ENGLISH
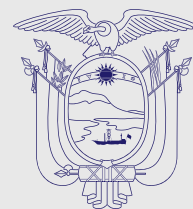
General Basic Education – Superior Sublevel

9

Student text for curricular transition

REPÚBLICA
DEL ECUADOR

good morning
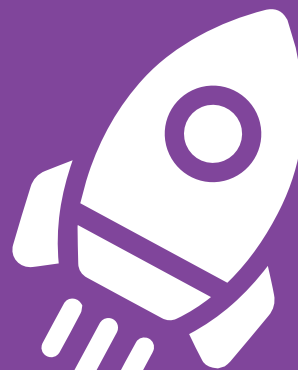good night
hello
hi
my name is...

DICTIONARY

ENGLISH

ENGLISH

**GENERAL BASIC EDUCATION
SUPERIOR SUBLEVEL**

STUDENT BOOK FOR CURRICULAR TRANSITION

STUDENT'S GUIDE

TABLE OF CONTENTS

https://n9.cl/fsify

What is My first English book?

It is educational curriculum material for you to use during the teaching-learning process.

How is it organized?

It is organized through worksheets that group topics with various activities to achieve meaningful learning. Additionally, this text includes its own teacher's guide with recommendations for students to meet learning objectives.

Ministerio de Educación

What am I going to learn?

To apply the acquired skills in English communication through various practical, individual, and group actions that will be useful for continuing with my life project.

How am I going to learn it?

I will learn through various practices, individual, and group actions that will be useful to continue with my life project.

COMMUNICATION AND CULTURAL AWARENESS	
General objective	Develop the ability to understand and adapt to cultural and language patterns, particularly nonverbal communication, in English, enabling effective and culturally sensitive communication in diverse contexts.
Learning objective	Students can identify and interpret nonverbal cues and cultural patterns in English and apply this understanding to communicate effectively and respectfully in various cultural contexts, such as business, social interactions, and academic settings.
Descriptor	**Identify and understand a variety of means of communication and their cultural significance while developing interpersonal skills and respect for others.**
Performance indicators	Demonstrate the ability to recognize and appropriately respond to nonverbal cues, such as body language, facial expressions, and gestures, in English-speaking contexts.
	Exhibit cultural sensitivity by adapting communication styles and behaviors when interacting with people from different cultural backgrounds, both in written and spoken English.
	Engage in cross-cultural social interactions in English with fluency and demonstrate respect for cultural norms and customs.
	Utilize nonverbal communication effectively in English to convey empathy, active listening, and engagement in various professional and personal settings.

Different cultures use gestures, body language, and nonverbal cues in communication, and understanding these patterns can help avoid misunderstandings and improve cross-cultural interactions. Nonverbal communication is a powerful tool that can be used to build better relationships at home and work.

https://acortar.link/PFFc-3M

HERE ARE SOME TIPS AND EXAMPLES FROM THE SEARCH RESULTS:

Pay attention to body language: Your facial expressions, gestures, posture, and tone of voice are powerful communication tools. Pay attention to nonverbal cues to understand what someone is really saying.

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https://acortar.link/p2SyEi
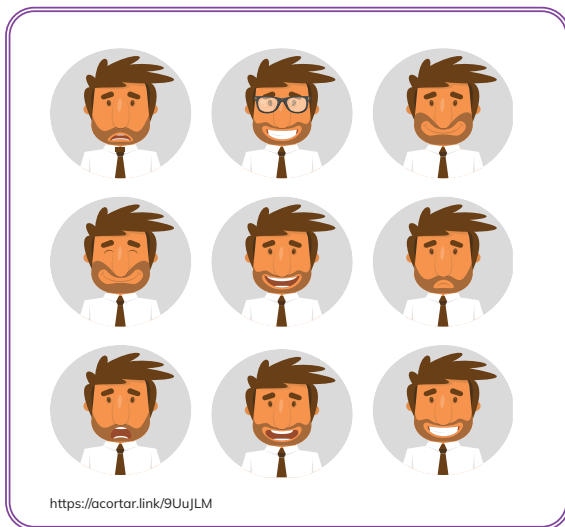
Consider all nonverbal signals: Don't read too much into a single gesture or nonverbal cue. Consider all the nonverbal signals you are receiving, from eye contact to tone of voice and body language.

https://acortar.link/k5P7sY

Eye contact: The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for assessing the other person's interest and response.

https://acortar.link/dJpuA8

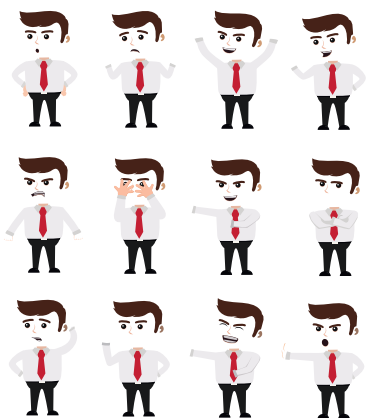**Smiling:** Smiling is an important nonverbal cue to watch for. There are different types of smiles, including genuine smiles and fake smiles. A simple smile can be a powerful gesture.

https://acortar.link/HtQo2V

Hand gestures: Observe body language hands in pockets when standing. Look for particular hand signals, such as the other person putting their hands in their pockets or hand on their head. This can indicate anything from nervousness to outright deception.

https://acortar.link/iCfVKk

By understanding nonverbal communication, we can improve our cross-cultural communication skills and promote inclusivity, empathy, and a deeper understanding of different cultures and individuals.

LET'S TALK ABOUT THESE WORDS:

Inclusivity: Inclusivity is the practice of ensuring that all individuals, regardless of their background or identity, are welcomed, valued, and involved in a group, organization, or society.

Empathy: Empathy is the ability to understand and share the feelings and perspectives of others. It involves being sensitive to others' emotions and experiences.

Cultural Understanding: Cultural understanding is the knowledge and awareness of the customs, traditions, values, and beliefs of different cultures, allowing for respectful and informed interactions with individuals from diverse backgrounds.

https://acortar.link/H2jJRY

LET'S LEARN ABOUT SOME POPULAR GESTURES IN DIFFERENT CULTURES.

Thumbs Up (United States and Western Countries): In many Western countries, a thumbs-up gesture is a sign of approval or success.

https://acortar.link/B393y4

V Sign (United Kingdom and Australia): The V sign with the index and middle fingers, palm facing outward, is a gesture that typically signifies victory or peace.

https://acortar.link/4B8b5K

Namaste (India): Placing your palms together in a prayer-like position and bowing slightly is a common greeting in India. It signifies respect and is often accompanied by the word "Namaste."

https://acortar.link/4Cy6gV

Handshake (Western Countries): The handshake is a common greeting in many Western countries, signifying trust and agreement.

https://acortar.link/Wpqr5G

Wai (Thailand): Similar to the Namaste gesture, the Wai in Thailand is a sign of respect and is used when greeting others or showing gratitude.

https://h9.cl/wyn0c

A-okay (United States): Forming a circle with the thumb and index finger and extending the other fingers is used to signify that something is excellent or perfect.

https://h9.cl/9jep8

Raised Eyebrows (Various Cultures): Raising the eyebrows can indicate surprise or interest in many cultures, even though its interpretation can vary.

https://n9.cl/zq2pj

Finger Snap (United States): Snapping the fingers is often used to get someone's attention or to emphasize a point in American culture.

