am, are* = the *present*  
I *am* hungry (*now*).  
They *are* tired.
- *was, were* = the *past*  
I *was* there last week.  
We *were* at the beach for Carnival.

## Family Photo Album

Your friend is showing you her family photo album. There are some pictures from the past and the present.

1. What was she doing then? What is she doing now? Match the two tenses to the correct sentence and picture.



I *was playing* with my teddy bear *then*.

Present  
Progressive action



I *am looking* some pictures with my friend *now*.

Past  
Progressive action

2. Complete the chart with "past" or "present."

a. We use *am / is / are + ing* verbs (looking, living, visiting) to express \_\_\_\_\_ events in progress. (that are happening now)

b. We use *was / were + ing* verbs (doing, playing, eating) to express \_\_\_\_\_ events in progress. (that were happening in the past)

3. You and a friend are sharing pictures. Complete the conversation with the correct form of the verbs in parentheses:

Your friend: This is me at my grandparents' house two years ago.

You: What \_\_\_\_\_ (is / were / am) you doing there?

Your friend: I was \_\_\_\_\_ (play / played / playing) with my cat Sizzy.

You: \_\_\_\_\_ (Are / Were / Am) your grandparents still living in that house now?

Your friend: Not anymore. **Actually**, they are \_\_\_\_\_ (living / lived / live) in Canada now, but they always visit us in December. Look at them in this picture. They (is / were / was) \_\_\_\_\_ eating **outdoors** in their **backyard**.

You: What were they \_\_\_\_\_ (had, having, has) to eat? It looks good!

Your friend: I know. They love cooking, so now they (is / were / are) \_\_\_\_\_ taking some classes with a chef. Look at this recent picture. Here they were \_\_\_\_\_ (makes / make / making) some salad.

You: \_\_\_\_\_ (Are / Were / Was) they **coming over** this Christmas?

Your friend: Yes, they are. **By the way**, \_\_\_\_\_ (are / was / is) your sister still visiting?

You: Yes, she is...

Your friend: \_\_\_\_\_ (Are / Was / Is) n't you having lunch with her today?

You: Oh no! I totally forgot about it... I have to go. Bye!!



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## Vocabulary

**actually**. in fact or really

**outdoors**. outside

**backyard**. an area behind a house, usually covered with grass

**come over**. to visit a person or place

**by the way**. also, in addition

# Oral Communication

How can I compare two people?

## Comparing People

1. You and your sister are new in school. To know about your classmates, look at these two kids' ID cards. Take turns describing them with your partner. Use as many adjectives as you can.



### Grammar Tip

- Use *is + adjective* to describe someone's personality.  
*Maria is friendly.*
- Use *have/has* to describe some physical features.  
*Jose has short hair.*

2. Now, look at Ana's and Toni's IDs again and read the examples given in the chart below. Can you make other comparisons between the two kids? Write three more comparisons on the lines below.

You can use some adjectives + **er** + *than* to compare 2 people, 2 places, 2 animals, 2 things. Example:

Ana is taller *than* Toni.

You can add more + **adjective** + *than* to compare 2 people, 2 places, 2 animals, 2 things. Example:

Toni is more **serious** *than* Ana.

Irregular adjectives:

good-**better**

bad-**worse**

far-**farther/further**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Vocabulary

**ID card.** an identification card with personal information (name, date of birth, photo)



3. In small groups, each student makes his/her own ID card, describes him/herself to the group members, and then, taking turns, compares two of the group members. You can use the descriptive adjectives learned in the first reading of this lesson.

## Communication and Cultural Awareness



What is the best age to be? What stage of life are you looking forward to?

### Life Events

1. Read the text below about life stages.

There have been lots of studies about **adolescents**, and the way they handle this **stage** of life depends on different factors. To understand this **interesting** stage, we can **go through** the cycle of life. Before we are born, it is **amazing** how we grow inside our mothers for about forty weeks. After we are born, the time goes by fast. Childhood is the time to discover the world and learn many things. After that, we go through one of the most **challenging** stages in life, our teenage years called "**adolescence**." Later, when we think we are mature and everything will be simpler, we are sometimes more confused. Eventually we decide if we want to have a family, to make money, to travel the world, to buy things. If things go wrong, we get disappointed. Finally, we become **elderly**, we are **relaxed**, but health problems usually start unless you have a healthy life with a healthy diet and regular exercise.

2. What are common adjectives to describe people of these ages?
3. Discuss the advantages and disadvantages of each age.



0-2 years	8-12 years	25 years old	45 years old	75 years old
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### Vocabulary

**adolescent.** teenagers from 13-19

**stage.** period of time

**go through.** to live

**adolescence.** the period of life when a child develops into an adult

**elderly.** old people

I express my opinion about things that cause feelings with...

ing adjectives  
boring, tiring, frustrating  
Example: *the game was exciting.*

I can say how I feel with...

ed adjectives  
bored, tired, frustrated  
Example: *I am excited to go on vacation.*

4. Let's talk!! How difficult is it for you to be an adolescent? Tell your partner about it.

# Oral Communication

What are some things that make it difficult to be an adolescent?

## Teenage Life

1. One of your close friends has serious problems because he feels his life is really complicated now. Think of some advice.

### Grammar Tip

Remember to use *ing* adjectives to express *your opinion* about things that cause feelings. For example: *boring, thrilling*. Use *ed* adjectives to say *how you feel*. For example: *tired, excited*.

2. You are going to listen to a school advisor talking about “what it feels like to be a teenager.”
3. Answer the following questions.
  - a. What kind of person might be giving the advice?
  - b. Does the speaker say that being a teen is complicated? Why or why not?
4. Listen again and write how adolescents feel at this stage according to the advisor.
5. Look at the pictures and match them with the adjectives given below.



