

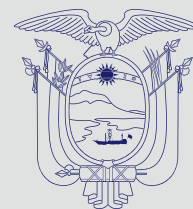
ENGLISH

High School Level

1

Student book for curricular transition

Ministerio de Educación



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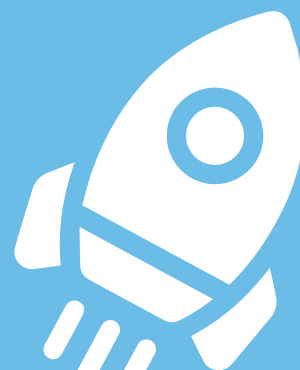


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ENGLISH

HIGH SCHOOL LEVEL

STUDENT BOOK FOR CURRICULAR TRANSITION



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STUDENT'S GUIDE

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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.



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.

WORKSHEET 1

COMMUNICATION AND CULTURAL AWARENESS	
General objective	To nurture cultural competence by immersing in the exploration of global celebrations and traditions. Learners will gain insights into diverse cultures, customs, and beliefs, fostering a profound appreciation and understanding of worldwide diversity.
Learning objective	Students will be able to identify and describe various global celebrations and traditions, demonstrating an increased understanding and appreciation for the customs, beliefs, and cultural diversity of different communities worldwide.
Descriptor	Understand, compare, and contrast the diversities that exist both nationally and globally, identifying the values, rights, and obligations demonstrating tolerance and respect for all individuals.
Performance indicators	<p>Students can accurately identify and name several global celebrations customs, beliefs, and traditions from different countries or regions.</p> <p>They can compare and contrast the similarities and differences between various celebrations and traditions, highlighting unique customs and beliefs.</p> <p>They can effectively communicate their understanding of global celebrations and traditions to others, promoting cultural awareness and understanding.</p>

TITLE: CULTURAL CELEBRATIONS

“In this section, we’ll explore celebrations from around the world that include personal, family, community, national, and religious/cultural festivities. Get ready to dive into diverse celebrations and traditions!”





<https://acortar.link/sQgEKw>

<https://acortar.link/VvK9dP>

THE FESTIVAL OF COLORS – INDIA

Holi is a Hindu festival that celebrates the arrival of spring and the victory of good over evil. It's a time for new beginnings and spreading love. The festival lasts for two days.

On Holi, people of all backgrounds and ages come together to play with colorful powders, spreading them on each other. The streets come alive with colors, music, water games, and delicious food.

Holi is not only celebrated in India but also in other countries where there are large Indian communities, like Suriname, South Africa, and Malaysia. Even in the United Kingdom and the United States, you can find parties and events to enjoy.

The festival teaches us about the victory of good over evil, showing that faith and devotion can lead to salvation, open to all who believe.”

CHECK THE PREVIOUS INFORMATION AND COMPLETE THE FOLLOWING STATEMENTS.

1.-Holi is a Hindu festival that celebrates the arrival of _____ and the victory of good over evil.

2.- On Holi, people of all backgrounds come together to play with colorful powders, _____ them on each other.

3.-The streets come alive with colors, music, water games, and delicious _____ on Holi.

4.-Holi is celebrated not only in India but also in other countries with large _____ communities.

5.-The festival of Holi teaches us about the triumph of _____ over evil and the role of faith and devotion in salvation.



WRITE 3 INTERESTING FACTS ABOUT THE FESTIVAL:

.....

.....

.....

.....



<https://acortar.link/yEp5pV>

THANKSGIVING - UNITED STATES

Thanksgiving is a holiday that celebrates the harvest and other blessings of the past year. It is a time for families and friends to come together and give thanks for all the good things in their lives.

The first Thanksgiving was celebrated in 1621 by the Pilgrims and the Wampanoag people. It was a three-day feast that included turkey, corn, and other foods that were abundant in the fall. The Macy's Thanksgiving Day Parade is a popular tradition that has been held in New York City since 1924. It features giant balloons, floats, and performances from Broadway musicals. Many families watch football games on Thanksgiving Day, and it is also a popular day for shopping, with many stores offering Black Friday sales.



READ THE FOLLOWING STATES AND CIRCLE TRUE OR FALSE.

1.-Thanksgiving is a holiday that celebrates the harvest and other blessings of the past year.
(True/False)

2.-The first Thanksgiving took place in 1621 and included a three-day feast with turkey, corn, and other fall foods. **(True/False)**

3.-The Macy's Thanksgiving Day Parade has been a tradition in New York City since 1924, featuring giant balloons, floats, and Broadway musical performances. **(True/False)**

4.-Many families watch football games on Thanksgiving Day. **(True/False)**

5.-Thanksgiving is also a popular day for shopping, with many stores offering Black Friday sales.
(True/False)

WRITE 3 INTERESTING FACTS ABOUT THE CELEBRATION:

.....

.....

.....