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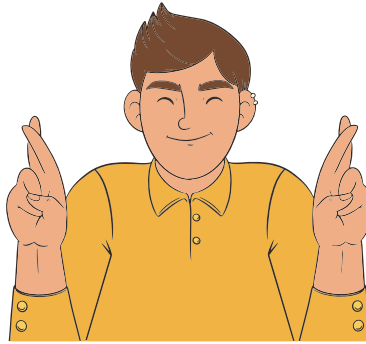
Crossed Fingers (Various Cultures): Crossing the fingers is a superstitious gesture believed to bring good luck or to indicate that someone is lying.

https://acortar.link/rdviTE

Raised Foot (Saudi Arabia and Some Other Countries): Pointing the sole of the foot or shoe at someone is considered offensive in several Middle Eastern and Asian cultures.

It's essential to be aware of these cultural differences in gestures to avoid misunderstandings when interacting with people from various backgrounds.

WRITING AND SPEAKING:

Talk about different gestures common in your community, friends, family, among others, and explain what they mean.

https://acortar.link/9c1V8i

WRITE A LIST OF GESTURES THAT HAVE SIMILAR MEANINGS IN OUR COUNTRY AND OTHERS. DRAW ONE OF THEM.

....

....

....

....

....

....

....

WHAT ARE SOME GESTURES COMMON IN YOUR COMMUNITY AND THEY MEAN? DISCUSS WITH A PARTNER AND WRITE TWO OF THEM.

....

....

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....

....

....

....

ORAL COMMUNICATION	
General objective	Address everyday communication needs within familiar social and academic settings, such as understanding instructions during classroom activities and extracting key concepts in various academic subjects, with the necessary assistance provided.
Learning objective	Handle common communication requirements in both social and academic environments, including comprehending and executing instructions during classroom activities and identifying essential concepts in a range of academic subjects, with the required support in place.
Descriptor	**Comprehend the local and global cultural evolution and its influence on individuals, while simultaneously valuing one's own culture and its inherent values.**
Performance indicators	The students can efficiently respond to and execute a wide range of instructions, requests, and social interactions, demonstrating improved autonomy.
	Exhibit the capability to independently identify, extract, and summarize main ideas and crucial information in spoken or audio texts across various academic subjects.
	Can manage and complete tasks and assignments that require following complex instructions, with minimal to no support in academic settings.

https://acortar.link/Grzk6q

Listening to and doing what the teacher says is very important in class. When you understand and follow instructions, you can do your schoolwork well, which helps you get good grades. It also makes the class run smoothly. It's like following a recipe when you cook – if you don't follow the steps, the dish may not turn out right.

Following instructions helps you learn new things and gets you ready for future jobs where you need to do what your boss tells you. Plus, it's a way to be respectful and show you're responsible.

NOW, WE ARE GOING TO LISTEN TO A TEACHER HAVE A CONVERSATION WITH HER STUDENTS ABOUT FOLLOWING RULES IN THE CLASS. THEN, COMPLETE THE MISSING PARTS OF THE CONVERSATION.

Teacher: Good morning, class. Please take your seats and get ready for today's _____. Before we start, I want to remind you of our _____. These rules are important to ensure that we have a safe and _____ learning environment.

Can anyone tell me one of our classroom's _____?

Student 1: We should _____ before speaking.

Teacher: That's right. We should always _____ before speaking to avoid interrupting _____. Can anyone tell me another _____?

Student 2: We should listen _____ to our _____.

Today, we will be talking about respecting _____. Different cultures use _____, _____, and nonverbal cues in communication, and understanding these patterns can help avoid _____ and improve cross-cultural interactions.

For example, in some cultures, direct _____ is seen as a sign of _____, while in others, it is seen as a sign of _____.

By understanding these _____, we can communicate more effectively with people from different _____. Can anyone give me an example of a nonverbal cue that is used differently in different _____?

Student 1: In some cultures, _____ your head means "yes," but in others, it means "no."

Teacher: That's a great _____. It's important to be aware of these _____ to avoid _____. Now, let's get started with today's _____.

DO YOU AGREE WITH WHAT THE TEACHER AND STUDENTS SAY? TALK TO A PARTNER OR SHARE YOUR OPINIONS WITH YOUR TEACHER.

https://n9.cl/97fv0

Now the teacher starts introducing the topic of the class. Listen and indicate whether the following statements are true or false. Afterward, select three of the false statements and provide the correct information for each.

1. Social norms can influence our behavior in subtle ways, often without us even realizing it. **True or False**

2. Social norms can only be formal and have no variation across cultures and contexts. **True or False**

3. Social norms can be both positive and negative, affecting how people interact with each other. **True or False**

4. Social norms are fixed and never change over time. **True or False**

5. Social norms can be challenged and changed through collective action and social movements. **True or False**

6. Social norms have no impact on promoting positive change in society. **True or False**

7. Social norms play a significant role in shaping gender roles, which have remained unchanged for decades. **True or False**

8. Understanding social norms is essential for promoting positive change and creating a more just and equitable society. **True or False**

1. ....

2. ....

3. ....

SPEAKING

NORMS IN EVERYDAY LIFE

Share personal experiences related to social norms. Discuss times when they followed or challenged social norms and how it affected you or others.

WRITE ONE EXAMPLE

....

....

....

LANGUAGE FOR RULES AND NORMS

Listen to the following conversation between Elena and Bruno about rules in class. Identify words like should, don't, need to, can, etc.

DON'T TOUCH

Examples:

Elena: The teacher told us: Don't use the phones and pay attention! Please, put your cell phones away! It was embarrassing.

Bruno: That's true. People should be more mindful of their phone use in class. It can be distracting.

When we talk about rules and norms, there are two common forms:

Imperatives are used to give direct commands or instructions. They are straightforward and often appear at the beginning of a sentence.

FOR EXAMPLE:
Raise your hand before speaking.
Always listen respectfully to others.
Don't interrupt when someone else is talking.
Modal verbs, such as "should," "must," "have to," "need to," and "can," are used to express necessity, obligation, or permission. They are commonly used to transmit social norms or rules in a more polite or nuanced way.

FOR EXAMPLE:
You should always be respectful to your classmates.
Students must follow the classroom rules.
We ought to listen to the teacher's instructions.
You need to raise your hand before speaking.
You can't talk in class without permission.

https://n9.cl/r8kcy

Project:
Create some rules or norms for the class or the school that can help have better relationships with others. Present it to the class and teacher and use your creativity to draw or write the new rules.

https://n9.cl/mrlif

READING	
General objective	Apply a variety of strategies and tools for comprehending and evaluating textual information holistically, while considering context and purpose.
Learning objective	Students will be able to use their prior knowledge, graphic organizers, and other tools to analyze and assess written texts, demonstrating the ability to identify key information, evaluate its relevance to the subject matter, and determine the text's intended purpose.
Descriptor	**Identify, compare, and contrast natural resources, both renewable and nonrenewable, and promote awareness of their utilization and preservation.**
Performance indicators	Identify the key information in a given text.
	Highlight or underline relevant information effectively.
	Demonstrate an understanding of the subject matter by evaluating the relevance of information in the text.
	Draw on their prior knowledge and relate it to the content of the text to enhance comprehension.
	Construct and use graphic organizers, such as concept maps or diagrams, to visually represent the structure and content of a text.
	Apply graphic organizers effectively to different types of texts.

**TITLE:
RENEWABLE AND NON-RENEWABLE RESOURCES**

Let's complete the following chart about renewable and non-renewable resources. Write what you know and what you want to know. Once we have read the text, we will complete the learned section.

