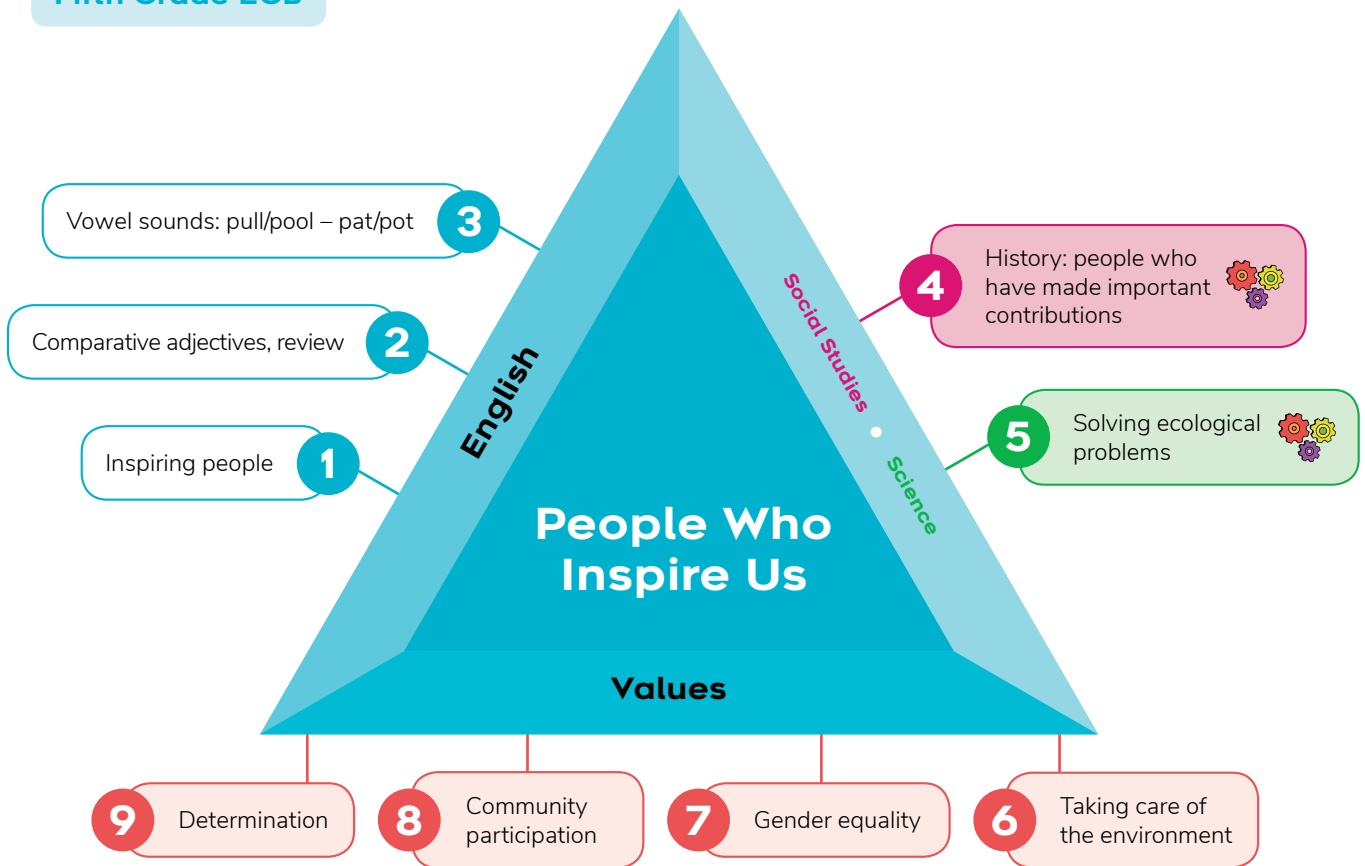


English Pedagogical Module 6

People Who Inspire Us

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

Fifth Grade EGB



Who is someone you admire?
Is it your parents, a teacher,
or someone famous?
We usually admire people that
do or have done great things
that inspire us. For example,
a lot of people admire
teachers because they teach
generations of children new
and important things.