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DÍA DE MUERTOS - MEXICO

Día de Muertos is a special celebration that's all about life, not death. It's a time when families and friends get together to remember and honor their loved ones who have passed away. People believe that the spirits of the deceased come back to be with their families during this time.

A key part of the celebration is creating 'ofrendas,' which are like special altars.

Families make these altars in their homes

or at the graves of their loved ones. They decorate them with flowers, candles, food, and other things to welcome the spirits of the departed.

You might have seen 'calaveras' or sugar skulls – they're those colorful skulls decorated with icing and other edible stuff. People often give them as gifts or use them to decorate their ofrendas.

Día de Muertos isn't just celebrated in Mexico; you can find it in other parts of Latin America and even in the United States. It's a time for people of all ages and backgrounds to come together and celebrate life and the memories of their loved ones.



<https://ocartar.link/vxd-HAq>

ANSWER THE FOLLOWING QUESTIONS:

What is the emphasis of Día de Muertos?

Why do families and friends come together during Día de Muertos?

What is the belief about the spirits of the deceased during this time?

In addition to Mexico, where else is Día de Muertos celebrated?

SPEAKING:

Get in small groups and talk about the celebrations you just learned.

Which one is your favorite? What do you like about it?

Discuss with the class and teacher:

What do celebrations teach us about a culture?

Is there any similarity between those celebrations and the ones in our country?



WORKSHEET 2

ORAL COMMUNICATION	
General objective	Listen to short spoken or audio texts in familiar contexts, extract and identify main ideas and details when presented slowly and with visual support, and use spoken examples as models to communicate their own needs and information clearly and simply, employing learned grammatical structures and effectively using newly acquired words and expressions during social interactions, despite occasional errors.
Learning objective	Actively listen to short-spoken or audio texts within familiar contexts and extract main ideas and key details when presented at a slower pace and with the support of visual aids. Employ spoken examples as templates to confidently express their own needs and relay information clearly and concisely, using grammatical structures learned in class, and integrate recently acquired vocabulary and expressions in their everyday social interactions, even if occasional errors occur.
Descriptor	Understand and recognize spoken language in diverse forms and model communication transmitting the desired message while showing resilience and adaptability in the face of language challenges.
Performance indicators	<p>Recognize and understand the main ideas and key details when the material is presented at a slower pace and accompanied by visual aids.</p> <p>Use familiar vocabulary to extract meaning from spoken texts.</p> <p>Extract relevant information from the spoken or audio texts, identifying and summarizing key points.</p> <p>Employ spoken examples as models to facilitate their communication effectively express their needs and transmit information clearly and concisely.</p> <p>Apply grammatical structures and vocabulary they have learned in class when communicating, demonstrating an understanding of basic grammar rules and sentence structures.</p>



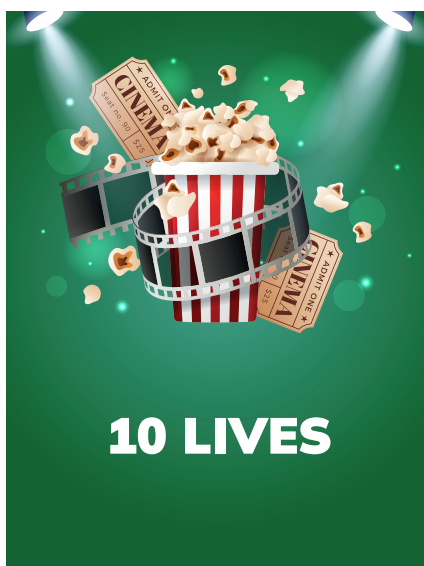
TITLE: IT'S ALL ABOUT MOVIES

Do you like movies?

Malia, Alina, and Will are going to the movies tonight, but they can't decide which movie to watch. They're talking about different movies, and while they talk. Listen and mark the pictures in the order they talk about them and then choose the name from the word box to label each poster.



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DO YOU LIKE MOVIES?

Malia, Alina, and Will are going to the movies tonight, but they can't decide which movie to watch. They're talking about different movies, and while they talk. Listen and mark the pictures in the order they talk about them and then choose the name from the word box to label each poster.



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SPEAKING

CAN YOU NAME OTHER KINDS OF MOVIES?

Get in small groups and talk about your favorite movies. ¿Can you say what kind of movie it is? Now, let's listen to a short story about Sophie and her favorite kind of movies. Write true or false near each statement.