I KNOW...	WANT TO KNOW...	LEARNED

Natural resources are materials we get from nature. They can be classified into two types: renewable and non-renewable resources.

Renewable and non-renewable resources are used to produce energy. Understanding the differences between these two types of resources is important for understanding the impact of human activities on the environment.
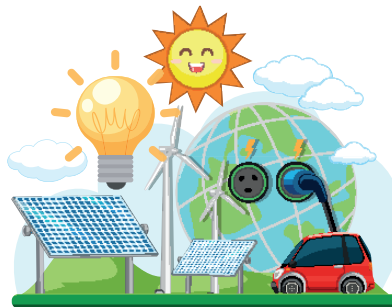
RENEWABLE RESOURCES
Renewable resources can be replaced in nature over time. These resources are considered sustainable because they can be used without causing too much harm to nature. Some examples of renewable resources are:

https://n9.cl/35g9at

Wind energy: Wind turbines are used to generate electricity from the wind.

https://n9.cl/2bnmd

Solar energy: Solar panels are used to generate electricity from the sun.

https://acortar.link/EEWr1n

Geothermal energy: Geothermal power plants use heat from the earth to generate electricity.

https://acortar.link/MiMOY2

Biomass energy: Biomass is organic matter that can be burned to produce energy.

https://www.freepik.com

Hydropower: Dams are used to generate electricity from the energy of falling water.

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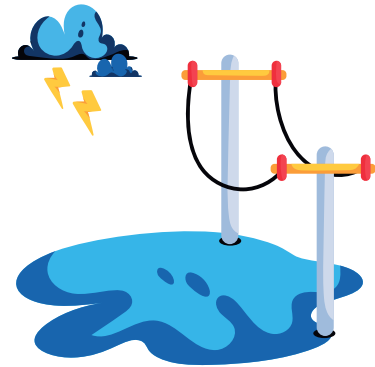
Hydrogen power: Hydrogen cells are used to generate electricity from hydrogen gas.

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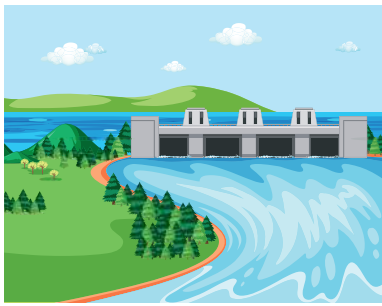
Ocean energy: Tidal and wave energy are used to generate electricity from the ocean.

NON-RENEWABLE RESOURCES

Non-renewable resources cannot be replaced naturally. These resources are considered unsustainable because they are limited. Some examples are:

Fossil fuels: Fossil fuels are formed from the remains of dead plants and animals that have been buried for millions of years. They include coal, oil, and natural gas.
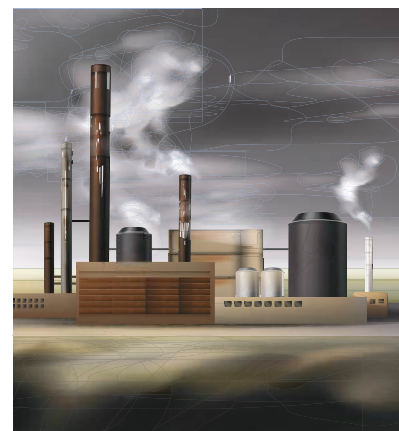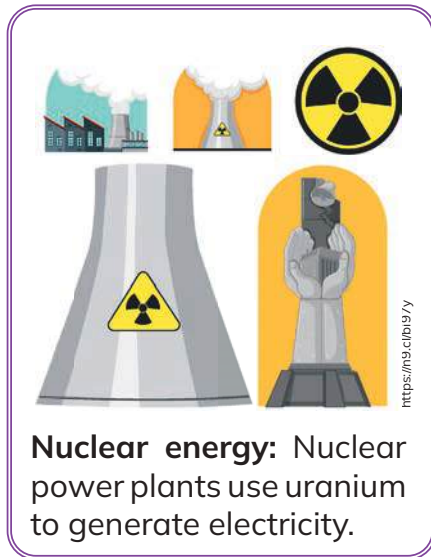

https://n9.cl/wqzu9c

COIL

https://n9.cl/1jbl3m

NATURAL GAS

https://n9.cl/iz00d

OIL

Nuclear energy: Nuclear power plants use uranium to generate electricity.

UNDERSTANDING THE IMPACT OF ENERGY USE

The use of renewable and non-renewable resources has an impact on the environment. Fossil fuels cause contamination that contributes to climate change. The construction of dams for hydropower can have negative impacts on aquatic ecosystems. It is important to understand that human energy consumption always affects the environment.

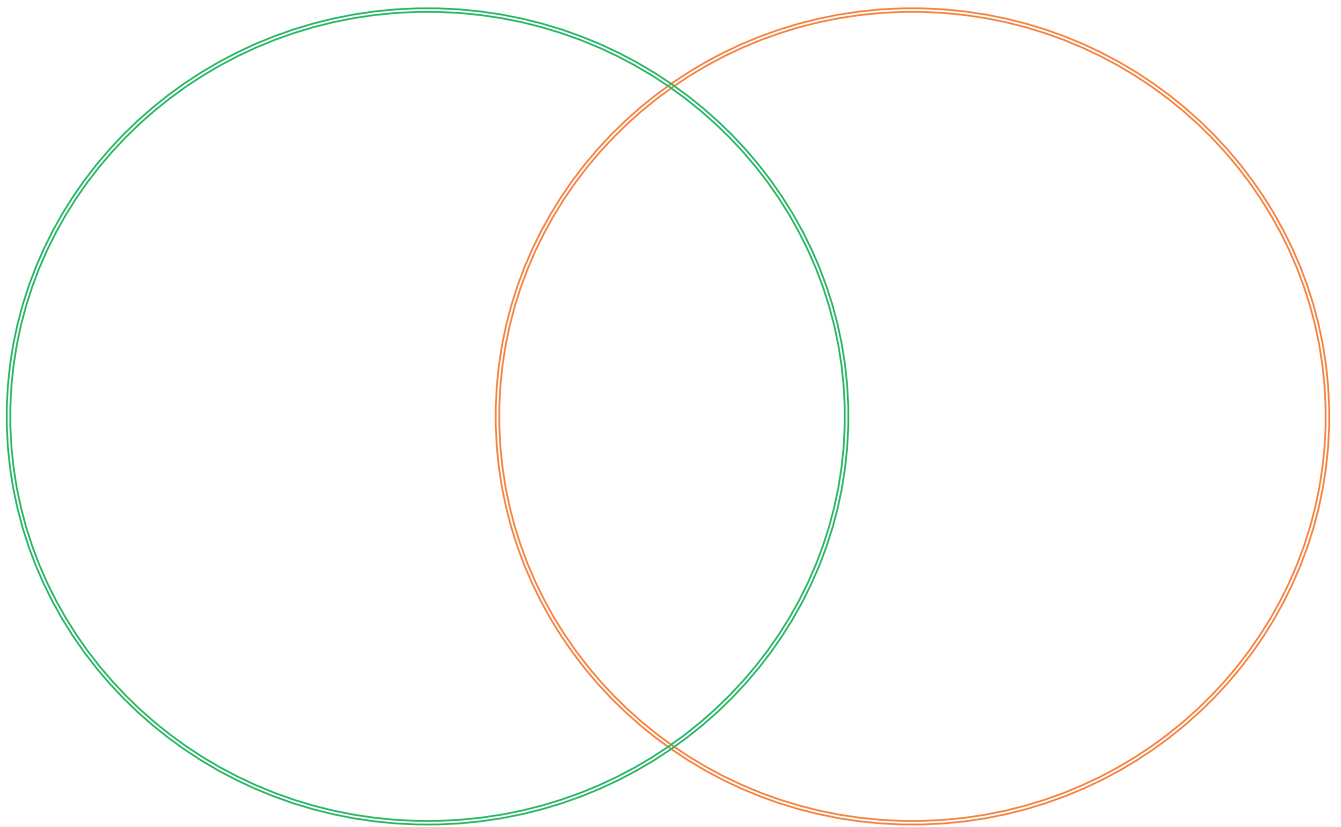**Using charts or mind maps to summarize the information helps us remember important information.**

RENEWABLE RESOURCES

Complete the chart with information about renewable natural resources from the previous text.