Who are role models? Is there a famous person you admire? Can you become an inspiring person?

Communication and Cultural Awareness

Who is your hero?



Mother Teresa



Simón Bolívar



Ghandi



Antonio Valencia



Your Grandmother

Exercise 1. Pair work. Choose a person from the photos above or any other person you admire and answer these questions:

1. Where is he/she from?

2. What is his/her profession or occupation?

3. Is he/she dead or alive?

4. What did he/she do?

5. Why do you admire this person?

Exercise 2. Pair work. Learn the vocabulary words and answer the question below.

Which of these adjectives would you use to describe the person you chose in Exercise 1?



Vocabulary

brave. ready to face pain or danger; courageous

clever. intelligent

generous. willing to give or share; not selfish

hard-working. a person who works hard

honest. truthful, real or sincere

popular. liked by many people

empathetic. understands the problems of others

grateful. feels thankful for what he/she has

determined. keeps on going; does not give up

Oral Communication

Let's Improve Our Pronunciation!

Key words: pool/pull



Tip

The vowel in pool is the /U/; the lips make a tight circle.

The vowel in pull is the /u/; the lips are more relaxed, and the mouth is a little more open.

/U/: school, mule, do, glue, shoe

/u/: full, would, could, good, book, cook, look

Exercise 1. Individual work. Listen to your teacher and pronounce the words correctly:

1. Pool, pull
2. Fool, full
3. Look, luck

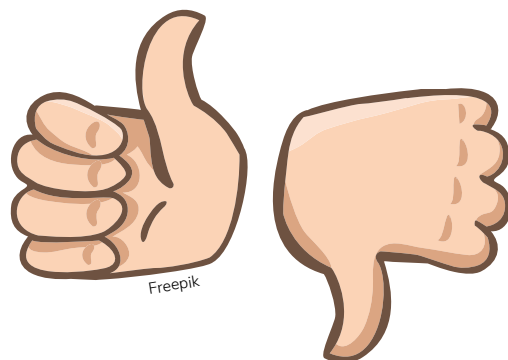


Audio

Listen to the audio.

Exercise 2. Pair work. Take turns reading these sentences. Your partner should show "thumbs up" or "thumbs down" if you pronounce the word correctly. Ask your teacher for help if you need it.

1. She thinks they could.
2. I wear black shoes to school.
3. He has really good luck.
4. Look, Luke is coming!



Exercise 3. Pair work. Complete these sentences with the words "pool" and "pull". Then, take turns reading them. Be careful with the tenses of the sentences.

1. The horse is _____ the cart.
2. Luke has a swimming _____.
3. _____ the rope to start the machine.
4. The _____ was too cold for me.
5. The little boy _____ his hair yesterday.
6. Tom walked toward the _____.



Reading

Role Models

We all need people who we can look up to and admire. We want to be like they are. Here is an article about role models. It's adapted from an online magazine called Roots of Actions.



Exercise 1. Pair work. Check the kinds of people who can be good role models:

- | | |
|--------------------------------|---|
| <input type="radio"/> teachers | <input type="radio"/> friends |
| <input type="radio"/> parents | <input type="radio"/> religious leaders |
| <input type="radio"/> singers | <input type="radio"/> political leaders |



Vocabulary

behaviour. the way we act

Exercise 2. Individual work. List two more qualities that you think role models can have. Share them with a partner.

1. _____
2. _____

A positive role model inspires children to be better in the future. Role models come into young people's lives in a variety of ways. They are educators, parents, religious leaders, and other leaders. Anyone can inspire and guide a child.

When children are about 10 years old, they can see positive and negative **behaviors** of people. It's very important to talk about the good and bad qualities of people who children admire. In families and at schools are good places to talk.

Qualities of a Positive Role Model

1. A Role Model Shows Passion

Role models show passion for their work and have the capacity to inspire others with their passion. They are very dedicated to their work.

2. A Role Model Shows Acceptance of Other People

They are kind and nice to everyone, even if they are very different.

