

# Guía de autoaprendizaje DE INGLÉS | 10<sup>o</sup>



2020



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## GUÍA DE APRENDIZAJE Inglés – Décimo grado

Nombre del estudiante

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Centro Educativo:

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### Medidas de prevención por el COVID - 19



LAVA LOS ALIMENTOS  
ANTES DE CONSUMIRLOS



DESINFECTA LAS  
SUPERFICIES



NO TE TOQUES LA CARA



CUBRE TU NARIZ Y  
BOCA



MANTEN LA DISTANCIA Y  
EVITA LOS SALUDOS



2 mts.



LAVA TUS MANOS CON  
JABÓN FRECUENTEMENTE



QUÉDATE  
EN CASA

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## MENSAJE PARA LOS ESTUDIANTES

Apreciado estudiante:

Pensando en ti, para que puedas lograr tus sueños, queremos que sigas aprendiendo. Ahora que estás en casa, aprovecha y comparte con tu familia, escribe historias con tus personajes favoritos, lee todo lo que puedas, imagina un mundo mejor, cuida a los animales, siembra un árbol; en fin, aprovecha el tiempo y trata de ser muy feliz.

¡Te extrañamos! pronto nos veremos, recuerda que es importante que sigas aprendiendo. Para lograrlo, debes desarrollar cada una de las asignaciones y actividades, que han sido elaboradas, especialmente para ti. Trata de hacerlo de forma independiente, si tienes quien te ayude, ¡fabuloso! Pero recuerda, tienes una oportunidad valiosa para que, a través de los libros, puedas conocer el mundo, aprender la magia de los números, viajar con la lectura, analizar la importancia del agua, los beneficios de los árboles, el funcionamiento de nuestro cuerpo y los cuidados que debemos darle.

Eres de gran valor para tu familia y nuestro país, por eso debes cuidar tu salud y seguir las recomendaciones para la prevención de enfermedades.

Pronto volveremos a la escuela y queremos que nos digas cuanto aprendiste, el tema más interesante que desarrollaste, la lectura que más te gustó, lo divertido que fue para ti, aprender en casa. ¡Nos veremos pronto, todo va a salir bien!

*Maruja Gorday de Villalobos*

# GREETINGS



## TOPIC 1 GREETINGS

*In this unit, you will learn about the use of greeting. Remember we use greetings in our first-time interaction with people however it is important that we don't forget that some greetings apply only to formal situations and other greetings are more suited to informal situation such when you meet a friend at school or university.*

*A greeting can consist of an exchange of*

- ✓ *Formal Expression*
- ✓ *Kisses*
- ✓ *Handshakes*
- ✓ *Hugs*
- ✓ *Various Gestures.*

*The form of greeting is determined by social etiquette, as well as by the relationship of the people.*

### OBJECTIVES

1. *To apply different ways of greetings in different situations.*
2. *To use the verb be and simple present correctly.*

**DID  
YOU  
KNOW?**



*Tibetan monks stick their tongue out to greet people.*



## What do you know?

**What do you say when you see someone you know? Example "hello"**  
Please, write what other greetings do you know.

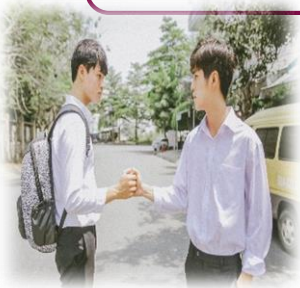
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### TOPIC

### EXPLANATION

## Greetings

There are many ways to greet someone. We'll learn about the most common way to greet someone in formal and informal during the coming lessons. Example:



Greeting someone you've never met: "Hi, my name is Juan. It's nice to meet you."

You can respond to this by saying, "It's a pleasure to meet you. I'm Jack".

The greetings change depending on the time of the day.



#### Good morning

- It is generally used from 5:00 a.m. to 12:00 p.m.

#### Good afternoon

- It is appropriate for a period from 12:00 p.m. to 6:00 p.m.

#### Good evening

- It is often used after 6 p.m. or when the sun goes down

#### Good night

- It is not a salutation. In formal communication, it is used to say goodbye.



These are some basic greeting and responses

### Greetings

- Good morning!
- Good afternoon!
- Good evening!
- How nice to see you!
- Hello!
- How are you?
- How do you do?
- How're you going?
- Hi!