DEFINITION:

ANALYZE THE SIMILARITIES AND DIFFERENCES BETWEEN RENEWABLE AND NON-RENEWABLE RESOURCES.

https://n9.cl/1fxmpw

WRITING	
General objective	Create well-structured informational texts, employ the writing process, and exhibit the capability to substantiate one's viewpoint in an argument using relevant information, appropriate language, tone, and compelling evidence.
Learning objective	Students will be able to produce coherent and well-organized informational texts through the application of the writing process, while effectively supporting one's perspective in an argument with pertinent information, suitable language, tone, and persuasive evidence.
Descriptor	**Examine and analyze the factors contributing to climate change, and its effects, and take responsibility for personal actions to mitigate further harm.**
Performance indicators	Demonstrate the ability to structure their informational texts logically, including clear introductions, body content, and conclusions. Exhibit a grasp of the writing process, consistently following prewriting, drafting, revising, editing, and proofreading stages in their writing assignments.

TITLE: GLOBAL WARMING:

Global warming is a phenomenon that has been affecting the planet for many years. It refers to the gradual increase in the Earth's average temperature due to the accumulation of greenhouse gases in the atmosphere. Here are some key points related to global warming:

https://acortar.link/ibH34B

https://acortar.link/Vb1X4

Effects: Global warming has many negative effects on the planet, including rising sea levels, more frequent and severe weather events, loss of biodiversity, and negative impacts on human health and well-being. These effects are already being felt around the world, and they are expected to worsen in the coming years.

Mitigation: Mitigating the effects of global warming requires a collective effort from individuals, governments, and businesses. This includes reducing greenhouse gas emissions, transitioning to renewable energy sources, and promoting sustainable land use practices.

https://acortar.link/NUJA28

Adaptation: Adapting to the effects of global warming is also important, as some impacts are already inevitable. This includes building infrastructure to protect against rising sea levels and more frequent and severe weather events, as well as developing new technologies to mitigate the effects of global warming.

https://acortar.link/6r6qZc

How can we fight against global warming?

Global warming is a big problem that requires collective action to mitigate its impact. Here are some of the most effective ways to combat global warming:
Plant trees: Reforestation is the most cost-effective way to prev
ent global warming. Trees absorb carbon dioxide and other greenhouse gases from the atmosphere, helping to reduce the number of them in the atmosphere.

https://n9.cl/n81pd

Use renewable energy: Switching to renewable sources of energy, such as solar and wind energy, can help reduce greenhouse gas emissions and combat global warming.

https://acortar.link/2Ohxh9

Reduce energy consumption: Lowering your energy consumption can also help combat global warming. This can be done by saving electricity, using energy-efficient appliances and reducing water usage.

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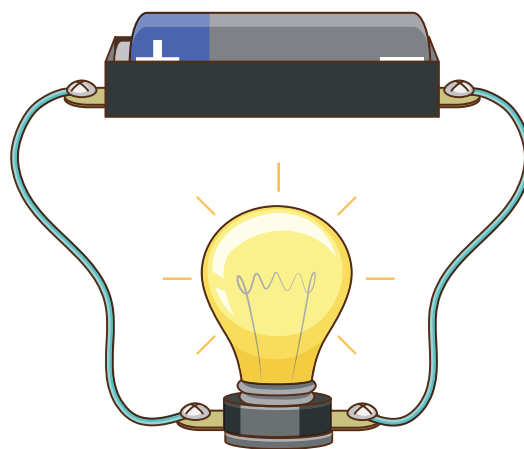
Eat less meat and dairy: Eating fewer or smaller portions of meat, especially beef which has the largest global environmental impact, and reducing dairy products can help reduce greenhouse gas emissions. It is important to say that there are some sustainable ways to generate these products.

https://acortar.link/RV9FsT

**Support sustainable practices:** Supporting more local businesses that use and promote sustainable, climate-smart practices can also help combat global warming.

https://acortar.link/XY6K.1b

WHAT ARE THE NEGATIVE EFFECTS OF GLOBAL WARMING?

Global warming has many negative effects on the planet, and these effects are already being felt around the world. Here are some of the most significant effects of global warming:

Rising temperatures: One of the most immediate and obvious consequences of global warming is the increase in temperatures around the world. The average global temperature has increased by about 0.8 degrees Celsius over the past 100 years.

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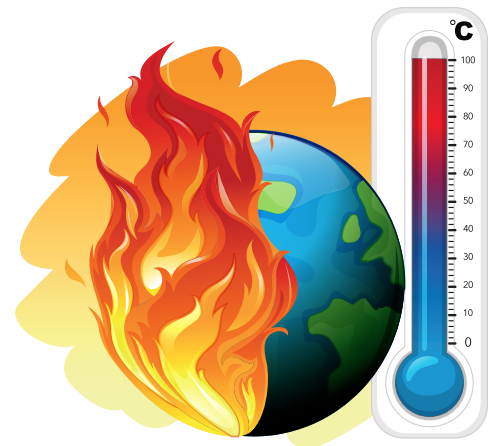
Melting ice: Global warming is causing glaciers and ice sheets to melt and sea levels increase. The reduction in Arctic Sea ice is one of the most dramatic effects of global warming.

https://acortar.link/Ldhkda

https://n9.cl/7cev

Extreme weather events: Global warming is causing more frequent and severe weather events, such as heat waves, droughts, wildfires, and floods.

Loss of biodiversity: Global warming is causing changes in ecosystems, leading to the loss of biodiversity.