Audio  
Listen to the dialogue.



excited



surprised



disappointed



confused



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### Vocabulary

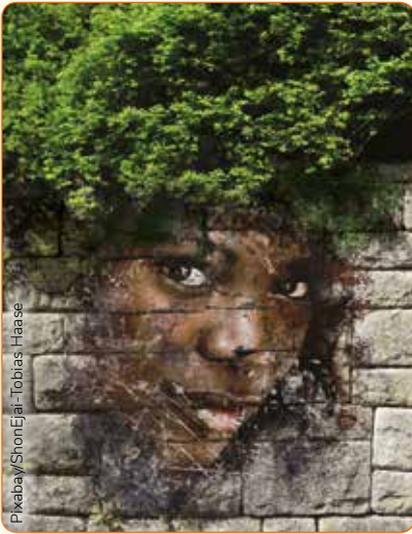
disappointed, sad or displeased

# Language Through the Arts



Art

Do you think graffiti is art? Why? Why not? Are there examples of artistic murals in your city?



Pixabay/ShonEjar - Tobias Haase

## Grammar Tip

Remember adjectives ending in “*ing*” (exciting, impacting, amazing, interesting, scaring) are used to say what **you think** about things that cause feelings, and adjectives ending in “*ed*” (excited, impacted, amazed, interested, scared) are used to say **how you feel**.

## From Graffiti to Creative Murals

1. You are arriving at your house and see a big picture of a beautiful lady whose hair is made of your grandma’s plants. What would you think and feel?

### "Muralism" Street Art

Something, exciting for some and shocking for others, is appearing on streets worldwide. The typical graffiti has been replaced with some **sort of** urban art called “muralism.” This is a way to **pay tribute** to those who are artists, but have not had the chance to show their work at galleries. These murals are pieces of art that make the walls attractive, making streets nicer. They also permit people to express themselves.

2. You are an expert at making murals. First, write a list of things you want to include in your mural on the lines below. In the frame below, draw your own mural.



## Vocabulary

**sort of.** kind of, type of

**pay tribute.** to honor.  
Recognize

**convey.** to communicate.  
Express

**touched by.** moved by. To feel emotionally

3. Answer the questions to explain what message you are trying to **convey** with the mural you made.
  - a. What is a mural to you?
  - b. What are three adjectives that could describe your mural?
  - c. Will people feel **touched by** your mural? If so, how?

# Oral Communication

Describe what it might be like to live in an RV or trailer?

## Different Types of Homes

Many people like the idea of living in an **RV** or **trailer**. While some trailers and RVs are simple, others are expensive and very nice.



### Vocabulary

**RV.** recreational vehicle that you can drive, but also can cook and sleep inside of

**trailer.** a place to cook and sleep that is on wheels and pulled behind a car

**feature.** characteristic.  
A nice part of something

1. Listen to Annie, an American girl who wants to live alone, talking about how people around the world live. Help her to decide what to do.
2. Reply to Annie's blog giving your opinion and advice.



Audio

Listen to the dialogue.

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3. Listen again and complete.

Write examples of different kinds of houses:

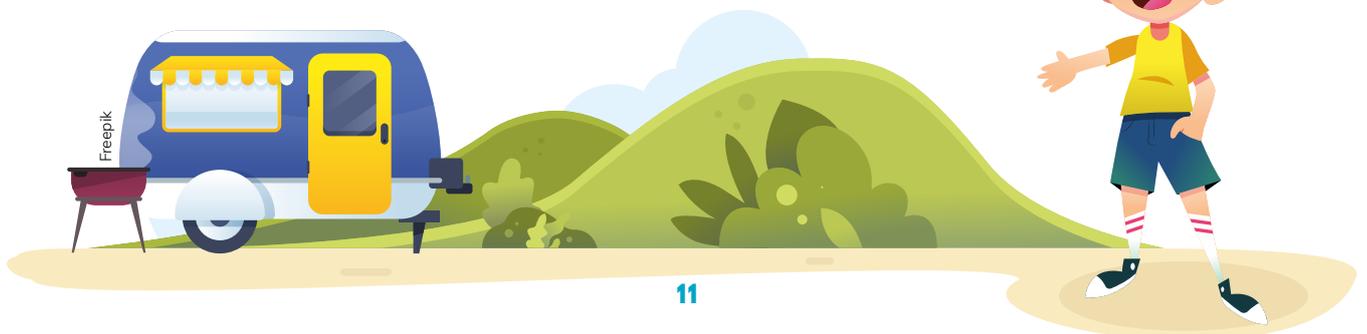
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Write examples of **features** in trailers, houses, hotels, etc:

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# Reading



## Social Studies

What different materials can be used to build a house?



### Homes Around the world

1. Imagine that you won a house in a lottery, but you have to choose from one of the two houses to the left. Discuss with your partner which one you choose and why.
2. Read the passage. Pay attention to the materials used.

It is surprising to learn how people live. The United States has houses made of **wood** or **bricks**. However, people around the world live in houses made of grass, dirt, and cloth. Some people still make their houses with **straw**. Some Peruvians build their houses of **reeds**. Not only that, they also live on islands that are made of reeds, a plant found in nature. In Andalucia, in the south of Spain, some people live in underground houses called *cuevas*. During the winter, these houses stay warm. In the Philippines, some people still live in tree houses made of bamboo with grass roofs. China has many houses that are made of hard soil. Dirt becomes as strong as brick when it is packed hard. The Dayak people of Indonesia build some of their houses on **stilts**, several feet above the ground. The **frame** of the house is made of steel. The walls are made of tree bark and the floors are made of wood. People build their houses according to their needs, weather, and available building materials. All houses are different, but one thing is certain: wherever you go, there's no place like home!