### Responses

- Good morning!
- Good afternoon!
- Good evening!
- Yes, it's been so nice!
- Hello!
- Fine, thanks!
- How do you do?
- Not bad!
- Hi!



## VOCABULARY

Look for the meaning of these phrases.

- ✓ *My name is*
- ✓ *Nice to meet you*
- ✓ *It's a pleasure*
- ✓ *Good morning*

## READING COMPREHENSION

Read and practice this dialogue.



**Juan:** Good morning, Professor. I'm Juan Perez. What is your name?

**Professor Luis:** Good morning, Juan. My name is Luis Moreno.

**Juan:** It is nice to meet you.

**Professor Luis:** Nice to meet you too!  
Welcome to class!

**Juan:** Thank you!

## ACTIVITY 1

### READING COMPREHENSION

Choose the correct answer.

1. Who is the student in the short dialogue?
  - a. Juan
  - b. Luis
  - c. Ana
2. What is a phrase that you can use when you meet someone for the first time?
  - a. I'm glad to see you again
  - b. Nice to meet you
  - c. Nice to see you again
3. At what time do you consider the dialogue is taking place?
  - a. In the afternoon
  - b. At night
  - c. In the morning

## ACTIVITY 2

Look at the pictures and complete the bubble with the right greetings from the box.

Good night    Good morning    Good evening    Good afternoon    Hello    Bye

1

2

3

4

5

6

# STRUCTURE

## Verb be in Simple Present

Sentences with The Verb to Be in Simple Present				
	Structure	Examples		
		For "I" use " <u>am</u> "	For "He, She, It" use " <u>is</u> "	For "You, We, They" use " <u>are</u> "
<b>Affirmative</b> (+)	😊 Verb to be + (am/is/are) + C	I <b>am</b> Elena. I'm from Herrera.	He <b>is</b> Anthony. He's from Veraguas.	<b>They are</b> Colombian. <b>They're</b> from Colombia.
<b>Negative</b> (-)	😊 Verb to be + (am/is/are) + <b>not</b> + C	I <b>am not</b> Carlos. I'm <b>not</b> from Panama.	She <b>is not</b> Caroline. She's <b>not</b> from Chiriquí.	We <b>are not</b> Mexican. We're <b>not</b> from Mexico. We <b>aren't</b> Mexican.
<b>Interrogative</b> (?)	Verb to be (am/is/are) + 😊 + C + ?	<b>Am</b> I Panamanian?	<b>Is</b> the panda from China? <b>Is it Asian?</b> Yes, it is. No, it is not.	<b>Are</b> you Panamanian? Yes, I am. No, I am not.

# ACTIVITY 3

Complete the sentence with the correct form of verb be. It can be affirmative, negative or interrogative.



1 I \_\_\_\_\_ a student.



2 You \_\_\_\_\_ happy.



3 She \_\_\_\_\_ from Colombia.



4 They \_\_\_\_\_ cooking.



5 \_\_\_\_\_ they soccer player?



6 \_\_\_\_\_ I police?

Positive and negative statements		
I	'm	Dave.
He	<input type="text"/>	here from the UK.
we	<input type="text"/>	friends.
I	<input type="text"/> not	a student

Questions and short answers			
<input type="text"/>	you	friends from school?	Yes, we <input type="text"/>
<input type="text"/>	your name	Andrew?	No, it <input type="text"/>



**Find and circle the words from the box**

G	O	O	D	M	O	R	N	I	N	U	G
O	C	H	J	E	G	U	M	B	I	V	O
O	C	T	R	E	W	Q	B	M	I	O	O
D	G	H	B	Y	E	B	Y	E	C	V	D
B	M	N	B	V	C	X	Z	F	G	H	A
Y	V	H	J	U	N	V	B	T	Y	H	F
E	A	S	D	H	B	M	N	M	K	I	T
G	O	O	D	E	V	E	N	I	N	G	E
B	V	F	R	L	E	D	V	G	T	Z	R
L	L	K	G	L	B	Y	D	S	A	M	N
Q	W	G	O	O	D	N	I	G	H	T	O
H	A	S	D	F	G	J	K	L	M	O	O
G	B	N	T	Q	W	D	S	R	T	U	N

- HELLO
- GOOD MORNING
- GOOD AFTERNOON
- GOOD EVENING
- GOOD NIGHT
- BYE-BYE
- GOOD BYE





Test Your Knowledge

In the conversation below, two roommates are meeting each other for first time. Fill the gaps with the words from the box.

are from I'm just know nice new sure too we're where with

Mila: Hi. (1) ..... Mila. Are you my (2) ..... roommate?