WORKSHEET 3

READING	
General objective	To develop the ability to effectively comprehend and analyze straightforward texts related to personal interests or familiar academic subjects, allowing individuals to extract specific information, identify main points, and make informed personal judgments in response to the text.
Learning objective	Students will be able to comprehend and analyze texts on personal interests or familiar academic topics, enabling individuals to extract specific information, recognize key points, and formulate informed personal evaluations based on the text.
Descriptor	Choose and use technological tools and social media from a healthy balanced perspective respecting oneself and others with kindness, dignity, and consideration.
Performance indicators	<p>Construct and use graphic organizers, such as concept maps or diagrams, to visually represent the structure and content of a text.</p> <p>Apply graphic organizers effectively to different types of texts.</p> <p>Demonstrate the ability to identify and summarize the main ideas in texts on personal interests or academic subjects.</p> <p>Successfully extract specific details and relevant information from texts to support understanding.</p> <p>Make inferences and draw conclusions from the text.</p> <p>Recognize and highlight key points in the text.</p> <p>Formulate thoughtful and well-informed personal evaluations or responses to the text's content.</p> <p>Engage in class discussions or written assignments, offering insights and assessments that demonstrate a deep understanding of the text.</p> <p>Apply critical thinking skills to assess the reliability and credibility of the source materials.</p> <p>Demonstrate an appreciation for ethical considerations when discussing or evaluating the text's content.</p>



TITLE: THE IMPACT OF SOCIAL MEDIA ON PERSONAL WELL-BEING

Social media has become an integral part of our daily lives, especially for young people. While social media has many benefits, such as connecting with friends and family, it can also have negative effects on personal well-being. Here are some key points related to the impact of social media on personal well-being:

Positive effects: Some studies have found that social media use can have positive effects on personal well-being, such as increasing social connectedness and reducing social isolation.

Routine social media use can compensate for diminishing face-to-face social interactions in people's busy lives.



<https://n9.cl/p5qk2b>



<https://n9.cl/4w9jsh>

Negative effects: Other studies have found that social media use can have negative effects on personal well-being, such as increased feelings of anxiety, depression, loneliness, and perceived inferiority.

Social media can also contribute to cyber bullying, privacy concerns, and negative impacts on education and mental health.

Mixed effects: Some studies have produced conflicting evidence concerning the potential effects of social media on individuals' overall well-being, with some reporting negative outcomes while others revealing beneficial results.

Personal factors: The effects of social media on personal well-being are dependent on personal and psychological characteristics and social circumstances. For example, individuals who are more susceptible to anxiety or depression may be more negatively affected by social media use.

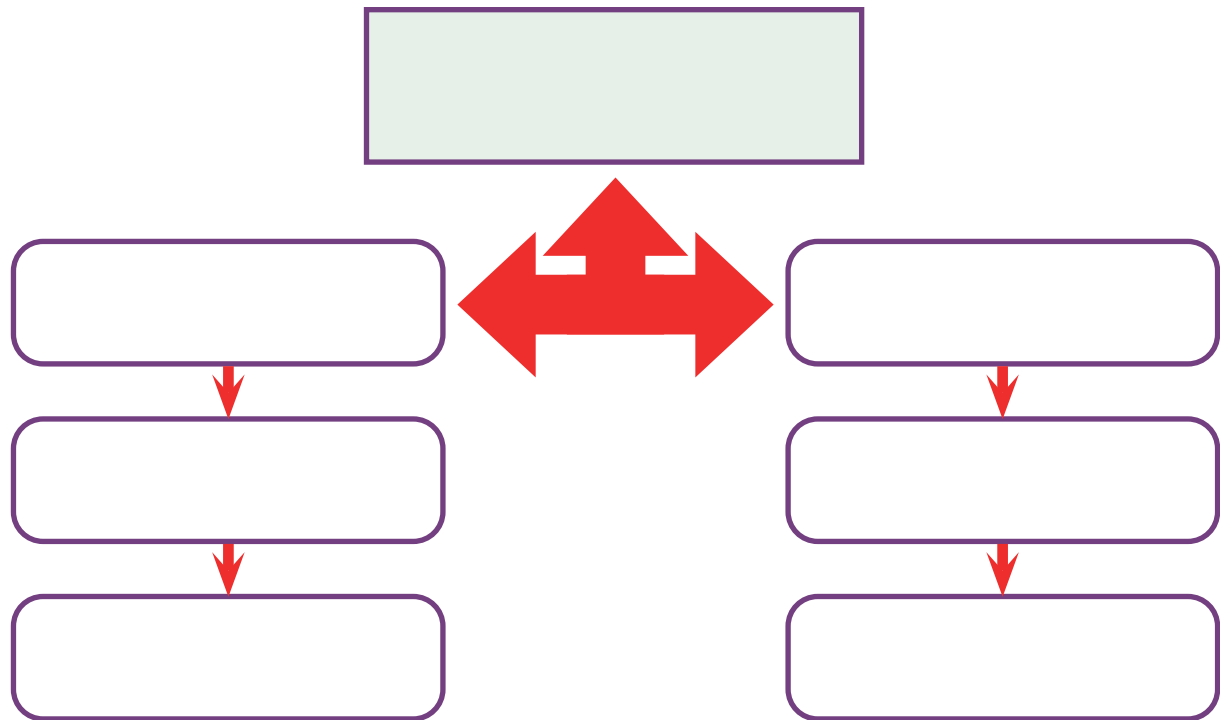


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CREATE A GRAPHIC ORGANIZER TO REPRESENT THE EFFECTS OF SOCIAL MEDIA ON PEOPLE'S WELL-BEING.