3. Write **T** by the true statements and **F** by the false ones. If they are false, rewrite the sentence with changes to make it true.

a. Most Americans are used to houses made of grass, dirt, or cloth.

b. Houses called "cuevas" in the south of Spain stay warm in the winter.

c. In the Philippines, some people still live in grass houses.

d. China has houses made of dirt which become as strong as bricks with time.

e. According to the conclusion of the reading, nothing compares to our own home.

### Vocabulary

**wood.** material from trees

**brick.** a small rectangular block used in building

**straw.** material to make the famous "toquilla hats"

**reed.** a tall, thin grass-like plant

**stilt.** long stick that supports something

**frame.** the basic structure of a building

# Writing



## Language and Literature

What different types of homes are built in different parts of Ecuador?

### Homes Around the World

1. Complete the paragraph by using the words below. Then compare with a partner to see if your answers make sense.

Home sweet home! If you are reading this, it is because you were \_\_\_\_\_ about how it would be to live alone. At some point, we all have felt how necessary and important our house is. **In fact**, many who travel for work or studies away from home get **homesick** because they have to live far from home. It is \_\_\_\_\_ to see how we humans miss our home, how we get \_\_\_\_\_ being far. Of course it depends on culture. For Americans, for example, leaving home at age 18 is normal and \_\_\_\_\_. They dream of living by themselves as young adults. It is said living alone is \_\_\_\_\_, it is much more difficult than living with parents or an adult. In the end, we all want to have our own home and eventually this \_\_\_\_\_ reality.

exciting

the best

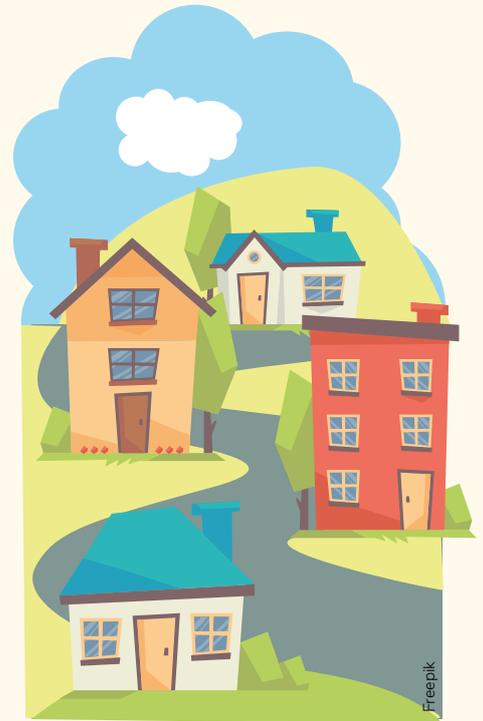
thinking

depressed

becomes

interesting

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#### Grammar Tip

Don't forget to write **complete sentences!**

*Subject + verb(s) + complement.*

2. Write a similar paragraph to the one above, describing your ideal home. Use your imagination to create an ideal home.

Introduction

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Detail 1

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---

Detail 2

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---

Detail 3

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Conclusion

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#### Vocabulary

**in fact.** really, as a matter of fact

**homesick.** experiencing a longing for one's home during a period of absence from it

# Assessment

## Grammar - Vocabulary

1 Complete the following story with words from the chart.

Verbs	• was	• living
Nouns	• features	• trailer
Ing Adjectives things	• exciting	• boring
Ed Adjectives feelings	• disappointed	• tired
Descriptive Adjectives	• small	• big

My friend Isabella was \_\_\_\_\_ in a \_\_\_\_\_ for three years. That was when she \_\_\_\_\_ six years old. The experience was \_\_\_\_\_, but a little difficult. She was \_\_\_\_\_ about the \_\_\_\_\_ room she had for her and the limited \_\_\_\_\_ of the trailer. For example, she was \_\_\_\_\_ of playing inside and not having a \_\_\_\_\_ garden to play outside. She did not have a lot to do, so it was really \_\_\_\_\_ sometimes.

## Writing

2 Write a short description of your life as a teenager using the words from the chart above.

**Introduction** \_\_\_\_\_

\_\_\_\_\_

**Body (reason 1)** \_\_\_\_\_

\_\_\_\_\_

**Body (reason 2)** \_\_\_\_\_

\_\_\_\_\_

**Body (reason 3)** \_\_\_\_\_

\_\_\_\_\_

**Conclusion** \_\_\_\_\_

\_\_\_\_\_

## Reading

3 Read the following text and answer the questions in complete sentences. You may rewrite part of the question to include in your answer.

Juan is twelve years old. He's from Peru. His hair is short and black. He has a cat and two dogs. Juan lives in a small house made of bricks and tiles with his mother and grandmother. They have all the basic services except that sometimes there is no water. That's a real problem when they need to cook, clean or take a shower. However, for Juan there is no better place than home.

- Where is Juan from? \_\_\_\_\_  
\_\_\_\_\_
- Describe what Juan looks like? \_\_\_\_\_  
\_\_\_\_\_
- What is Juan's house like? \_\_\_\_\_  
\_\_\_\_\_
- What basic services do Juan and his family not have? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Listening

4 You are listening to a couple of friends having a conversation. Decide if the statements are **True(T)** or **False(F)**.

- Mary is talking with Louis about their families.
- Louis was doing homework last night.
- Mary is working on a school project now.
- The two kids are playing.

## Speaking

5 Imagine you are living in a small trailer and your friend in a very comfortable and big house. Compare homes by describing to each other what amenities you have and what you do not have.

## Writing

- 1 Write a Descriptive Paragraph about your family and you in 30-40 words. Be as descriptive as possible.

Introduction \_\_\_\_\_

Detail 1 \_\_\_\_\_

Detail 2 \_\_\_\_\_

Conclusion \_\_\_\_\_

## Reading

- 2 Read the following paragraph and answer the questions below.