https://acortar.link/d1X9h7

Health impacts: Global warming is causing an increase in mosquito-borne diseases like malaria and dengue fever, as well as a rise in cases of chronic conditions like asthma.
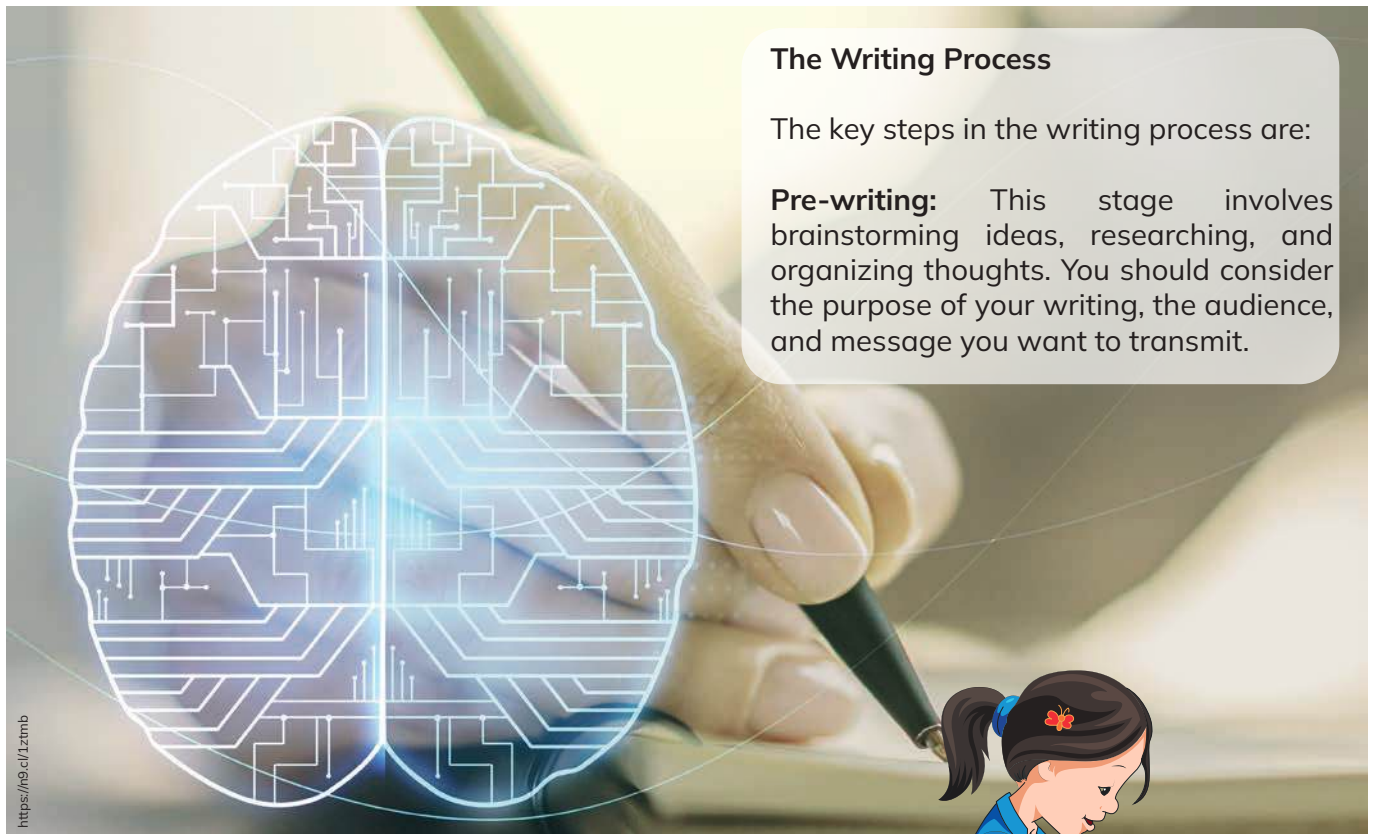

https://acortar.link/NoSffk

Agricultural impacts: Global warming is intensifying water shortages in regions that are already suffering lack of water. It causes an increased risk of agricultural droughts affecting crops.

https://n9.cl/01sgp2

After reviewing this information, you will create an informative text. To achieve this, we will explore the steps involved in the writing process.

https://n9.cl/1ztmb

The Writing Process

The key steps in the writing process are:

Pre-writing: This stage involves brainstorming ideas, researching, and organizing thoughts. You should consider the purpose of your writing, the audience, and message you want to transmit.

Drafting: This stage involves putting ideas into sentences and paragraphs. Focus on getting your ideas down on paper without worrying too much about grammar or spelling.

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Revising: This stage involves reviewing and refining the draft. Focus on improving the clarity and coherence of the writing, as well as correcting any errors in grammar, spelling, or punctuation.
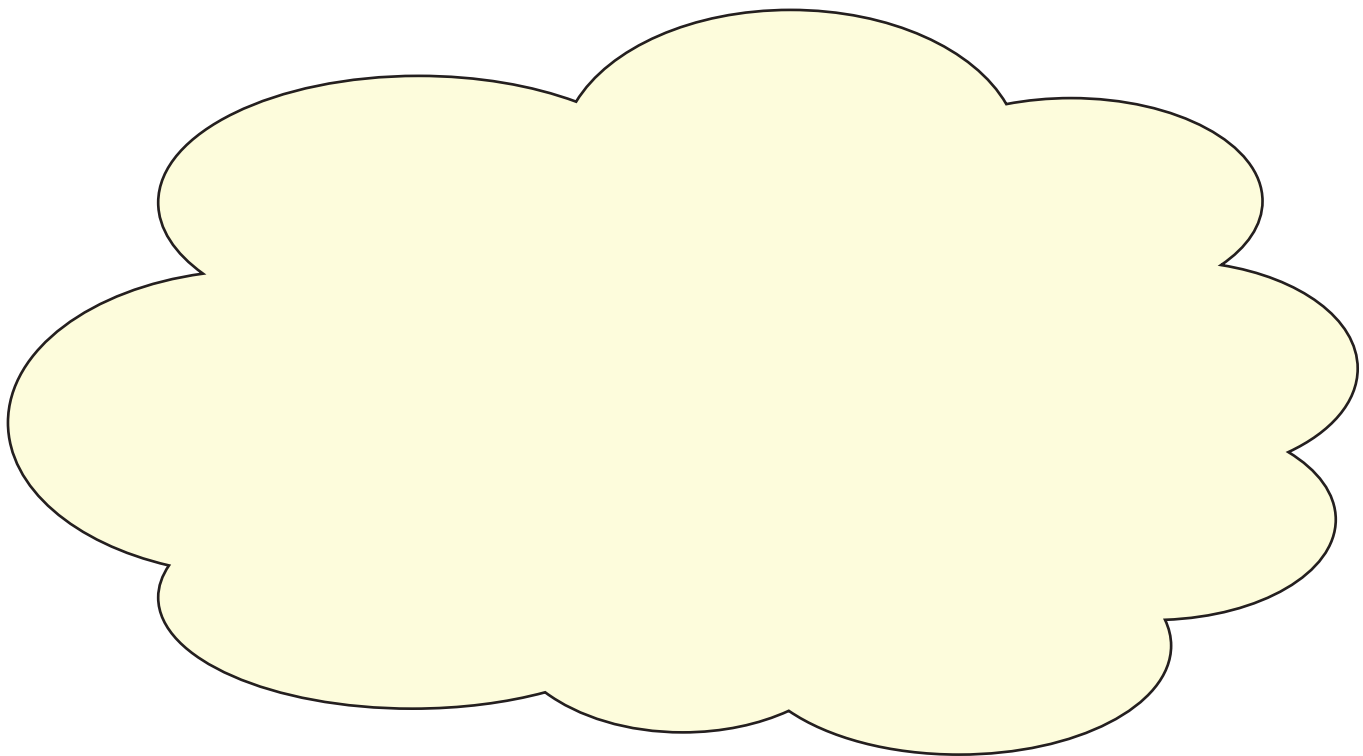
Editing: This stage involves checking for errors in grammar, spelling, and punctuation. You should also check that the message is understandable..

Publishing: This stage involves sharing the final product with an audience.

USE THESE TEMPLATES FOR YOUR WORK.

Pre-writing: Brainstorming

DRAFTING AND REVISING. HAVE A FRIEND CHECK YOUR WRITING.

EDITING, CORRECT YOUR PREVIOUS WRITING.

Now, you can present your final work. Use a nice piece of paper and draw something related.