3. A Role Model is Determined

A brave person is not a person who is never afraid. A courageous person has problems, can be afraid, but he/she keeps trying.

Adapted from: <https://www.rootsofaction.com/role-model/>

Exercise 3. Individual work. Choose the quality you want to have the most. Share it with a partner. You can ask, "What quality do you want to have the most?"

Writing

I Want to Be a Positive Role Model

Exercise 1. Individual Work. Fill out the chart with your qualities. Share with a partner. Ask: "What qualities do you have? / What qualities do you want to have?"

Qualities	I have this quality.	Sometimes I have this quality.	I never have this quality.	I want to have this quality.
Brave				
Determined				
Generous				
Hard-working				
Honest				
Grateful				
Empathetic				

Exercise 2. Individual work. Choose one of the qualities that you have. Write a paragraph with two or three examples of things that you do that show that quality.

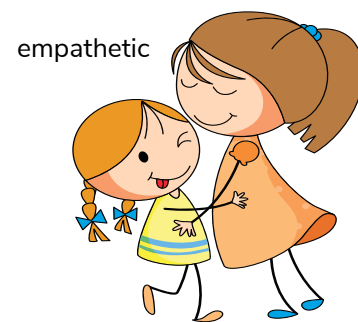
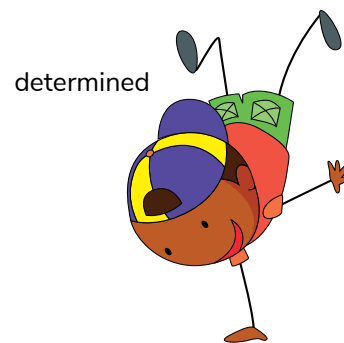
Topic Sentence: Name the quality

Example 1: _____

Example 2: _____

Example 3: _____

Concluding sentence: Say why the quality is important.



Language Through the Arts

Let's Read a Poem

Sometimes a hero is someone very close to us,
a grandmother, a teacher, a friend.

Here is a poem about a mother who is inspiring
to her child.



Audio

[Listen to the audio.](#)



My Mother

You will see her with a smile,
Or with a cup of coffee.
My mother is just wonderful
That's how she is for me.

She works very hard all day,
And never misses work.
I admire her and love her
I want to be like her.

She's a very intelligent woman,
She's always very nice.
She's humble and honest,
And is a very good wife.

She puts her family first,
And gives us all her heart.
She says she's thankful for us all,
She gave us a great start.

Pair work. Listen to the poem, and read along
as you listen again. Try to hear the rhythm. Then,
circle the words at the end of the lines that rhyme
or almost rhyme.

Oral Communication

Which positive qualities are more important for you?

What's Important to Me

Exercise 1. Pair work. Write the comparative forms of these adjectives:

honest

generous

hard working

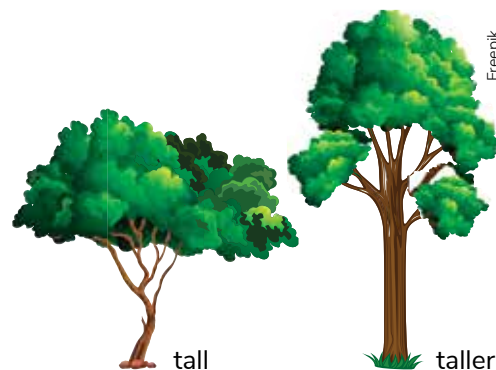
determined

brave

happy

nice

Now, review the information and decide if you are right!