1. How does social media affect your daily life? Do you think it has made your life better or worse in some way? Please explain _____

2. Do you think social media helps people feel more connected or lonely? Can you share any examples of this? _____

3. Do you think people can have mean or hurtful behavior on social media, or problems with privacy? How do you think these things can make people feel? _____

4. Do you think the way people feel on social media has something to do with the kind of person they are or how they think? Can you give any examples? _____

5. Why do you think some people say social media is good, and others say it's not? How can people deal with the good and bad parts of social media better? _____

How can we find a balance between social media and well-being?

Maintaining a healthy balance of social media use is important for personal well-being, especially for young people. While social media can have positive effects, such as increasing social connectedness, it can also have negative effects, such as increased feelings of anxiety, depression, and loneliness. Here are some tips on how to balance social media use to promote positive well-being:



<https://n9.cl/d5ood3>

Schedule social media time:

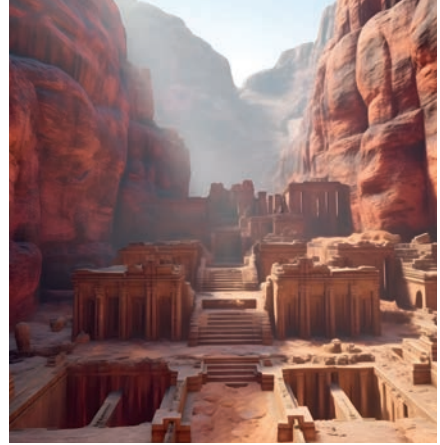
Scheduling specific times for social media use can help ensure that you are present in the moment and not spending too much time on social media.



<https://n9.cl/cp2om>

Have a purpose for social media use:

Be mindful of why you are using social media and what you hope to gain from it. Don't fall down the rabbit hole and get lost in endless scrolling.



<https://n9.cl/fxspi4>

Follow positive accounts:

Follow people and accounts that have positive messages and make your feed an encouraging place.

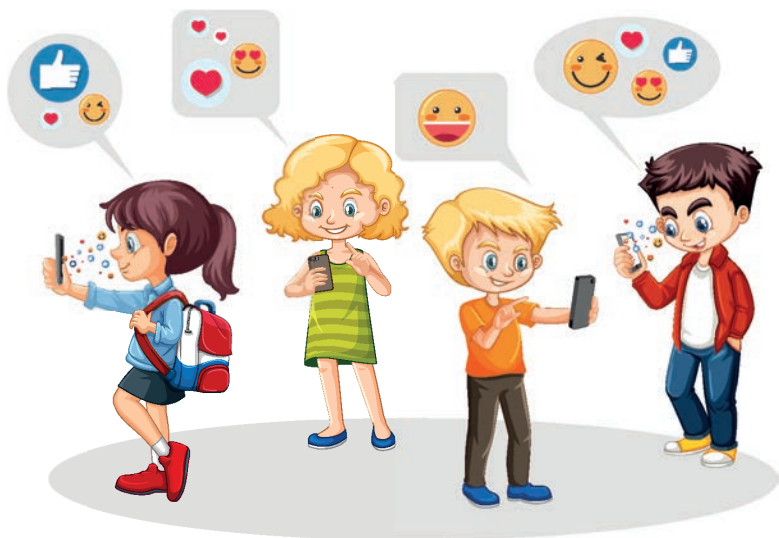
Assess your mental state: Be aware of how social media use affects your mental state. If you are feeling down, anxious, or depressed, it may be time to take a break from social media.

Reflect on your media diet: Reflect on your own media diet and develop individual plans for healthy media balance that consider both how media contributes productively and unproductively to your life.

Recognize the emotions that arise:

Recognize the different feelings and emotions that arise when you engage in activities that involve digital media. Some students may need additional support and practice in recognizing and interpreting these emotions.

Cultivate healthy habits: Cultivate healthy habits that balance time online with in-person connections and healthy hobbies. Spend time connecting face-to-face with friends and family, enjoying hobbies, and paying attention to work or school.



<https://n9.cl/7jkf8>



AFTER REVIEWING THESE GUIDELINES, DETERMINE THE ACCURACY OF THE FOLLOWING STATEMENTS BY SELECTING TRUE OR FALSE.

1. Maintaining a healthy balance of social media use is important for personal well-being, especially for young people.

True or False

2. Scheduling specific times for social media use can help ensure that you are present in the moment and not spending too much time on social media.

True or False

3. Following people and accounts that have positive messages can help create a more encouraging social media feed.

True or False

4. Recognizing and interpreting emotions that arise during digital media activities is not necessary for maintaining a healthy balance.