LANGUAGE THROUGH THE ARTS	
General objective	Identify and analyze the artistic features of ancient legacies and understand how their influence can contribute to shaping contemporary culture and beliefs. Develop personal responses and interpretations of the artwork.
Learning objective	Proficiently identify and analyze the artistic features of ancient legacies, recognize how these elements influence contemporary culture and beliefs, and articulate personal responses and interpretations of the artwork.
Descriptor	**Recognize and differentiate diverse cultural expressions, including literature, visual arts, music, sculptures, films, and more, as mediums for conveying ideas, emotions, historical narratives, and stories, while demonstrating respect and tolerance for cultural differences.**
Performance indicators	Identify and describe key artistic features in ancient artworks, such as style, techniques, and symbolism.
	Exhibit a solid understanding of the historical and cultural contexts in which the ancient artworks were created, recognizing their significance.
	Can connect the artistic features of ancient legacies to contemporary culture and beliefs, demonstrating an awareness of how these elements continue to impact the present.
	Develop critical thinking skills by forming well-reasoned personal responses and interpretations of the artwork, effectively articulating their viewpoints.
	Communicate their interpretations clearly and coherently, whether in writing or verbally, allowing others to grasp their insights.
	Are open to diverse perspectives and interpretations of the same artwork, fostering discussions and debates that enrich their understanding.

TITLE: MONUMENTS AND BUILDINGS AS ARTISTIC EXPRESSIONS

Throughout history, humankind has left an indelible mark on the world through monumental works of art and architecture. These iconic structures, often towering in their grandeur and significance, are not just silent witnesses to the past but enduring artistic expressions that transcend time and culture. Today, let's embark on a journey through some of the world's most renowned monuments, exploring the artistic mastery, cultural significance, and timeless allure that these creations continue to evoke.

https://n9.cl/br35s

Stonehenge, England: This prehistoric monument in Wiltshire, England, is one of the most famous landmarks in the United Kingdom. It is a circle of standing stones that dates to 3100 BC.

The Great Pyramids, Egypt: The Egyptian pyramids have been part of our imagination since we were children. They are likely the most recognizable monuments in the world and were built as tombs for pharaohs.

https://n9.cl/tpha1

https://n9.cl/y6eunr

The Colosseum, Rome, Italy: The Colosseum is a famous amphitheater in Rome, Italy, that was built in AD 80. It was used for gladiatorial contests and public spectacles.

https://n9.cl/tx40c

Petra, Jordan: Petra is an ancient city in Jordan that was carved into the rock. It was the capital of the Nabataean kingdom and is famous for its rock-cut architecture.

The Great Wall of China: The Great Wall of China is a series of fortifications that were built along the northern borders of China to protect against invasions. It is one of the most famous landmarks in China.

https://n9.cl/xc2ldn

https://n9.cl/lr47f

Machu Picchu, Peru: Machu Picchu is an ancient Incan city in Peru that was built in the 15th century. It is famous for its stunning mountain views and well-preserved ruins.

The Parthenon, Greece: The Parthenon is a temple in Athens, Greece, that was built in the 5th century BC. It is dedicated to the goddess Athena and is considered one of the greatest achievements of ancient Greek architecture.

https://n9.cl/uoH9o

https://n9.cl/510bo

Tikal, Guatemala: Tikal is an ancient Mayan city in Guatemala that was built in the 1st century AD. It is famous for its towering pyramids and well-preserved ruins.

Borobudur Temple Compounds, Indonesia: The Borobudur Temple Compounds in Indonesia is the largest Buddhist temple in the world. It is famous for its unique structure and stunning silhouette against the skyline.

https://n9.cl/w23jo

https://n9.cl/8coji

Easter Island, Chile: Easter Island is a remote island in the Pacific Ocean that is famous for its mysterious statues, called moai, that were carved by the Rapa Nui people.

AREN'T MONUMENTS AND ANCIENT BUILDINGS INTERESTING? ANSWER THE FOLLOWING QUESTIONS RELATED TO THE PREVIOUS TEXTS.

1. What is the significance of monumental works of art and architecture throughout history?

....

....

2. Do you think iconic structures are artistic expressions?

....

....

LET'S CHECK MORE! CIRCLE TRUE OR FALSE.

1.- Monumental works of art and architecture have a significant impact on our world throughout history.

TRUE   FALSE

2.- Monumental structures often have cultural significance and are timeless artistic expressions.

TRUE   FALSE

3.- Stonehenge is an ancient monument in England that dates to 3100 BC.

TRUE   FALSE

4.- The Great Pyramids in Egypt were constructed as tombs for pharaohs.

| TRUE | FALSE |

5.- The Colosseum in Rome was used for gladiatorial contests and public spectacles.

| TRUE | FALSE |

6.- Petra is an ancient city located in Greece, famous for its rock-cut architecture.

| TRUE | FALSE |

7.- The Great Wall of China was built to protect against invasions and is a well-known landmark in China.

| TRUE | FALSE |

8.- The Parthenon, dedicated to the goddess Athena, is an ancient temple located in Rome, Italy.

| TRUE | FALSE |

IN ECUADOR, WE HAVE A WONDERFUL PLACE CALLED INGAPIRCA. LET'S LEARN ABOUT IT!

Ingapirca is an ancient Incan archaeological site located in the Andean mountains of Ecuador, in Cañar province.

Before the Inca arrived, the Cañari people, who were the indigenous inhabitants of the region, had already established a settlement at Ingapirca. The Inca later incorporated some of the Cañari architecture into their structures.

Ingapirca was originally constructed by the Inca Empire in the 15th century. It was strategically positioned to serve as a way station along the Inca Road system, which connected various parts of the empire.

The site is famous for its impressive stone structures, including the Temple of the Sun, also known as the Coricancha. This temple was dedicated to the worship of the sun god, Inti, and is an example of Inca architecture and masonry techniques.

The Temple of the Sun at Ingapirca is thought to have had some astronomical significance, with

its construction aligned to observe the equinoxes and solstices.

The site also includes a complex system of water channels and aqueducts that were used for irrigation and drinking water.

The name "Ingapirca" means "Inca wall" in the Quechua language.

Many of the stone structures at Ingapirca are well-preserved, making it an important site for both archaeological research and tourism. The impressive stone walls, courtyards, and other architectural elements provide insights into Inca engineering and construction techniques.

Today, Ingapirca is a popular tourist destination and is considered one of the most important archaeological sites in Ecuador.

Ingapirca is an important archaeological site located in Ecuador, South America. It is the largest known Inca archaeological site in the country and is sometimes referred to as the "Machu Picchu of Ecuador."

https://n9.cl/89cal

https://n9.cl/kgugr8

Now that we have learned about Ingapirca, let's answer the following.