Ecuador is a very diverse country; it has many nice places and people that are all different. We have a great variety of food depending on the region. Ecuador has four important regions: the Galapagos Islands, the coast, the highlands and the Amazon. The coast and the Amazon are similar, but the highlands region, where I live, is special because we have different weather, animals and languages. Ecuador is a good place to visit and to live, so if you want to come, feel welcome. Remember: "All you need is Ecuador." This is our slogan for foreigners.

- According to the text, why is Ecuador a diverse country?  
\_\_\_\_\_
- Where does the author of the text live?  
\_\_\_\_\_
- Why does the author think the highlands region is special?  
\_\_\_\_\_
- What is the slogan used to promote Ecuador in other countries?  
\_\_\_\_\_

## Listening

- 3 Listen to John's situation and place the letter in the circle next to the correct answer.

John is still  John was

Now, he  He loves

- mischievous.
- takes care of his school things.
- restless.
- his family a lot.

## Speaking

- 4 Look at the two pictures. Give a short description and compare them using adjectives.



## Grammar - Vocabulary

- 5 Complete the text using the words below.

I'm Carlos and I'm fourteen. Teenagers are very \_\_\_\_\_ about their lives sometimes. But I have my mom who helps me feel better about mine. She is a very \_\_\_\_\_ and friendly woman. I love to talk to her. Yesterday, I \_\_\_\_\_ reading a book when she arrived and then we had a nice long conversation. Now my mom \_\_\_\_\_ talking to my 16-year-old sister. We are very lucky to have her!

was

is

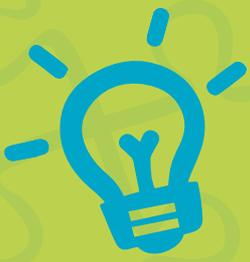
confused

kind

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 read and understand about teens' feelings.				
I can listen and understand about homes around the world.				
I can talk about myself, others and compare.				
I can write descriptions of people.				



# Project 1

## People's Generations

There is a contest about People's Generations in your school and you want to be the winner. Follow these steps:

### Tip

Remember the use of **comparatives**, **vivid** adjectives and other words to describe profiles as well as countries and nationalities.

1. You will investigate three generations: Generation Z, Millennials, and Generation X. Ask people who live with you such as your parents, relatives and your own friends. Also ask neighbors and people at school from different generations.

GENERATION  
**Z**

**1997–2015**

**AKA:** iGeneration (iGen)  
Post-Millennials  
Homeland Generation



MILLENNIALS

**1980–1996**

**AKA:** Generation Y  
Echo Boomers  
Boomerang Generation



GENERATION  
**X**

**1965–1979**

**AKA:** Latch-key kids  
MTV Generation  
13th Generation



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2. Use the following table to gather information.

Generation	Age	Interests & Hobbies	Nickname	Special facts

### Vocabulary

**AKA.** also known as

**vivid.** clear images

**fact.** something that is true

**collage.** a group of pictures placed together to represent a theme or idea

3. Once you have the information, make a **collage** using real pictures or related images from the interviewed people and present it to your class. Remember to make comparisons among them. You may add statements below the collage to compare generations.

# Let's review!

## Vocabulary

1 Write the opposite of these descriptive adjectives.

big	_____	quiet	_____
fat	_____	good	_____
short	_____	funny	_____
old	_____	happy	_____

2 Write the nationalities of the people that were born in these countries.

The U.S.A.	_____
Spain	_____
England	_____
Mexico	_____
Argentina	_____
Ecuador	_____

## Do it in your notebook

- Write examples of adjectives + ED. Express how you feel sometimes using some of those words.
- Write examples of adjectives+ING. Use some of those words to answer what makes you feel that way.
- Make an ID card with your personal information (name, age, nationality, nickname) and draw your picture.
- Write examples of some house amenities that some houses have.
- Write adjectives describing types of houses (construction materials)

## Grammar

### Present Simple questions

8 Using the chart below write 2 questions asking a person about his/her life in your notebook.

WH-word (what, where, when, who, how...)	Do	I you we they	Verb	(object)	?
	Does	she he it			

WH-word (what, where, when, who, how...)	Is	she he it you we they	(object)	?
	Are			

### Present and Past Continuous questions

9 Using the chart below write 2 questions asking a person about his/her present and past:

WH-word (what, where, when, who, how...)	Are	I you we they	Verb + ING	(object)	?
	Is	she he it			
WH-word (what, where, when, who, how...)	Was	she he it you we they	Verb + ING	(object)	?
	Were				

## Reading

10 Underline the present events in red and past events in blue, then answer the questions in your notebook.

Hello! I'm Ricky and today it's my thirteenth birthday. Right now I am writing about myself for a school project. I have to talk about a memory from my past and my present life. When I was 5 years old, my family was having a difficult time, but my baby brother was born and that made us all happy. I remember the day he came home. We were all having lunch and my little brother was sleeping. My dad was calling everybody to tell them the news and my mom was organizing the baby's clothes. Now everything is different. My brother is playing video games and my parents are working.

- What is Ricky doing now?
- What was Ricky's mother doing when the baby came home?
- How old is Ricky's little brother now?
- Why was Ricky's father calling everybody?

## Communication and Cultural Awareness

Which web pages do you visit regularly? How often? For how much time?



### Teens on the Web

**Value: Internet safety**

Did you know that...

- Teens use the internet to try to **deal with** the anxiety they feel.
- It is very possible that our teens will have to **face** a harder economic situation than the one we have now.
- There is a teenager who created a movement against violence, after a **shooting** occurred at a high school in Florida, U.S.A. where lots of students died. Her **blog** is very famous now.

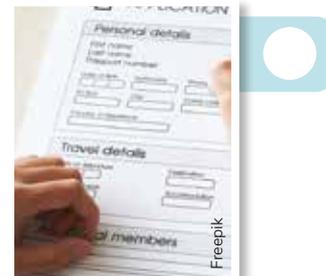
1. Look at the pictures below. Describe some of the details you see in each picture.