Grammar

Comparative Adjectives

One-syllable adjectives

1. Form the **comparative forms** of a one-syllable adjective by adding **-er**.

Examples: long – longer; tall – taller

2. If the one-syllable adjective ends with an e, just add **-r** for the **comparative form**.

Examples: cute – cuter; large – larger

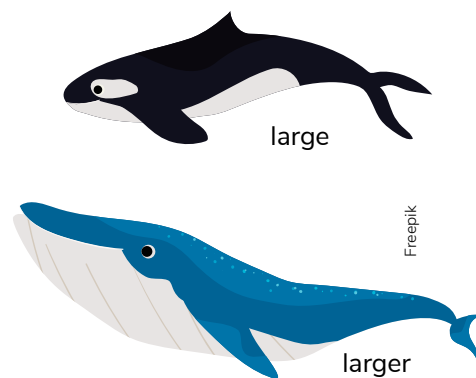
Two or more syllables adjectives

1. If the two-syllable adjectives ends with **-y**, change the **y** to **i** and add **-er** for the **comparative form**.

Examples: happy – happier; crazy – crazier

2. With words of more than one syllable, you form the **comparative** with **more**.

Examples: honest – **more** honest; famous – **more** famous



Exercise 2. Take the same list, and write the superlatives. Then read these rules, and decide if you are right.

Exercise 3. Pair work. Practice the following dialogue:

Student 1: Which quality is more important for you, X or Y?"

Student 2: The most important quality for me is because.

What about you?

Student 1: ...

Tip

Superlatives

1. Add the end **-est** to the adjective when the word is short.

Example: the smart**est** the thic**kest** / the great**est**

2. With words of more than one syllable, add, **"The most"**,

Example: **the most** famous

Communication and Cultural Awareness



Social Studies

How can you make a difference in the world?

United Nations Photo/ creativecommons.org



Malala Yousafzai



A Young Activist

Malala Yousafzai was 15 years old when she was a victim of a gunshot attack in Pakistan. Can you imagine someone shooting you because you want girls to attend school? After two long operations, Malala survived. When she recovered she continued defending women's right to receive an education. In 2013, Malala was 'the most famous teenager in the world.' Everyone was fascinated by Malala's initiative. When she was 17, she won the Nobel Peace Prize. She was the youngest person to receive the prize.

Exercise 1. Pair work. Cover the text, and then with a partner, see how much you remember about Malala. Read the text again, and try again to remember!

Exercise 2. Pair work. Here is an interview with Malala from *Inspiring Young People*. Take turns asking the interview questions and reading Malala's answers.

Interviewer: What would your life be right now in Pakistan without an education?

Malala: I would have two or three children. I'm 18, and I'm still not married. I'm going to go to university.

Interviewer: What gave you the courage to speak up for girls?

Malala: My parents told me that I could have an education; that I could go to school; that boys and girls had the same rights.

Interviewer: What can other kids do to make a difference?

Malala: There are 60 million girls who do not have an education. I am very lucky to be their voice. It's not important how old you are. If we want the future to be different, and better, we need to talk about it now.



Vocabulary

activist. a person who is trying to change the laws or make people change what they do

attend. to be present

gunshot. when a gun is fired

initiative. the ability to organize and do something

lucky. fortunate; have good things happen to you

Exercise 3. Pair work. List three topics that you want to talk about to change the world and make it better. Then, describe the problem. Share your topics with the class.

1. _____
2. _____
3. _____

Oral Communication

How can we help Malala?

You can Make a Difference

Problem: Malala wants to help all children to have an education.

Your Solution:

- a. In your notebook, write the question: "How can you help Malala so that all children have an education?" Then, write your answer.
- b. Then, ask five classmates the same question. Write their answers.
- c. Share the ideas with the class.
- d. Give an opinion on the ideas. You can say: "I think that X idea is better than Y idea because...."
- e. Vote on the three best ideas.



NATIONAL NEWSPAPER

June 29, 2017

No. 321987



Sebastián Carrasco never gives up; he is still doing sports

Did you get dressed this morning? Did you walk to school or take the bus? Sebastian Carrasco used to do the same things easily. He used to climb mountains in Ecuador, Peru and Argentina.

But then, he had a fall while he was mountain climbing, and hurt his back in 2015. He had to learn everything again, how to get dressed and how to move, but this time, he had to learn how to move with a wheelchair because he could never walk again. But Sebastian was determined. He just kept working.

He decided to climb Kilimanjaro, one of the highest mountains in the world. He used a handbike to push himself up to the top. What a hero! And now, he continues to climb, "One More Summit" at a time.