True or False

5. Spending time connecting face-to-face with friends and family and enjoying hobbies can help cultivate healthy habits that balance time online.

True or False

IDENTIFYING FAKE NEWS

In today's digital age, social media has become a primary source of information for many people. However, not all information on social media is accurate, and it is essential to recognize fake news to avoid being misled. Here are some tips for recognizing fake news:

Check the source of the information and verify that it is a reputable and reliable source. Be wary of sources that are unfamiliar or have a history of spreading false information.

Look for evidence to support the claims made in the article or post. If there is no evidence or the evidence is weak, it may be fake news.

Check the date of the article or post to ensure that it is current and not outdated. Fake news often uses old information to mislead people.

Be skeptical of sensational headlines or stories that seem too good to be true. Fake news often uses sensational headlines to grab attention.

Use fact-checking websites or tools to verify the accuracy of the information. Fact-checking websites like Snopes or FactCheck.org can help you determine if the information is true or false.

Be aware of your own biases and how they may affect your perception of the information. Try to approach the information with an open mind and consider different perspectives.



<https://n9.c/9tf48>

PROJECT

Find different news and use the tips previously mentioned to identify if they are real or fake. Present it to the class.

WORKSHEET 4

WRITING	
General objective	Communicate and structure information by incorporating factual information and details at various stages of the writing process using a diverse set of tools to encourage and enhance collaboration, learning, and productivity.
Learning objective	Students will be able to communicate and structure information by incorporating factual details throughout the writing process, utilizing a wide range of tools to foster collaboration, learning, and productivity.
Descriptor	Analyze the impact of peoples' history and its influence on the culture and beliefs while developing an understanding and tolerance of cultural differences.
Performance indicators	<p>Integrate relevant and accurate factual information into their written work at various stages of the writing process.</p> <p>Write about past situations or historical events.</p> <p>Demonstrate effective collaboration skills, including clear communication, task distribution, and shared responsibility for group writing projects.</p>

TITLE:

FOOTPRINTS OF THE PAST: ANCIENT CIVILIZATIONS

Ancient civilizations **were** the first settled and stable communities that became the basis for later states, nations, and empires. The study of ancient civilization is concerned with the earliest segments of the much broader subject called ancient history. Here are some important ancient civilizations:



<https://n9.cl/1xmiv>





<https://n9.cl/e0vgf>

Ancient Egypt was a civilization that appeared around 3100 BCE and lasted for more than 3,000 years. It was in the northeastern region of Africa and was known for its pyramids, hieroglyphics, and pharaohs.



<https://n9.cl/fxspi4>

Mesopotamia was a civilization that emerged around 4000 BCE and lasted for more than 3,000 years. It settled in the region that is now Iraq and was known for its invention of writing, the wheel, and the plow.



<https://n9.cl/blqlh>

Ancient Greece, originating around 800 BCE, had a remarkable history spanning over a millennium. Situated in what is now modern-day Greece, it gained renown for its contributions to philosophy, art, and architectural achievements.



<https://n9.cl/zey605>

Ancient Rome: It appeared around 753 BCE, Ancient Rome endured for over a millennium. Its geographical location, now Italy, was celebrated for its advancements in engineering, legal systems, and military power.



<https://n9.cl/kb0ul>

Ancient China, emerging approximately in 1600 BCE, left an indelible mark over a history spanning more than 3,000 years in what we now recognize as China. It was recognized for seminal inventions like paper, gunpowder, and the compass.



<https://n9.cl/sm6vc>

The Maya civilization had its beginnings as early as 2000 BCE and maintained a dominant presence in Mesoamerica for over three millennia until the Spanish arrival in 1519 AD. Organized into influential city-states, the Maya's legacy is celebrated for its advanced achievements in written language, mathematics, art, architecture, and astronomy.

When we talk about the past it is necessary to use **the Simple Past tense**. It is a verb tense used to describe an action that took place in the past. It is used to talk about completed actions or events that happened at a specific time in the past. Here is some information about the structure, use, and examples of the simple past tense:

Structure:

For regular verbs, the simple past tense is formed by adding “-ed” to the base form of the verb. For irregular verbs, the simple past tense is formed by changing the verb to its past tense form. Affirmative:

Subject + Verb in the past form (base form of the verb + ed/d for regular verbs or past tense form of the irregular verbs)

Negative:

Subject + did not + infinitive without to

Interrogative: Did + subject + infinitive without to

Negative Interrogative:

Did not + subject + infinitive without to

When do we use the simple past tense?

To describe an action that happened at a specific time in the past.

To describe a series of completed actions in the past.

To describe a past habit or state of being.

To describe a past event that happened before another past event.

LET’S APPLY!

Each of the following questions will assess your understanding of when these civilizations emerged and what they were known for. Let’s embark on a journey through time and history to see how well you grasp the past!”