2. Answer the following questions.

- What do the pictures above have in common?
- Describe any blogs that you have visited.
- What do you think should be included on a school **website**?

3. Match each letter with the corresponding picture: **A.** whole body picture; **B.** personal information; **C.** ID picture; **D.** your house picture. Discuss which ones do you think should be on a person's website profile? Which should not? Why not?



### Vocabulary

**deal with.** to manage, handle, to be concerned with

**face.** to confront. Accept

**shooting.** to fire a gun

**blog.** a website written in an informal or conversational style

**website.** a specific address on the internet with specific information about something

# Oral Communication

Are avatars real?

## Avatars

1. Do you know what an **avatar** is? Discuss your ideas with a partner.
2. Check (✓) the pictures that represent an avatar.



3. Listen to someone talking about their experience with avatars and some descriptions of their avatar friends.
4. Challenge! Listen again and try to complete the **chart/table** under the pictures.

 Audio  
Listen to the dialogue.



ZACK	JOSUE	ALI
------	-------	-----



### Grammar Tip

Remember we use **from** for countries and **no preposition** with nationalities. i.e. She's **from** Chile = She's Chilean.

	Zack	Josue	Ali
Nickname			
Country			
Avatar's content. Descriptive characteristics. Personality and physical appearance			

### Vocabulary

- avatar**. animated figure representing a person especially on video games
- chart/table**. rows and columns of organized information
- shy**. timid, quiet, introverted
- shield**. piece of hard material to protect yourself

5. Pair work. Discuss with a partner: Which avatar is the most interesting? Explain why.

# Reading

Which school websites have you visited besides your school's website? Describe what school websites include.

In your notebook, answer the following questions.

- What information can you find on the website of the school mentioned in the reading? Give at least 3 examples.
- Who can you see in the pictures on the right?
- Does the website have the option to change languages? Which?
- Do you know if your school has a website? (Find out if you don't know) What can you see there?

## Grammar Tip

Connectors	Use
First	to start a paragraph
In addition	to add information
Also	to include additional ideas
To conclude	to close and finish the paragraph

## Vocabulary

**homepage.** the first (usually general) information you see when a website is opened

**logo.** symbol that represents something, like a company or team

**link.** a connection on the web that takes you to another website

**former.** previous. Before. Earlier

**anthem.** hymn. An important song for a country or school

## School Websites

1. You are an excellent designer so the school principal gives you the task of making a website for your school. Choose the pictures you will include on it.



logo



students



dog



teacher



information



medicine

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2. Read the following paragraph.

### My School's Website

One of my favorite websites is my school's website. I like it because you can easily navigate and find many photographs and the most important information about our school.

First, you see the homepage with the school logo and some links. There you can watch videos of the school events; for example, the school fest, Christmas or Carnival celebrations and sports competitions. The best of our school website is the gallery with lots of pictures of the school's cheerleaders, the different club members, former students, etc. In addition, with just a click you can see the different sections of the school: elementary school, junior high, and high school. Another interesting feature is that you can read and learn the lyrics of the school anthem. You can also change it into different languages like Spanish, German or English. One of the disadvantages is that some tabs are not ready yet. Another downside is that there is a lot of advertising on this website, but you can pretend not to see it.

To conclude, I think that my school has an excellent website. You should check it out!

3. Let's play! Complete the following text with the words below and discover the secret word by using the first letter of each.

Ball

When

Example

\_\_\_\_\_ you navigate in a website, the first thing you see is the homepage with the title, which usually moves or has bright colors. For \_\_\_\_\_, if you see the FIFA website, you will surely be captivated by the gold \_\_\_\_\_ it shows.

Secret Word

# Writing

What information about a person should be included in a web profile?

## Making a Web Profile

A teacher asks you to make your own web profile, but you are not sure what it is. Follow the instructions below to learn about how to make your own web profile.

1. Look at these two examples of descriptive paragraphs and choose the one that is written correctly.

### Paragraph 1

A web profile is good and you need to show something about yourself.

It needs to have some nice information about who you are and **maybe** your likes and dislikes.

And you can use all the information you want. You can show your originality. There is no problem with it. You can make friends and play online. My brother has one, but I don't.

### Paragraph 2

Creating your own web profile is not a difficult task and it can make you very popular.

**Anyone** can have a web profile and they are easy to make. It must have a **clear** and nice presentation. It can be simple and **dull** or sophisticated and interactive. It can connect to other media applications and interesting and fun sites.

If you want to have many **followers** online, make your web profile and update it every day with attractive ideas or **even** pictures. *It is a piece of cake!*



2. Write your own paragraph about any website that you often visit. There are words to help you.

Introduction

*First,*

Body (reason 1)

*In addition,*

Body (reason 2)

Body (reason 3)

*Also,*

Conclusion

*To finish,*

### Vocabulary

**maybe.** possibly

**anyone.** any person

**clear.** easy to understand

**dull.** boring. Not exciting

**follower.** participant. Someone that visits a website frequently

**even.** inclusive

**It is a piece of cake!** it is really simple!

# Language Through the Arts

Who is your favorite artist or musical group? What do you like about them?

## Value: Education for change

Did you know that...

...nowadays, many artists don't have any benefit from their creations. In Ecuador, as in some other countries, there is a society that tries to protect them. It is called SAYCE. However, Ecuadorian artists say it is not enough. The moment we get music, pictures and any other art expressions from the internet or any other free **source**, we cause artists great damage. It affects them because they work very hard and don't receive any **compensation** from their job.



## Our Artists!

Your friend is showing you her family photo album. There are some pictures from the past and the present.