Pair work. Ask and answer.

1. What is the biggest **challenge** that you have had in your life?

2. What happened, and how did you respond?

3. What is your opinion of Santiago Carrasco?

4. Write two questions you would ask if he came to your class.



Vocabulary

challenge. something difficult to face

Oral Communication



Greta, the Girl Who Cares About Climate Change



Young Swedish Girl Protests Against Climate Change

Exercise 1. Study the Vocabulary below.

Vocabulary

made the news. to do something important enough to be in the news

shocked. upset because something bad happened

strike. to stop working

take someone seriously. to respect what a person says or does

Exercise 2. Pair work. Read what Greta wrote on Twitter and ask a partner what they think it means.

“We children don’t do as you tell us to do; we do as you do. And if you adults don’t care about my future, neither will I. I will school **strike** for the climate until election day.”

Greta’s climate strike **made the news.**

Exercise 3. Individual work. Listen to some information about Greta Thunberg and take notes.

Exercise 4. Individual work. Decide if the facts about Greta Thunberg are **True (T)** or **False (F)**. Correct the false statements.

1. Greta was 9 years old the first time she learned about climate change.

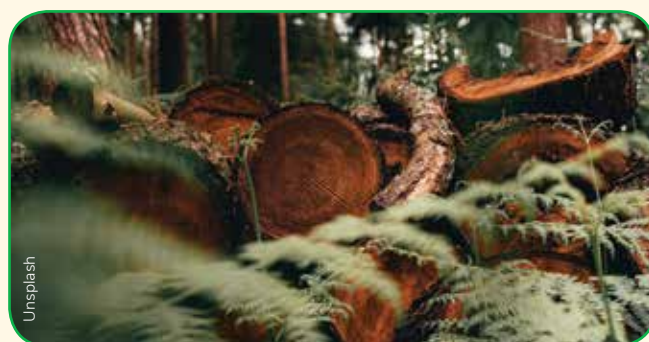
2. Greta was very upset when she learned about climate change.

3. Everyone took her seriously.

4. Greta was on strike because her parents didn’t buy her the things she needed.

5. Greta’s parents tried to stop her.

Exercise 5. Pair work. Where in Ecuador can we see the effects of climate change?



Reading

Do you worry about the planet?

Exercise 1. Pair work. Greta was named Person of the Year by Time Magazine. Write two questions you would ask her when she found out about her nomination.

1. _____

2. _____



Exercise 2. Pair work. The first sentence says that Greta's life changed. Name two ways it changed.

1. _____

2. _____

Vocabulary

documentary. a movie or TV program that talks about real events

supported. to agree with or approve of someone or something

United Nations. an international organization to connect countries around the world

Greta's life changed the day she watched a **documentary** for the first time. It was about climate. Greta couldn't stop thinking about the images she saw. "Oh! This is horrible", she thought. "I want to change the world !" But Greta was only a girl. She thought that people would listen if she started a strike at school, and decided not to go to school anymore. So she made a sign and sat outside the Parliament of Sweden. Some people listened to Greta and **supported** her. Little by little the number of people grew to millions. Greta spoke, and people listened. Oh! How happy Greta was! She had the opportunity to speak at the **United Nations**! After some time, the journalists from an important magazine, Time Magazine, decided to choose her as Person of the Year. "I'm happy, but this is just the beginning!" she shouted.



Exercise 3. Individual work. Answer these questions.

1. What changed Greta's life?
2. What did Greta decide to do?
3. What did other people do?
4. How many people supported her?
5. Where did Greta speak?

Oral Communication

Can you make a difference?

Exercise 1. Pair work. Read Greta's words in the United States Congress from September, 2019.

"You must take action. You must do the impossible. Because giving up can never ever be an option."

Do you agree with Greta? Should you do the impossible to defend your ideas?

Exercise 2. Individual work. Think about something you can do to make a difference in the world. Write a paragraph with your proposal to change the world on the lines below. Say what you are going to change, and 3 things you will do to make the change. Include a concluding sentence about how important your change is!