Irem: Hey Mila. Yes, I am. My name is Irem. (3) ..... to meet you. I like the dorm!

Mila: Nice to meet you too. And the dorm is so roomy! (4) ..... are you from?

Irem: I'm (5)..... Turkey. I just arrived here in England today. Where (6) ..... you from?

Mila: I'm from Germany. I (7) ..... arrived here yesterday.




Irem: I (8) ..... some German, but I want to practice English (9) ..... you.

Mila: I want to practice English with you (10) ..... I'm (11) ..... we'll be great roommates.

Irem: I'm sure we will too. (12) ..... going to have fun together.



## Self-assessment Checklist

Criteria	All the time 	Most of the time 	No at all 
<i>Did I carefully use all the words from the box?</i>			
<i>Did I check capitalizations at the beginning of the sentences or questions?</i>			
<i>Did I understand the conversation very well</i>			

## GLOSSARY

Read and practice the pronunciation of this words

**Greet:** to welcome someone with particular word, a particular action, or to react to something.

**Roommate:)** a person who you share a room with for a period of time.

**Nice to meet you:** a phrase used for greeting someone when you meet them for the first time, or for saying goodbye to them on that occasion.

## I CAN...

Put a check (✓) if you accomplish these indicators

*I can use different ways of greetings at the appropriate time and situation.*

*I can write sentences using verb be in simple present.*

*I can greet someone using the correct responses.*

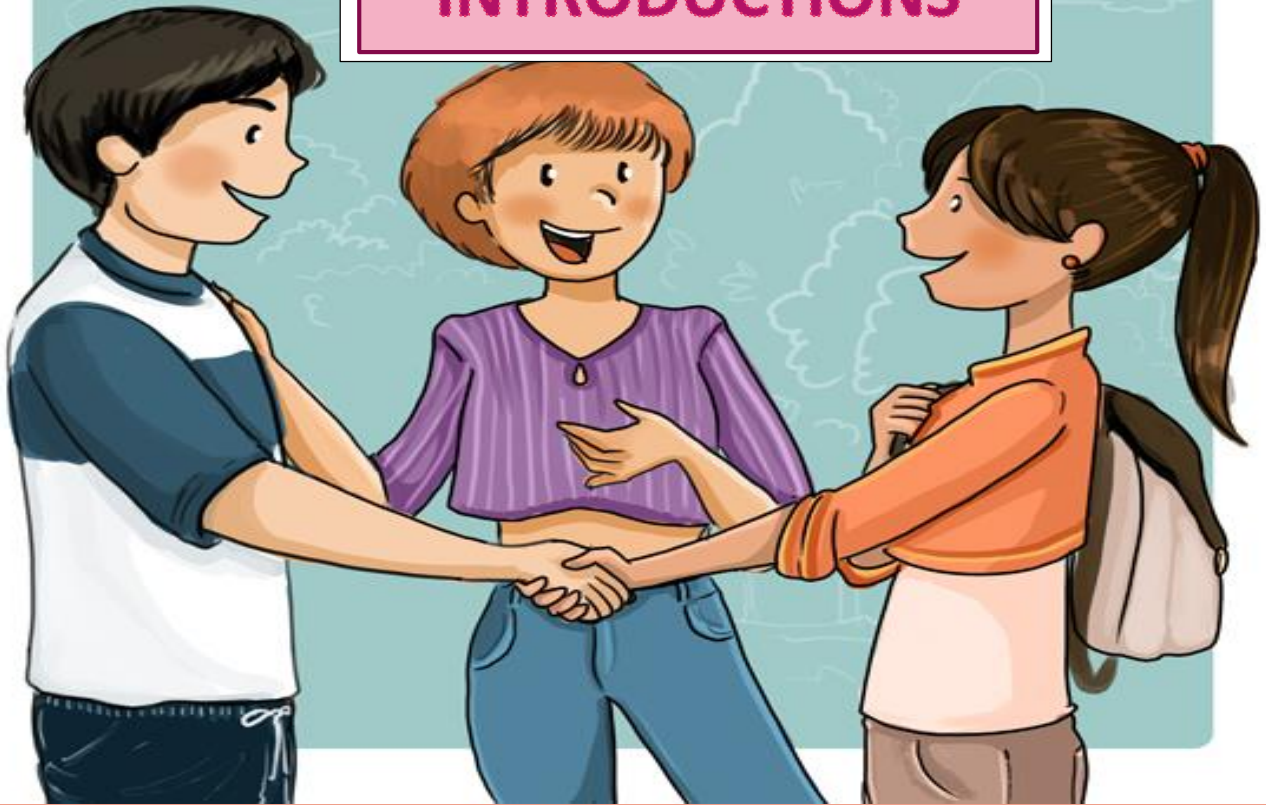
## SUPPLEMENTARY MATERIAL

Take a look to this material and explanations of the topic

<http://www.learnex.in/useful-english-greetings-and-responses/>