1. When did the civilization of Ancient Egypt first appear?

- a) 2000 BCE
- b) 1000 BCE
- c) 3100 BCE
- d) 500 CE

2. What is one of the inventions attributed to Ancient Mesopotamia?

- a) Pyramids
- b) Hieroglyphics
- c) Writing
- d) Philosophy

3. When did Ancient Greece originate?

- a) 2000 BCE
- b) 800 BCE
- c) 1000 CE
- d) 4000 BCE



4. In which modern-day country was Ancient Rome located?

- a) Greece
- b) Iraq
- c) China
- d) Italy

5. What are some of the inventions attributed to Ancient China?

- a) Pyramids and hieroglyphics
- b) Legal systems and military power
- c) Writing and the wheel
- d) Paper, gunpowder, and the compass

6. When did the Maya civilization maintain a dominant presence in Mesoamerica?

- a) Until 1000 CE
- b) Until 3000 BCE
- c) Until the arrival of the Spanish in 1519 AD
- d) Until the 4th century BCE

NOW YOU ARE GOING TO WRITE A SENTENCE IN THE PAST USING EACH ANSWER FROM THE PREVIOUS ACTIVITY.

Ex: Ancient China didn't invent the writing and the wheel.

- 1.- _____
- 2.- _____
- 3.- _____
- 4.- _____
- 5.- _____
- 6.- _____

Writing using the past: Controlled writing. Use the verbs in the box and change them to past tense to complete the following information.



THE INCAS



be x3

begin

believe

bring

build

think

have

appear

The Inca civilization _____ one of the most dominant and advanced civilizations in the Americas before the arrival of the Europeans. Here are some interesting facts about the Inca civilization:

The Inca Empire, also known as the Incan Empire and the Inka Empire, _____ the largest empire in pre-Columbian America.

The Inca civilization _____ in the Peruvian mountains sometime in the early 13th century. The Spanish _____ the invasion of the Inca Empire in 1532 and by 1572, the last Inca state was fully conquered.

The Inca people _____ famous for building amazing things, like Machu Picchu. What's interesting is they didn't use wheels or metal tools to build it.

The Inca religion _____ different ideas about gods and nature. They believed in many gods. The most important one was Inti, who was like the sun. They also _____ in Viracocha, a god who made things and was a hero, and Apu Illapu, a god who brought rain.

The Inca people had their own beliefs about gods and nature. They _____ the sun was the most important god, and they also believed in a god who created things and a god who _____ rain.



CHALLENGE!

What ancient civilization is the most interesting?

**WRITE A SHORT PARAGRAPH ABOUT IT.
USE THE SIMPLE PAST TENSE AND SUMMARIZE THE INFORMATION.
YOU CAN DO IT!**

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WORKSHEET 5

LANGUAGE THROUGH THE ARTS	
General objective	Analyze and recognize artistic elements and within a work of art, and connect these elements to personal experiences, other artworks, and the artistic community. Use these connections to develop personal responses and interpretations of the artwork.
Learning objective	Analyze and identify artistic elements within various works of art, drawing connections between these elements and their own experiences, other artworks, and the broader artistic community. They will use these connections to formulate informed and personal responses and interpretations of the artworks.
Descriptor	Compare and contrast the principal messages, techniques, and resources used in various forms of artistic expression, along with their corresponding cultural references, while contributing to the preservation and promotion of our national cultural heritage.
Performance indicators	<p>Learners can make meaningful connections between the identified elements in a work of art and their own experiences, as well as relate them to other artworks in terms of similarities and differences.</p> <p>Students show an ability to consider different viewpoints and interpretations of the same artwork, encouraging a more comprehensive understanding.</p> <p>Over time, students exhibit improvement in their ability to analyze and connect artistic elements, showcasing an evolving understanding of art and its various contexts.</p> <p>Students apply the skills acquired in art analysis and interpretation to create their artwork, demonstrating an integration of knowledge and practical application.</p>



OSWALDO GUAYASAMÍN

Oswaldo Guayasamín is an Ecuadorian artist who was born on July 6, 1919, in Quito, Ecuador. He came from a humble background, with a Kichwa father and a Mestiza mother. He was the oldest of ten siblings. Even as a child, he loved to draw and was quite talented. His father worked as a carpenter, and he worked as a taxi and truck driver. Guayasamín followed his passion for art and attended the School of Fine Arts in Quito for seven years. He was excellent in his studies and earned the title of painter and sculptor in 1941. In 1942, he held his first art exhibition in Quito, which caused controversy because of his strong social critique of his artwork.



<https://n9.cl/jm713>



<https://acortar.link/fx8MX8>

He received a UNESCO prize for his lifelong commitment to peace. He passed away in 1999, leaving a significant void in the art world.