I'm going to change...

[illegible]

Exercise 3. Individual work. Now, imagine you are going to speak before the Ecuadorian Assembly to make your proposal. Memorize your paragraph, and present it to the class! Stand up straight, and speak loud and clearly. You can use notes. You too can inspire!



Grammar Tip

Remember to use **going + to** for your future proposal.



Assessment

Listening

Listen to Santiago Carrasco talk about his accident. Answer the questions.

1. Where did Santiago have the accident?

- ## 2. What happened?

3. Did he know that he was seriously hurt?

4. Could he move his legs?

5. How did he get to the hospital?

Grammar

Fill in the blanks with the correct form of the comparative or superlative.

1. Santiago Carrasco is _____
(determined) mountain climber in Ecuador.

2. Malala is _____
(famous) young woman from Pakistan.

3. Kilimanjaro is _____
(high) than Cotopaxi.

4. My grandfather is still works.

He is _____
(hardworking) than his sons.

5. My friend, Juan, is _____
(responsible) than I am.

Writing

Write a paragraph about your favorite hero. Explain why they are important and give three reasons why you like them.

[illegible]

Reading

Tránsito Amaguaña was an Ecuadorian leader of the indigenous movement. She was awarded the Premio Eugenio Espejo in 2003 by President Lucio Gutiérrez for her work with her community.

She was married at the age of 15 and quickly had two children. Tránsito's husband was cruel. In 1930, she helped to start the first indigenous organization of her country and took part in 26 marches to the capital, Quito, to demand justice for her people. Quito was 66 kilometers from her home, and Tránsito walked carrying her two children.

True (T) or False (F)? Give a reason.

1. Tránsito was determined.

2. Tránsito was cruel.

3. Tránsito was popular.

☐
☐
☐

Speaking

Here are some adjectives you learned in this module. They all describe qualities. Take turns to discuss which one you think is the most important one. Give a reason.

brave

popular

generous

honest

hard working



Indígena Ecuatorinana

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

Self-evaluation

Reflections	I check ✓ the box that most applies to me			
	I do it very well.	I do it somewhat well.	I can improve.	I can't do it without help.
I can use vocabulary related to people's qualities.				
I can form sentences using the comparative and superlative form.				

Communication and Cultural Awareness



Social Studies

Who is the woman in this picture? Do you think she is still alive?

One of the Most Famous Women in Ecuador



Exercise 1. Pair work.

Matilde Hidalgo was an incredible woman who lived more than 100 years ago. At that time, women could not study in high school. They could not go to the university. They could not have a profession.

Here are some interesting facts about her life. After you read, cover the facts, and see how many you can remember.

1. First woman to receive a **high school diploma** in Loja and the country.
2. First woman to receive a **bachelor's degree** in Medicine at Universidad del Azuay (today Universidad de Cuenca).
3. First **Doctorate** in Medicine at Universidad de Quito.
4. First woman to vote in Latin America.
5. First woman Vice President of a Municipal Council.
6. First Deputy Elected to Congress.

Exercise 2. Pair work. List three qualities that you think Matilde had. Remember that many people didn't want her to study! Share them with the class.

Exercise 3. Individual work. Matilde kept a diary of her life. She wrote about her thoughts and her opinions. Here is a sample from the diary of her first day of high school. As you read, underline the difficulties Matilde had on her first day of high school.

Loja, October 1, 1906

What an exciting day! My first day of high school! When I arrived at the front door, I was so nervous. I looked around and saw all of the boys looking at me. Some of them smiled, and some looked angry. I thought that they didn't want me to be there. No one came up to talk to me, so I went to one boy who was smiling and asked where the first class was. He offered to walk with me, so I felt more comfortable. During the day, some of the teachers, who were all men, ignored me. Only the math teacher gave me a smile. In the classes, I understood all of the teachers, so I didn't need to ask any questions. In the afternoon, at home, I did all of the homework easily. I really had a terrible day, but I was determined that I would go back the next day.