<https://es.slideshare.net/deepusnath/greetings-response-english-communication-training>

# INTRODUCTIONS



## Topic 2 INTRODUCING YOURSELF AND OTHERS

In this unit, you will learn about introducing yourself and others. A self-introduction explains who you are, what you do and what others need to know about you. You should provide a self-introduction any time you meet someone new and don't have a third party to introduce you. Offer a self-introduction when you are:

- ✓ Beginning an interview
- ✓ Attending a hiring event
- ✓ Giving a presentation
- ✓ Meeting people at a trade show

### OBJECTIVES

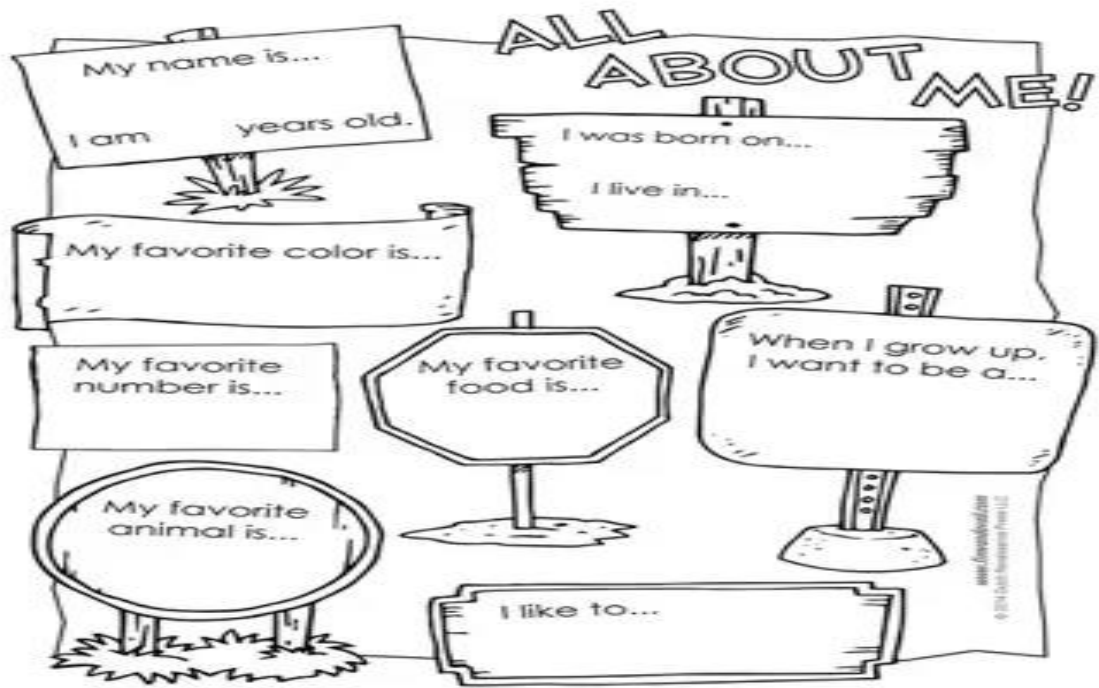
1. To introduce yourself and others demonstrating confidence.
2. To greet a friend or classmate.

**DID YOU KNOW?**

In the 19<sup>th</sup> century, it was considered rude and unpolished to talk to anyone without being formally introduced.



All about Me! Read and complete the shapes bellow with your information



## TOPIC

## EXPLANATION

### Introducing yourself and others

**Introducing yourself:** Here are expressions to introduce yourself:

- *My name is ...*
- *I'm ....*
- *Nice to meet you; I'm ...*
- *Pleased to meet you; I'm ...*
- *Let me introduce myself; I'm ...*
- *I'd like to introduce myself; I'm ...*



**Introducing others:**

Here are expressions to introduce others:

- *Jack, please meet Nicolas.*
- *Jack, have you met Nicolas?*
- *I'd like you to meet Liza.*
- *I'd like to introduce you to Betty.*
- *Leila, this is Barbara. Barbara this is Leila.*

### Useful responses when introducing yourself or other people:

- *Nice to meet you.*
- *Pleased to meet you.*
- *Happy to meet you.*
- *How do you do?*



## VOCABULARY

Find the meaning of this words.