1. What does the name "Ingapirca" mean in the Quechua language?
a) Inca road
b) Sun temple
c) Inca wall
d) Water channel

2. Which indigenous people had already established a settlement at Ingapirca before the arrival of the Inca?
a) Maya
b) Aztec
c) Cañari
d) Quechua

3. What was the primary purpose of the Temple of the Sun at Ingapirca?
a) Worship of the moon
b) Worship of the rain god
c) Worship of the sun god, Inti
d) Astronomical observations

4. In which century was Ingapirca originally constructed by the Inca Empire?
a) 10th century
b) 12th century
c) 15th century
d) 18th century

5. What significant feature of Ingapirca was constructed with an alignment for observing the equinoxes and solstices?
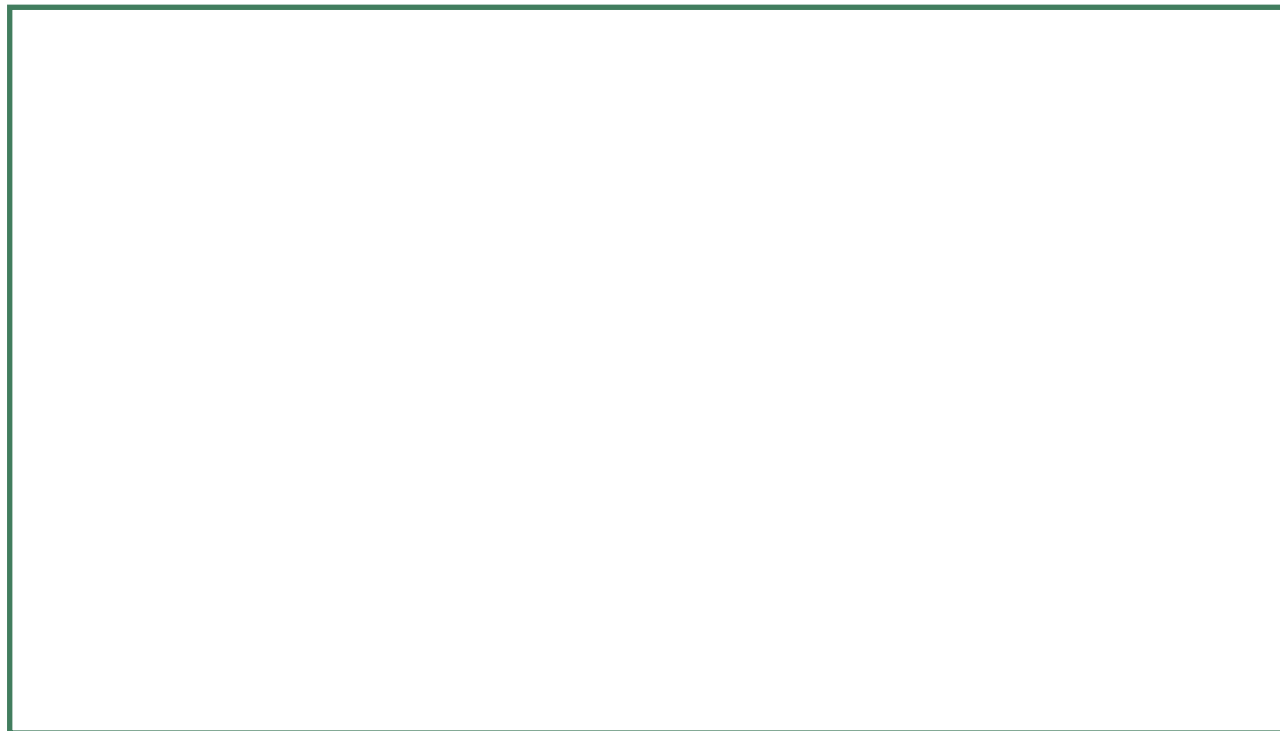a) The Temple of the Sun
b) Water channels
c) The Inca Road system
d) The stone walls

Are there any interesting monuments or ancient buildings in your city or community? How old are they? What do they represent? Draw it and write about it. Get in groups and talk about it, then create a poster in which you explain the artistic component of it and other useful information.

In my town, city, or community, there is a (an)_____

It is_____

_____

DRAW IT:

There are different ways of expressing themselves through monuments and buildings. Do some research about modern buildings or monuments, it can be in Ecuador or other countries. Draw it and explain why it is considered a work of art.

PRONUNCIATION	
General objective	Develop clear and effective English pronunciation skills, enabling learners to communicate confidently and be readily understood in both academic and real-world contexts.
Learning objective	Understand and correctly pronounce words with "th" sound in English to communicate clearly.
Descriptor	**Recognize and differentiate** sounds and letters for correct spelling and pronunciation while appreciating the value of clear and precise communication to understand others.
Performance indicators	Recognize words with "th" sounds and pronounce the sounds correctly.
	Write some words just by listening to them.

TITLE: MASTERING ENGLISH SOUNDS

Schwa Sound: The schwa sound, represented by the symbol "ə," its sound is pronounced like "uh." It's a quick, neutral sound that you make when your mouth is relaxed, and your tongue is in a neutral position. It's challenging because it's not prominent in many languages. The schwa

The schwa sound is found in many common words, especially in unstressed syllables. For example, in the word "banana," the second and third "a" sounds are pronounced as schwas, so it sounds like "buh-NAH-nuh."

The schwa sound is important to understand because it often occurs in English, especially in function words like "the," "to," "of," and "is." Understanding how to pronounce and recognize the schwa sound helps with clear and natural English speech.

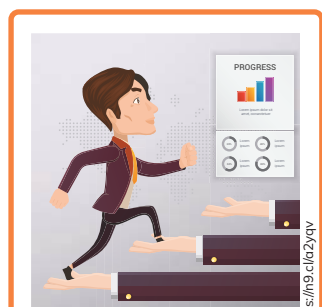**LET'S PRACTICE! LISTEN AND REPEAT.**

https://n9.cl/5qjzi
SOFA

https://n9.cl/h6qvn
ABOUT

https://n9.cl/a2yqv
AGO

https://n9.cl/jaro2
PROBLEM

FOCUS

FAMILY

QUIET

ELEVEN

CUSTOMER

GRAMMAR

CELEBRATE
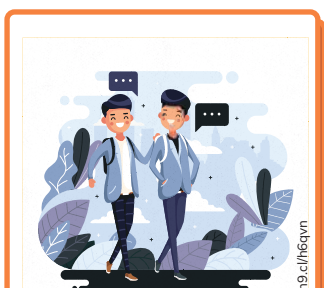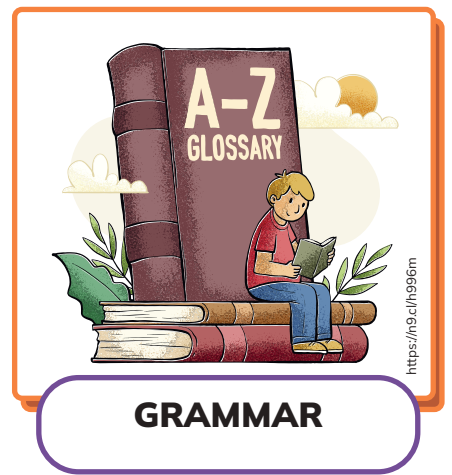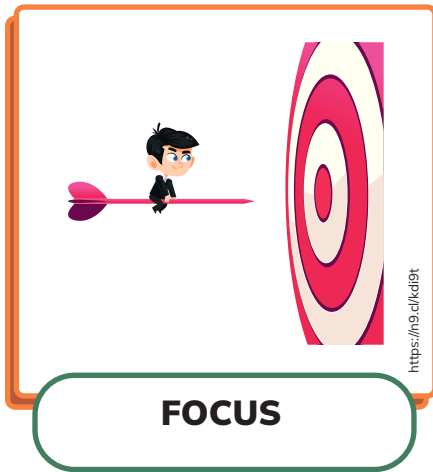
sooner. - comparative of SOON

tomorrow. - on or for the day after today

taken. - past participle of TAKE, to seize or capture physically

certain. - known or proved to be true

soothing. - having a sedative effect

Images taken from Freepik. Definitions taken from https://www.merriam-webster.com/dictionary/