Vocabulary

high school diploma. certificate after finishing high school

bachelor's degree. certificate after finishing university

doctorate. the highest university degree

Oral Communication

Who was the first woman who went to university in Ecuador?

Remembering Matilde

Even after 100 years, people remember Matilde. After 100 years, will people remember you?



Exercise 1. Individual work. To celebrate Women's Day, Maria Eliza Mendoza, in Radio Latin America, tells the story of Matilde Hidalgo. Listen to the story and answer the questions with True (T) or False (F):

1. Matilde was from Quito.
2. When Matilde was young, women could go to high school.
3. Matilde told her brother she wanted to go to high school.
4. The other parents didn't like the idea that a girl could go to high school.
5. Her brother and mother supported her when she decided to go to high school.



Exercise 2. Pair work. Role play this situation.

Student A: You are Matilde Hidalgo; tell your brother you want to start high school. Give three reasons.

Student B: You are Matilde's brother. At first you don't agree with Matilde's idea, but after she explains her reasons, you decide to support her.



Reading

Who is your favorite soccer player?

Tin Delgado, An Inspiration for Young Soccer Players

Exercise 1. Pair work. Answer these questions.

- 1. Do you like football?
- 2. Who is your favorite soccer player?
- 3. What do you know about your favorite soccer player?

Exercise 2. Individual work. Augustin, “Tin” Delgado is talking about his life to a group of young soccer players. Underline the information that you find interesting and inspiring about Tin Delgado’s life.

Ambuquí, March 2020

“ I consider myself a very lucky person. I was born into a poor family, but I had my mom, who loved me and worked very hard for our family. Since I was a little boy, just about your age, I knew I wanted to be a soccer player. I used to play with the other boys in my town. I practiced, and practiced, and was determined to be the best.

Then, I played for Barcelona. With my team we went to the World Cup in 2002. I scored the first world cup goal against Mexico. That was one of the best days of my life. I felt very excited and happy! I was proud of doing something for my country.

Now I am retired, and I continue working to better my country. I support children who want to become soccer players. I’d like to inspire young people. Even if they are poor, they can dream, work hard and make their dreams come true.”



Agustín Delgado

Exercise 3. Individual work. Answer with True (T) or False (F). Correct the false statements.

- 1. Tin was born into a rich family.
- 2. Tin always knew what he wanted to do.
- 3. Tin has never played in a World Cup.
- 4. Tin scored the first goal at the World Cup.
- 5. Tin thinks that everyone can achieve their dreams if they work hard.

Writing

What are some important events in your life?

Exercise 1. Individual work. List three important events in your life and write how you felt during the event.



Exercise 2. Pair work. Now, share this information with a partner. Ask: "What event did you choose? How did you feel then? Tell me more about that event."

Exercise 3. Write a diary entry about the day of that event. You can use Matilde's entry to guide you.

Include:

1. Who was there.
2. Where it was.
3. What you saw.
4. How you felt.
5. What happened at the end.
6. What you decided to do next.



Language Through the Arts

What do you remember about the heroes in this unit?

Let's play a game!

Get into groups of 3 or 4 students. Make a list of all of the inspirational people who you learned about in this module. Start by cutting a piece of paper into 15 squares. On each square, write a fact about that person. For example, "This inspiring person always wanted to be a professional football player."

The teacher will collect the papers. Then, she will read out the paper to each group. You may consult with your group, and one student should give the name of the person for the information on the card.

If your group gives the correct name, you get the card.

The group with the most cards at the end of the game wins!



Oral Communication

Grammar

Pronunciation

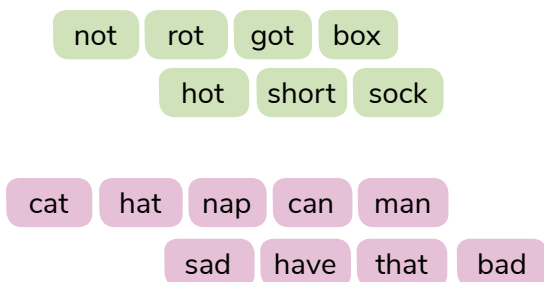
Key words: pat /pot

The vowel sound in “pat” /pat/ is pronounced as the Spanish “a”.