- ✓ Language
- ✓ Specialist
- ✓ Copyeditor
- ✓ Consultant
- ✓ Hyking
- ✓ IELTS

## READING COMPREHENSION

Read the paragraph about Matt Lemanski

### Example of Self Introduction



*Hello, my name is Matt Lemanski. My friends call me Junior, because my father's name is Matt also. I am the creator of Speaking of English, a blog for intermediate English learners who want to become more fluent in the language. I am originally from the United States and I currently live in Germany. I have been a teacher since 2008, and specialize in business writing and IELTS preparation. Before becoming a teacher, I worked as a copyeditor for government agencies in Washington DC and as a ghostwriter for startup founders and independent consultants around the world. In my free time, I enjoy hiking, practicing photography, and exploring the city by bicycle.*

## ACTIVITY 1

## READING COMPREHENSION

**Read the following statements and decide if they are true or false. Use T (true) F (false)**

1. \_\_\_\_\_ *Matt Lemanski is the author of this text.*
2. \_\_\_\_\_ *His nickname is Junior.*
3. \_\_\_\_\_ *is he originally from Germany.*
4. \_\_\_\_\_ *is he creator of a blog called Speaking of Chinese.*
5. \_\_\_\_\_ *In his free time, he enjoys hiking and exploring the city by bicycle.*
6. \_\_\_\_\_ *he started to teach in 2001.*
7. \_\_\_\_\_ *Matt is specialist in business writing and IELTS preparation.*
8. \_\_\_\_\_ *he works as copyeditor for government agencies in Washington DC*
9. \_\_\_\_\_ *he loves to practice photography.*

## **ACTIVITY 2**

**In the following conversation, three people greet each other and make introductions. Put the conversation in order by indicating who says each line. write the letter on the line**

- |            |       |          |       |            |       |            |       |
|------------|-------|----------|-------|------------|-------|------------|-------|
| 1. Natalie | ..... | 2. Penny | ..... | 3. Natalie | ..... | 4. Leo     | ..... |
| 5. Natalie | ..... | 6. Penny | ..... | 7. Leo     | ..... | 8. Natalie | ..... |

- a. It was nice talking with you, Natalie.
- b. No, we haven't met yet. Leo, it's very nice to meet you. I'm Natalie.
- c. The food looks delicious, Natalie. Leo, come with me to meet my friends over there.
- d. You too, Leo. Let's talk again later.
- e. Thank you for inviting us to your party! This is my boyfriend, Leo. I don't think you've met.
- f. Thank you! She's told me good things about you too. Please make yourself at home.
- g. Hello and welcome! I'm so glad that you could come.
- h. It's a pleasure to meet you too, Natalie. Penny has told me great things about you.

# STRUCTURE

## Pronouns/Simple Present Tense

Let's see the contractions:

Personal Pronouns and BE

1. I	am	1. We	are
2. You	are	2. You	are
3. He	} is	3. They	are
She			
It			

Pronoun + be	contraction	Pronoun + be negative contraction
I am	I'm	I am not
You are	You're	You aren't
He is	He's	He isn't
She is	She's	She isn't
It is	It's	It isn't
We are	We're	We aren't
You are	You're	You aren't
They are	They're	They aren't

### ACTIVITY 3

Rewrite the sentences. Use contractions. Use two forms if possible.

Example: I am Korean. = I'm Korean

They are not here. = They aren't here. **OR** They're not here.

1. He is from Mexico. \_\_\_\_\_
2. You are in this class. \_\_\_\_\_
3. It is not the capital of Ecuador. \_\_\_\_\_
4. You are not a student. \_\_\_\_\_
5. They are immigrants. \_\_\_\_\_
6. She is not hungry. \_\_\_\_\_
7. I am thirsty. \_\_\_\_\_
8. We are Americans. \_\_\_\_\_
9. We are not Americans. \_\_\_\_\_
10. It is a beautiful country. \_\_\_\_\_



Complete the paragraph the information about yourself

Name: ..... Class: ..... Date: ..... / ..... / .....