CONSONANT CLUSTERS

Consonant clusters are groups of two or more consonant sounds that appear together in a word. In a cluster, these consonant sounds are pronounced one after the other without any vowel sounds in between.
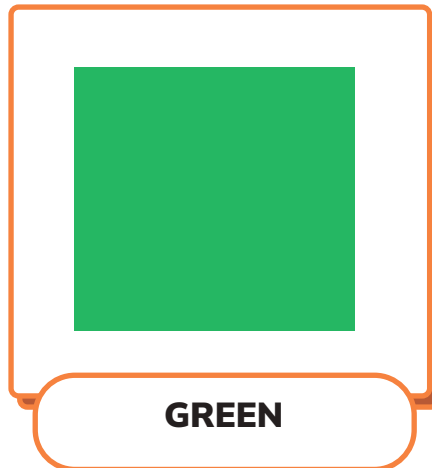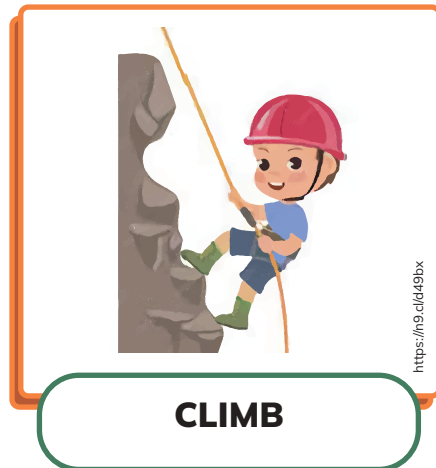
EXAMPLES:

"Bl" Cluster: In the word "blue," there is a consonant cluster "bl" because the sounds /b/ and /l/ come together without a vowel in between.

"Str" Cluster: In the word "strong," there is a consonant cluster "str" because the sounds /s/, /t/, and /r/ appear together without vowels in between.

Consonant clusters are common in English and can occur at the beginning or end of words
.
When pronouncing consonant clusters, it's important to say each consonant sound clearly and in the order they appear.

LET'S PRACTICE. LISTEN AND REPEAT.

CLIMB	GREEN	SPOON
ANT	DRIVE	SMALL
LEFT	START	

https://n9.cl/d49bx

https://n9.cl/gztxx

https://n9.cl/vpflb

https://n9.cl/bxytc

https://n9.cl/qy5xa

https://n9.cl/sxktm

https://n9.cl/1vq0d

SPRING

https://n9.cl/tfz43

STRENGTH

https://n9.cl/noioq

FLIGHT

https://n9.cl/w-2tr3

SPLASH

https://n9.cl/xd2zd

THRILL

https://n9.cl/av2yi

BRUSH

https://n9.cl/t8c5f

FRUIT

https://n9.cl/fp5qh4

SCRUB

https://n9.cl/bvfnm

STREET

https://n9.cl/tcs0j

SMELL

https://n9.cl/5vfno
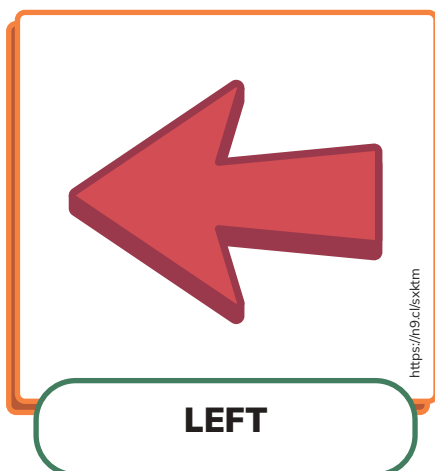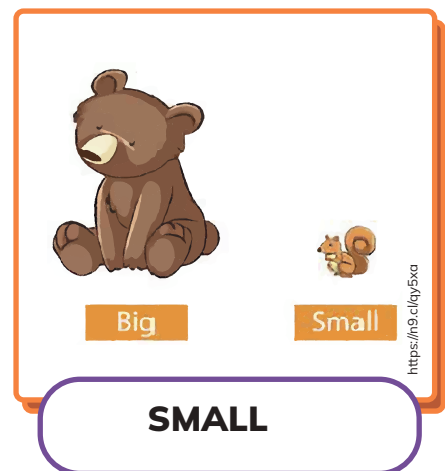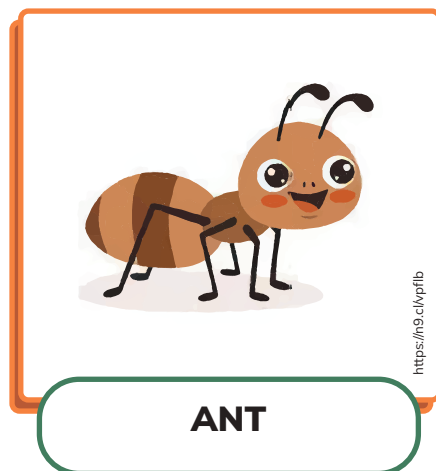
S AND Z SOUNDS

English has both voiceless "s" and voiced "z" sounds, which may not exist in some learners' native languages. The distinction between them is important for word meaning, e.g., "sip" vs. "zip."

"S" SOUND

The "s" sound is like a soft, hissing sound.

When you say words with "s," your vocal cords don't vibrate; they stay still.

To make this sound, place your tongue close to the roof of your mouth (but don't touch it). Then, gently blow air out between your tongue and the roof of your mouth.

"S" SOUND EXAMPLES:

snake

sit

sun

see

"Z" SOUND

The "z" sound is similar to the "s" sound, but your vocal cords vibrate when you say it. It's a bit like a buzzing or humming sound.

To make this sound, do the same tongue position as "s," but let your vocal cords vibrate. It should sound like a soft "zzzz."

"Z" SOUND EXAMPLES:

zero

zebra

zip

prize

REMEMBER:

The main difference is whether your vocal cords vibrate. "S" is quiet (no buzzing), and "z" is like a gentle buzz.

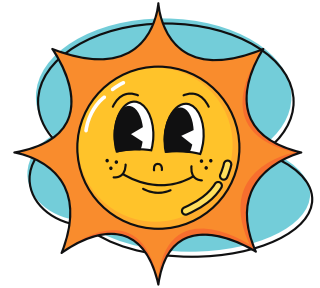Ready to practice? Listen and repeat.

"S" SOUND

SNAKE

https://n9.cl/3z89i

SIT

https://n9.cl/vvvqpe

SUN

https://n9.cl/nox7p

SEE

https://n9.cl/m1kj

SOUP

https://n9.cl/ujxq9

FAST

https://n9.cl/ejbc0

GLASS

https://n9.cl/acmco

CASTLE

https://n9.cl/saqn2

KISS

https://n9.cl/c5lgy

ZERO

https://www.freepik.com

ZEBRA

https://n9.cl/kocit

ZIP

https://n9.cl/kjdqs

PRIZE

https://n9.cl/3n5q4

PUZZLE

https://n9.cl/ocevq9

MUSIC

https://n9.cl/cudon

PRESENT

https://n9.cl/somwv8

BUSY

https://n9.cl/ybybp
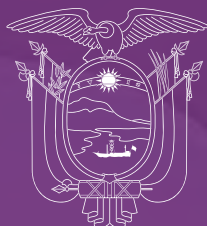

LAZY

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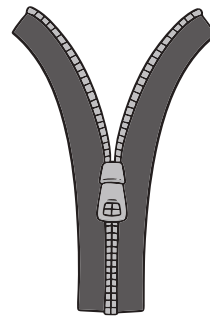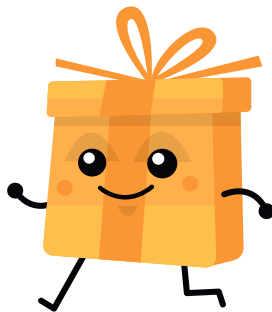
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