The vowel sound in “pat” /pæt/ doesn’t exist in Spanish. This sound can be called “the smile sound”. In this sound the lips are opened in a tight smile.



Exercise 1. Individual work. Listen to these words and repeat.



Exercise 2. Pair work. Take turns reading these sentences. Your partner should show "thumbs up" or "thumbs down" if you pronounce the word correctly. Ask your teacher for help if you need it.

1. Mom and Rob had pop corn.
2. That man had a bad day.
3. Tom will hop on a box.
4. Dan has a sad cat.
5. There is a short sock in the box.



Exercise 3. Individual Work. Read these sentences. Circle the words with the vowel sound /a/ as in pot. Underline the words with the vowel sound /æ/ as in pat.

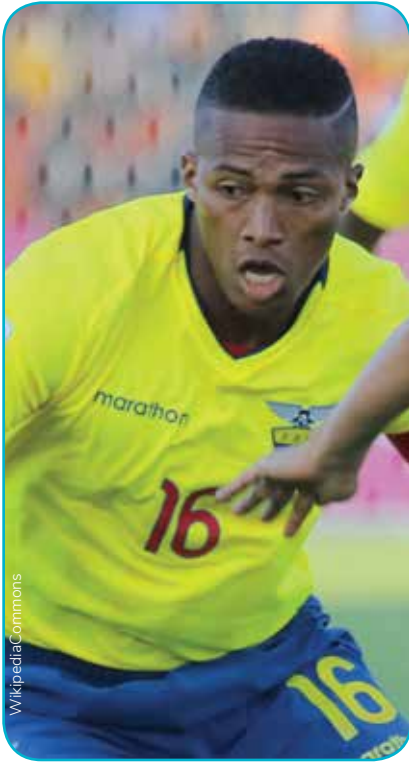
1. Brand got a rock in a sock.
2. Can I take a nap?
3. Ask Bob about your hat.
4. That man found a lock in a box.

Exercise 4. Play a game. Go through the module, finding words with /a/ or /æ/.

You can say, “I found an /a/. It’s in this word: X.”

Your teacher will make a list on the board.





Listening

Listen to a reporter ask a student about her favorite soccer player.

1. Where is he from?

2. Is he married?

3. How many children does he have?

4. Does he speak English?

Speaking

In pairs, take turns to answer these questions.

1. Who is your most inspiring person in Ecuador?

2. What do you know about him/her?

Reading

Read this text and answer the questions.

Dolores Cacuango was an important indigenous leader. Cacuango was one of the people who started the Ecuadorian Federation of Indians (FEI), to help Ecuadorian Indians to have more opportunities. She was born in an hacienda in 1881 in northern Ecuador. She worked as a servant in Quito from the age of 15, and then, she returned to the hacienda to work for her community. She couldn't read because she didn't go to school, but she helped start the first Quechua-Spanish bilingual schools in Ecuador's indigenous communities.

1. Was Dolores Cacuango an indigenous leader?

2. Where was she born?

3. What indigenous organization did she start?

4. What kind of schools did she start?



[illegible]

Mineduc

Reflections	I do it very well.	I do it somewhat well.	I can improve.	I can't do it without help.
I can read and write a diary entry.				
I can pronounce words like pat and pot correctly.				



Project

What is your talent?

In this module you have studied about inspiring people. They all have different talents and different qualities. You do, too. Now, you, your class and your teacher are going to plan a talent show. Everyone will participate.



A Talent Show

Think about the things that you are good at. Look at the list of ideas below. It might help you. Start practicing at home. Your teacher will tell you the date for the talent show.

1. Create a funny play
2. Dance
3. Do a hand-clapping routine
4. Show a physical talent
5. Sing
6. Play an instrument
7. Draw something
8. Paint something
9. Lip Sync a Song (In English, please!)
10. Cook something
11. Write something (In English, please!)
12. Make a puppet
13. Tell a story (In English, please!)