Guayasamin's paintings express the suffering of oppressed people of different contexts, the hands on his paintings represent the hard work and slavery. He has hundreds of paintings and all of them represent people's emotions and suffering.

Art, like paintings, can make us feel things. Artists use colors, shapes, and pictures to show different emotions. When we look at art, it can remind us of our feelings or tell us a story.

Color and Feelings: Artists use colors to show how they feel. Bright colors can make us happy, and dark colors can make us sad. Every color has a feeling.

Pictures and Stories: Paintings can tell stories. We can see people, places, and things in paintings. These pictures help us understand what the artist wants to say.

Faces and Emotions: Sometimes, paintings show faces with different feelings. A smile can show happiness, and a frown can show sadness. We can look at the faces in paintings to see how they feel.

Our Feelings: When we look at art, we can think about how it makes us feel. We might remember our own happy or sad times. Art can be like a mirror for our feelings.

Art is for Everyone: Even if we don't understand everything about art, we can still enjoy it. Art is a way for people to talk about feelings and stories, no matter where they come from. Art is a special way for us to understand and share our feelings, and anyone can enjoy it.

LET'S LEARN SOME EMOTIONS:



<https://n9.cl/q8u1u>

Happiness: Bright and warm colors, smiling faces, and joyful scenes.



<https://n9.cl/cfznh>

Sadness: Cool and muted colors, tearful expressions, and somber settings.



<https://n9.cl/4fv0c>

Surprise: Startling colors, wide-eyed expressions, and unexpected elements.





<https://n9.cl/ou2ek9>

Anger: Intense and fiery colors, aggressive brushstrokes, and tense postures.



<https://n9.cl/hfx5t>

Love: Soft colors, tender gestures, and intimate interactions.



<https://n9.cl/k8m5zd>

Fear: Dark and eerie colors, distorted shapes, and anxious expressions.



<https://n9.cl/4nnjf>

Hope: Uplifting colors, open compositions, and optimistic subjects.



<https://n9.cl/6evnf>

Peace: Calm and harmonious colors, serene landscapes, and tranquil scenes.



<https://n9.cl/v3jil>

Loneliness: Cold and desolate colors, solitary figures, and isolated settings.



<https://n9.cl/7phfd>

Excitement: Vibrant colors, dynamic compositions, and energetic subjects.



<https://n9.cl/aip8x>

Confusion: Chaotic and abstract elements, overlapping shapes, and disoriented figures.



<https://n9.cl/y32dy>

Disgust: Unpleasant colors, distorted forms, and repulsive imagery.

These are just a few examples, and artists use a combination of visual elements and techniques to evoke these emotions in their paintings. Emotions in art can be deeply personal and subjective, and different viewers may interpret them in various ways.