# All about me



Hi!

My name is \_\_\_\_\_. I come from \_\_\_\_\_. I live in \_\_\_\_\_. I am \_\_\_\_\_ years old. I have a \_\_\_\_\_. Her name is \_\_\_\_\_, and she is \_\_\_\_\_ years old.

My favourite food is \_\_\_\_\_. I also like to eat \_\_\_\_\_ and \_\_\_\_\_, but I don't like \_\_\_\_\_ and I never eat \_\_\_\_\_.



My favourite drink is \_\_\_\_\_. I also like to drink \_\_\_\_\_ and \_\_\_\_\_. I don't like \_\_\_\_\_.



My favourite TV show is \_\_\_\_\_.

My idol is \_\_\_\_\_.

My favourite colour is \_\_\_\_\_. I also like \_\_\_\_\_ colour. I never wear \_\_\_\_\_.

My favourite toy is \_\_\_\_\_. I also like to play with \_\_\_\_\_ and \_\_\_\_\_, but I don't like \_\_\_\_\_.

My favourite season is \_\_\_\_\_.

During \_\_\_\_\_ I go \_\_\_\_\_ and I can play \_\_\_\_\_. I also like \_\_\_\_\_, but I don't like \_\_\_\_\_.



my photo here

A circular logo with a grid pattern and the text "Test Your Knowledge" in a stylized font.

Introducing a friend or family member.  
Read carefully the steps

**Introduce a friend or family**

**Steps:**

1. Read the introductory Text
2. Write ten questions you need to ask to complete the introductory text bellow.
3. Call, chat or text to a friend and ask him/her the questions created
4. Write his/her answer in the spaces provided.

**Questions**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

**Introductory Text**

Hi, my name is ..... and I would like to introduce (1) .....

He/she is from (2) ..... and is (3) ..... years old.

He /she has (4) ..... bother(s) and ..... sister(s).

..... 's favorite food is (5) .....

In his/her free time, ..... likes to (6) .....

Most mornings ..... gets up at (7) .....

One country he/she would like to visit is (8) .....

He/she comes to class at (9) .....

When ..... finishes class, she likes to be (10) .....

.....



# Self-Assessment

## INTRODUCING YOURSELF AND OTHERS

Criteria	Yes	No
Did I write the 10 questions		
Did I complete the text with the appropriate information		
Did I check spelling, punctuation, and grammatical errors		
Did I follow instructions		

**I CAN...**

**Put a check (✓) if you accomplish these indicators**

*I can create formal texts to introduce myself and others using appropriate grammar and vocabulary.*

*I can greet and introduce myself with classmates and the teacher.*

*I can introduce a classmate with the appropriate grammar structure.*

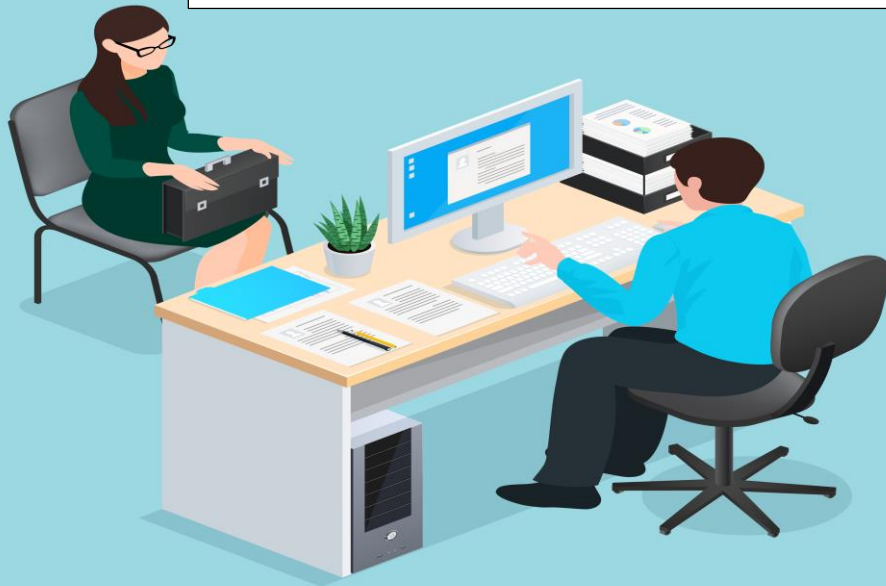
**SUPPLEMENTARY MATERIAL**

**If you need extra help, material and explanations go to the following links to reinforce.**

<https://en.islcollective.com/english-esl-worksheets/grammar/present-simple-tense/meeting-new-people/1678>