1. Your friend is showing you a copy of the new album from your favorite artist that he bought from a street vendor. Tell your friend how not buying original material can affect our singers or international singers.
2. Read the following paragraphs and underline 5 superlative forms.

Music is one of the most entertaining hobbies in our lives. But we never think of who is behind the music we like to listen to.

If we look at singers around the world, many have big fortunes because they have different forms to get money. For example, they have the benefit of studios for their recordings. They also have the most professional staff. In countries like Ecuador, the situation is difficult because national artists don't receive much outside **support**. They work with their own money. For many, the most difficult aspect is gaining acceptance and popularity. They **invest** a lot to get a **hit** and when they perform in concert, people don't go because they prefer to listen to international singers.

We have to support our artists by buying their original CDs, t-shirts, posters, and going to their concerts.

### Superlative forms

One-Syllable adjectives	Two-Syllable adjectives (except if ending in Y)	IRREGULAR adjectives
The+adj+EST	the+MOST+adj	NO RULE
tall-the tallest	beautiful- the most beautiful	good-the best bad-the worst
short-the shortest	handsome-the most handsome	far- the farthest/furthest
I'm the shortest in the family.	My mom's the most beautiful woman in the world.	You are the best student at school.

## Vocabulary

**source.** where things come from

**compensation.** payment for work done

**support.** money and products to help someone

**invest.** to spend money and hope to earn more money

**hit.** a successful song or movie

3. Complete the following sentences by using the correct superlative form of the adjectives in cyan.

- a. Babies are **nice**. A baby is the \_\_\_\_\_ person in this world.
- b. My dad is **good**. He is the \_\_\_\_\_ worldwide.
- c. Canada is really **cold**. It is the \_\_\_\_\_ country of North America.
- d. That is a **big** hamburger. It is the \_\_\_\_\_ in this restaurant.
- e. My family is really **important** to me. They are the \_\_\_\_\_ in my whole life.

# Oral Communication

What information should be included in an online profile? What information should not be included?

## Profiles

1. Listen to a radio program about some of the dangers on the internet for teenagers.
2. Now, look at the pictures and check (✓) the ones that were mentioned in the listening.



Audio  
Listen to the dialogue.



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### Tip

When you listen, take some notes on the important facts and important words!

3. Write two things teenagers can do to stay safe on the internet, and two they must not do according to the listening.



1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### Vocabulary

**overcome.** to feel better after a difficult situation

**keep in mind.** to remember. Consider. Think about



1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Pair work. With a partner: Discuss why the things mentioned are dangerous.



## Communication and Cultural Awareness

How can I describe my personality?



### Talking About Myself

**Value:** Social-emotional abilities

Did you know that...

Some of us do not like to talk about ourselves. **However**, thirty to forty percent of people worldwide love talking about themselves. It is considered a **need** just like the good sensation you feel when you eat after being so hungry. That is a sensation that your **brain** feels when you talk about yourself!! So, if you don't usually talk about yourself, start doing so. It can give your body a good sensation.

1. Tell your friend a couple of things you like about your personality and two that you don't like. You can use these words or others. Share examples of what makes you feel these emotions.



happy



sad



angry



surprised



distracted



disgusted

#### Grammar Tip

For yes/no questions, remember to use **do** or **does** to start your questions.

**do** → I-you-we-they → ----?

**does** → she-he-it → ----?

#### Vocabulary

**however.** use however to start a sentence with a different idea from the sentence before it

**need.** requirement, necessity. Something that you want to happen

**brain.** part of your body that permits you to think

2. Go around the class. Complete the first word of the questions in the chart below with the correct auxiliary. When you finish, ask the questions to two different students. Make sure their answers are in complete sentences.

Question	Student 1	Student 2
...you like to talk about yourself? What things do you say?		
...your best friend like to listen to you? What is your friend's name?		
... you feel good when you talk about yourself?		
... your mom (or dad) talk to you about school or friends?		

3. Let's compare our answers. You can start like this:

My classmate Juan says he talks about himself all the time. His best friend doesn't like...

# Oral Communication

What do other people think of me when I talk about myself? Am I interesting, boring, friendly?

## This Is Me!

Talking about yourself sounds simple, but it can be very complicated sometimes.

1. Listen to Amy, an adolescent who gives you tips on how to talk about yourself and sound attractive.
2. What does "DISH" mean according to Amy? Complete the lines next to the initial letters to make words.

D \_\_\_\_\_

I \_\_\_\_\_

S \_\_\_\_\_

H \_\_\_\_\_

3. Answer the following questions based on the listening.

- a. What was the simplest thing for Amy when she was a child?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- b. Is this girl more talkative now than in the past? Support your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- c. If you follow her advice, what will be simpler?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- d. Who do you know that is talkative?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- e. What is not simple in you life right now?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Audio  
Listen to the dialogue.

Hi, I'm Amy.



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### Grammar Tip

Remember to use *adjective+er* or *more+adjective* when comparing two people, animals, places, things and use *adjective+est* or *the most+adjective* when comparing three or more.  
*Bigger than...taller than...more interesting than... the biggest... the tallest...the most interesting*



### Vocabulary

**outgoing.** open, friendly  
**simple.** easy, not complicated  
**talkative.** wanting to talk a lot

# Reading

What are some things that motivate you?



## Motivation

1. You are an excellent motivator at “TEDX talks,” which are seminars or lectures. Your personality tests always say that you are good at cheering people up. Today you are giving advice about motivation for teens like you. What can you say to motivate teenagers? Discuss with a partner.
2. Read the passage.

Every day, most of us **complain** that our life is difficult, that nobody loves us, that we have lots of homework, that teachers don't understand us, that our parents bother us so much...