**What emotions do you experience when viewing Guayasamin's paintings?
Use the previous vocabulary to explain.**

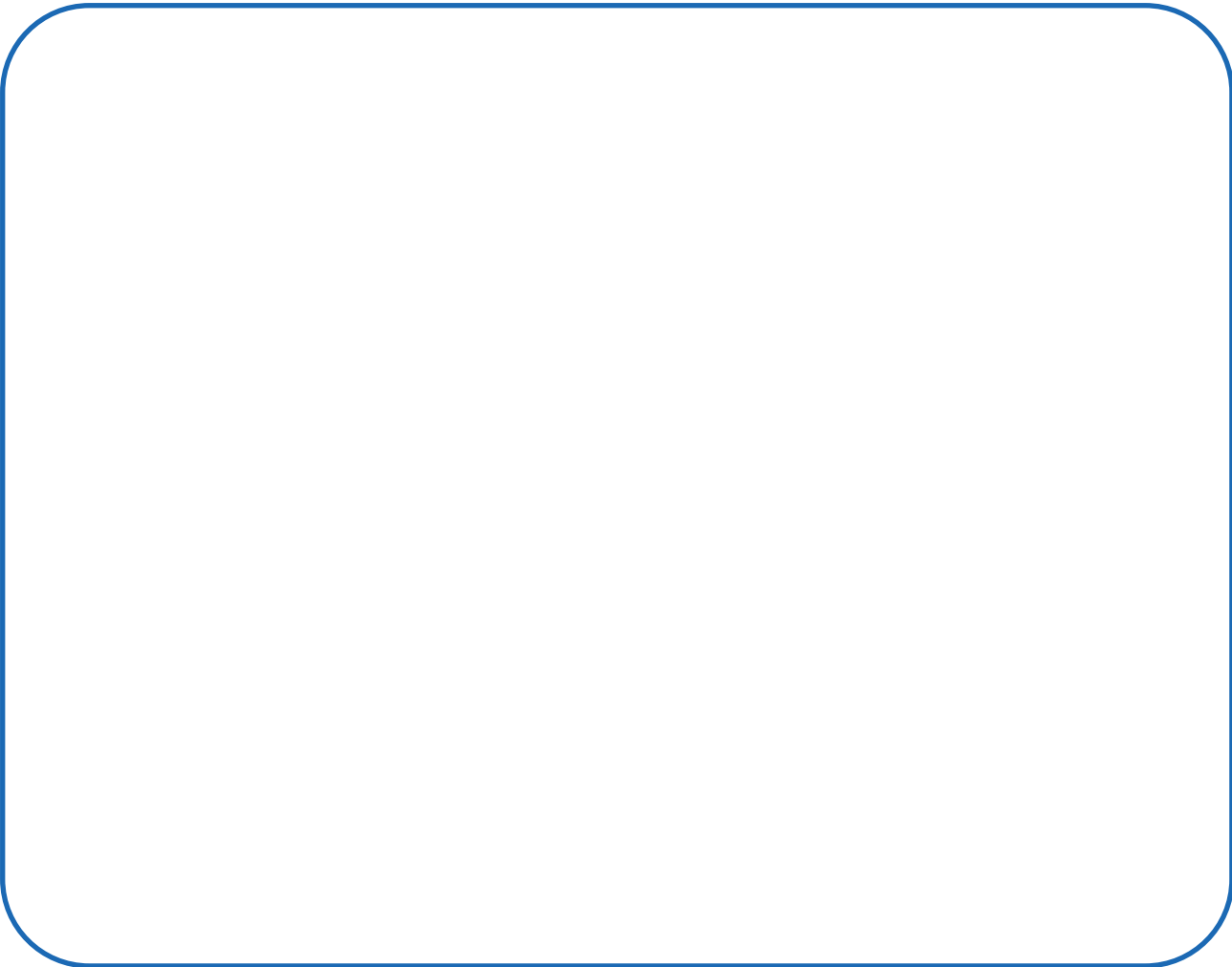
When I see these paintings, I feel

.....

.....

YOU ARE AN ARTIST!

Use your creativity and imagination to draw or paint an image that represents some strong feeling you have felt. Describe all the emotions represented in your work of art.



WORKSHEET 6

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 “th” SOUND

The “th” sound in English is made with your tongue and your teeth. There are two variations of the “th” sound: the voiceless “th” (/θ/) and the voiced “th” (/ð/).

Voiceless “th” (/θ/):

To produce the voiceless “th” sound (as in words like “think” or “math”), follow these steps:
Place the tip of your tongue against your upper front teeth, almost like you’re sticking your tongue out just a bit.

Exhale gently, allowing the air to flow between your tongue and your teeth.

This should create a soft, hissing “th” sound, like the sound of air escaping when you blow out a candle.



<https://n9.cl/zh4yc>

PRACTICE SOME EXAMPLES:



<https://n9.cl/9kto1>

think/thought



<https://n9.cl/9qte6>

thin



<https://n9.cl/23gy>

bath



<https://n9.cl/8zxk4>

cloth



<https://n9.cl/va2nz>

both



<https://n9.cl/5oj8c>

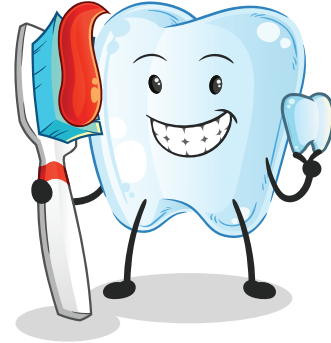
truth





<https://n9.cl/qgwt>

breath



<https://n9.cl/7vnu>

tooth



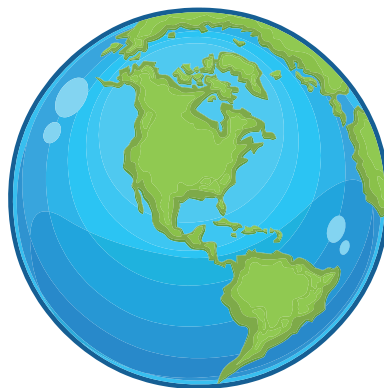
<https://n9.cl/dz8oy>

Math



<https://n9.cl/y9a15>

North



<https://n9.cl/hpmed>

Earth

Voiced “th” (/ð/):

The voiced “th” sound (found in words like “this” or “brother”) is very similar to the voiceless “th,” but it involves your vocal cords vibrating:

Start by placing your tongue against your upper front teeth, just as you did for the voiceless “th.” This time, add voice by allowing your vocal cords to vibrate while you maintain the tongue-to-teeth position.



<https://i9.cdn7ww>

this



<https://i9.cdn7ww>

that



<https://i9.cdn7ww>

weather



<https://i9.cdn7ww>

father



<https://i9.cdn7ww>

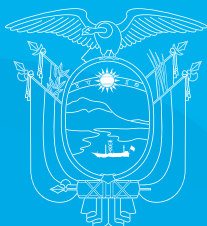
mother



<https://i9.cdn7ww>

leather

ecuador



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