We don't think that **beyond** all that, there are millions of teens who don't have food, **shelter**, a school, friends, or even parents. It must be terrible! Don't you think so? Some of those kids are teens, just like you. Many of them never complain about their difficulties because they see life differently. They become life motivators and have great messages to transmit. The most amazing aspect is that these adolescents have no parents, some are adopted, others were once **homeless**, or they are **disabled**. They have really tough lives and they continue living and smiling. They want the world to know that they are special, as every teen is, and that it is possible to live a happy life.

Don't you ever **give up**, enjoy each moment with your family and friends. When you **feel down**, remember that there is always a person that has a harder life than you.

3. Write the letter that best connects the following sentences.
  - a. Most adolescents  enjoy every minute of our life.
  - b. There are  teens who never complain.
  - c. Motivators  are adolescents with tough problems.
  - d. We should  complain about everything.

## Vocabulary

**complain.** to protest. Speak in a negative way

**beyond.** outside limits

**shelter.** a place to live for a short time

**homeless.** without home

**disabled.** incapacitated. A physical limitation

**give up.** to abandon. Stop trying

**feel down.** sad. Depressed

4. Draw or paste an image of yourself giving a talk to motivate teens in your school. Write two ideas that would motivate teens.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Show your partner the picture and tell him/her two ideas that you would say in that talk.

# Writing



## Language and Literature

How are homes different in the regions of Ecuador?

### Homes Around the World

You are a text editor and you need to check the following parts of a student's descriptive paragraph.

1. Read the following parts of a paragraph and match them with the corresponding words on the right.

Who am I? I am an extrovert. I like going out with friends. I read books on my free time. My friends say I am a nerd because books are my best friends, but I am not. I am a person who enjoys all the things from life.

I **believe** that every person needs to have a social and personal life and that is exactly what I do.

In conclusion, I can say I am a **mixture** or **both** worlds, the introvert and extrovert. I adapt myself to the situation.

Conclusion

Body  
(reasons)

Introduction



#### Vocabulary

**believe.** to think and have an opinion about something

**mixture.** combination

**both.** two of something

2. Now, write your own paragraph about yourself. You can use the words in the boxes below.

I am ...

extrovert/introvert

happy/sad

for example

I like/dislike

tall/short

to finish



*I am*

Introduction

Detail 1

*I like*

Detail 2

*To finish*

Conclusion



# Language Through the Arts

What are some examples of public art where you live?



## Beyond Street Art

1. Look at the **image** to the left. What is it? What does it represent? What do you think the artist is trying to communicate with this image? Discuss with a partner.
2. You want to make sure your friend understands this text. After you read it, make questions that will answer the information below. Use the chart to help you with the correct structure.

J.R., Kikito is a 34 year-old French photographer and street artist. He is recognized for his outdoor work. People can see his talent especially in areas with economic and social difficulties. For example, in 2008 he painted the eyes of **local** women in Rio de Janeiro, Brazil in an old *favela*, which is a dangerous and poor **neighborhood**.

In La Habana, Cuba, there is a beautiful painting of some **elderly** men from the Cuban revolution times. His latest famous piece of art is of a Mexican child looking at the American side of the **border fence built** to separate The United States and Mexico.

### Grammar Tip

WH-word (what, where, when, who, how...)	<i>Do</i> <i>Does</i>	I – you we – they she – he – it	<i>Verb</i> <i>in</i> <i>Base</i> <i>Form</i>	(complement)	?
WH-word (what, where, when, who, how...)	<i>Is</i> <i>Are</i>	she – he – it you – we – they	<i>No</i> <i>Verb</i>	(complement)	?

### Vocabulary

**image.** a picture or painting of something

**local.** a person who lives in a particular area that you are talking about

**neighborhood.** a specific area of a city

**elderly.** people more than 65 years old

**border fence.** a structure that divides two areas, the limits between two countries

**built.** past of build = construct

3. Write a WH-question for each answer.

a. \_\_\_\_\_ ?

He is a photographer and street artist.

b. \_\_\_\_\_ ?

He is French.

c. \_\_\_\_\_ ?

He is 24 years old.

d. \_\_\_\_\_ ?

The representation of a Mexican child is in the border of Mexico and the U.S.A.

# Oral Communication

What are some of the most beautiful cities in your country? In other parts of the world?

## Describing Cities

1. Your family wants to **move** to a new city, but they do not know where. You decide to research **a few** cities to help your family decide from the three cities in the pictures below. Describe each city using the adjectives from the box.

- |       |           |       |       |       |      |
|-------|-----------|-------|-------|-------|------|
| clean | dirty     | quiet | noisy | small | big  |
| calm  | populated | nice  | ugly  | warm  | cold |



1



2



3



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- a. The first city **looks** \_\_\_\_\_  
and \_\_\_\_\_.
- b. The second is \_\_\_\_\_  
and \_\_\_\_\_.
- c. The third **seems** \_\_\_\_\_  
and \_\_\_\_\_.

2. Now complete the following questions using superlative forms of the adjectives in parenthesis and then answer them. Write complete sentences.

- a. Which city looks \_\_\_\_\_? (calm)  
\_\_\_\_\_
- b. Which city looks \_\_\_\_\_? (populated)  
\_\_\_\_\_
- c. Which is \_\_\_\_\_? (nice)  
\_\_\_\_\_
- d. Which seems to be \_\_\_\_\_? (warm)  
\_\_\_\_\_

### Vocabulary

**move**. go to a different place to live with all of your clothes and furniture

**a few**. a small number of something

**looks**. appears to be. Example: That car looks expensive

**seems**. appear to be

**populated**. an area where people live

**warm**. temperature that is almost hot

# Assessment

## Grammar - Vocabulary

1— Use the adjectives in parentheses to complete the spaces. Use superlative forms. Don't forget to use "the" before superlative adjectives.

- a. An Ecuadorian artist doesn't have \_\_\_\_\_ equipment for productions. (good)
- b. Starvation is \_\_\_\_\_ problem a person can face. (bad)
- c. That is \_\_\_\_\_ hamburger in this place. (big)
- d. The Nile is \_\_\_\_\_ river worldwide. (long)
- e. Ms. Universe is \_\_\_\_\_ woman on Earth. (beautiful)

## Writing

2— Time to make your profile for the web. Remember to use a descriptive paragraph. Look at the examples on page 21 to help you. (40-50 words).

**Introduction** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Detail 1** \_\_\_\_\_  
\_\_\_\_\_

**Detail 2** \_\_\_\_\_  
\_\_\_\_\_

**Detail 3** \_\_\_\_\_  
\_\_\_\_\_

**Conclusion** \_\_\_\_\_  
\_\_\_\_\_

## Reading

3— Read the following text and answer in complete sentences the four questions below.

Websites are very popular at the present time. They usually have interesting facts that attract our attention; however, they can also be addictive.

In addition, social networks can be the most dangerous of all the web contents since many people do not think about its dangers. Experts say web profiles are more dangerous than written profiles. You have to be careful because you never know who is reading at the other side of the screen.

To conclude, we should use these technological tools to help ourselves and not to expose ourselves to danger.

- a. What kind of interesting information do websites have?  
\_\_\_\_\_  
\_\_\_\_\_
- b. Should more people worry about the dangers of the internet?  
\_\_\_\_\_  
\_\_\_\_\_
- c. What is the most dangerous of all the web content?  
\_\_\_\_\_  
\_\_\_\_\_
- d. What do experts say?  
\_\_\_\_\_  
\_\_\_\_\_

## Listening

- 4— Listen to a couple of teens talking about their profiles. Write **True(T)** or **False(F)**.
- e. Jessy is showing a message to her friend.
  - f. Joe knows the guy on the web.
  - g. Jessy is blocking the guy now.
  - h. The two teens are exposed to the guy.

## Speaking

5— Choose a place you like best in Ecuador. Make a description of it in detail. What can you see and do there? Your friends have to guess what place it is.

## Grammar - Vocabulary

1 — Complete the chart below with the words you learned in the lessons and then make three complete sentences in the lines using those words:

Countries	Nationalities	Descriptive Adjective
Cuba		
		populated
	Brazilian	

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

## Writing

2 — Now, write a short description of your neighborhood. Include the name of your neighborhood, location in the city, what you like, what it needs.

**Introduction** \_\_\_\_\_  
\_\_\_\_\_

**Body (reason 1)** \_\_\_\_\_  
\_\_\_\_\_

**Body (reason 2)** \_\_\_\_\_  
\_\_\_\_\_

**Body (reason 3)** \_\_\_\_\_  
\_\_\_\_\_

**Conclusion** \_\_\_\_\_  
\_\_\_\_\_

## Reading

3 — Read the following text and answer the four questions below in complete sentences.

My hometown is very small, so it is not very populated. There are less than 100,000 people living in it. The most interesting activities are the sports contests and the music festivals. People are very friendly and talkative. However, there is a drawback. Not all houses have the necessary amenities like warm water to shower or even electricity. Anyway, we love our city and we have a great time with our friends and family there.

- a. What is the writer's hometown like?  
\_\_\_\_\_
- b. How many people live in the town?  
\_\_\_\_\_
- c. What are people in that town like?  
\_\_\_\_\_
- d. Name a negative aspect of the town.  
\_\_\_\_\_

## Listening

4 — You are listening to a woman speaking about her personality. Decide which statements are **True(T)** or **False(F)**.

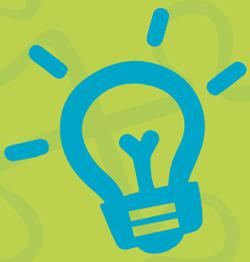
- a. Lola talks with both her mother and her friends.
- b. Teachers allow Lola to explain the school projects they send.
- c. Lola makes videos of herself dancing.
- d. Lola prefers not to show her videos to her best friend.

## Speaking

5 — A tourist arrives to your city and he wants to know what it is like. Describe your city to him using words you learned in these lessons. It is.....it has.....

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

Topics	I check ✓ the box that most applies to me			
	I do it very well	I do it somewhat well	I can improve	I can't do it without help
I can read and understand about teens' motivation.				
I can listen and understand about homes around the world.				
I can talk about myself, others and compare.				
I can write about people's descriptions.				



# Project 2

## Make Your Web Avatar

You love video games and your teacher tells you to create your avatar for it.

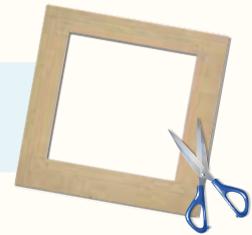
### Tip

You know how to make descriptive paragraphs, so write a great one about your avatar. It has to be the most incredible and the most amazing you've seen.

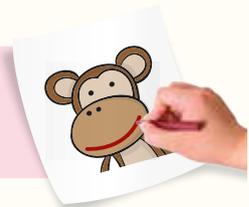
- 1 Get your best **picture** and based on it, create the best Avatar ever!



- 2 Use an A3 **cardboard** or any hard material and make an excellent **frame**.



- 3 Draw your avatar, and on the side, make a square that contains at least 5 adjectives that describe your super avatar.



- 4 Present it to the class, be as descriptive as possible by using your 5 adjectives.



## Good luck!!!

- Write down examples of why your avatar looks like it does.....what does it have....what do the things represent....

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- Write 5 adjectives you will use to describe your avatar.

- Using your ideas from above, in your notebook, write a paragraph with complete sentences that describes what your avatar looks like, what it has, what it represents, etc.

### Vocabulary

**picture.** photo or image taken with a camera

**cardboard.** a hard piece of paper

**frame.** something that goes around a picture or window