<https://sertv.gob.pa/ingles-media-29-05-20/>

## PERSONAL INFORMATION



## TOPIC 3 PERSONAL INFORMATION

*In this unit, you will learn about personal information and how to provide share it. Personal information includes a broad range of information, or an opinion, that could identify an individual. What is personal information will vary, depending on whether a person can be identified or is reasonably identifiable in the circumstances. Example:*

- ✓ An individual's name
- ✓ Signature
- ✓ Address
- ✓ Phone number
- ✓ Date of birth

### OBJECTIVES

1. To share personal information.
2. To show respect for other's personal information.

**DID YOU KNOW?**

**Personal information and private information is not the same thing**



Complete the sentences with your personal information

## Introduce Myself

- My Name is \_\_\_\_\_(complete name)
- You can call me \_\_\_\_\_(nick name)
- I live in \_\_\_\_\_ (City/Country).
- I live at \_\_\_\_\_ (Complete Address, ex: Setia Budi street No. 9)
- I have \_\_\_\_\_ brother and \_\_\_\_\_ sister, Their names are \_\_\_\_\_ and \_\_\_\_\_.
- I am \_\_\_\_\_ years old
- I was born in \_\_\_\_\_ (years)
- I was born on \_\_\_\_\_ (date, month, year)
- I am a student at \_\_\_\_\_ (scool name) in \_\_\_\_\_ grade

### TOPIC

### EXPLANATION

### Personal Information and Question Words

Sometimes people ask you for personal details, such as name, address and date of birth. It is important to know how to ask and response personal information.

Here are some typical questions and ways you can answer.

#### Question words

Who (asks for a name or person)

Whose (asks about the owner)

Why (asks for a

Where (asks for a place)

What (asks about a thing or a concept)

Which (asks about a thing)

When (asks for a time)

How (asks about the way something happens reason))

(Also “how much” / “how many” to ask about quantity; “how long” to ask about duration; “how often” to ask about frequency.)





## VOCABULARY

Look up! Find the meaning of this words

- ✓ Birthday
- ✓ Speak
- ✓ People
- ✓ Years Old
- ✓ Name
- ✓ Live
- ✓ Town
- ✓ Nickname
- ✓ Like
- ✓ Parents.

## READING COMPREHENSION

Read about Juan's personal information



Juan Chavez is a thirteen years old boy. His nickname is Juni.

He helps his grandfather, Carlos Chavez on weekends. He lives in Chitre. Juan is a student at Rafael Quintero High School and his favorite subject is English. He speaks Spanish and English.

He likes to play soccer. Right now, he plays for his high school team. They usually play on Wednesdays. He is from Los Santos. He is single. His birthday is in October 16<sup>th</sup>, his phone number is +507- 68402070. And finally, his ID card number is 7-765-230. He wants to be a doctor, because he enjoys helping others. Lastly, His parents' names are Ramón Chavez and Magdalena Contreras. His father is a farmer and his mother is a housewife.

## ACTIVITY 1

Reading Comprehension! According to what you just read about Juan, complete the following form with his personal information.

First name: \_\_\_\_\_ Last name: \_\_\_\_\_  
ID number: \_\_\_\_\_  
Date of birth: \_\_\_\_\_ Age: \_\_\_\_\_  
School: \_\_\_\_\_  
Languages: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone number: \_\_\_\_\_

## ACTIVITY 2

Complete the employee form with your personal information

### Employee Information Form

#### **Personal Information:**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_ Cell: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Social Insurance No.: \_\_\_\_\_  
\_\_\_\_\_

#### **Person to notify in case of emergency:**

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Telephone: \_\_\_\_\_ Cell: \_\_\_\_\_  
\_\_\_\_\_

#### **Additional Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Employee #: \_\_\_\_\_ Start Date: \_\_\_\_\_

# STRUCTURE

## Wh-questions

Wh-questions begin with *what, when, where, who, whom, which, whose, why* and *how*. We use them to ask for information. The answer cannot be *yes* or *no*.

### Forming wh-questions

With an auxiliary verb Form:

**Wh** + an auxiliary verb (*be, do* or *have*) + **subject** + **main verb**

Example: **Where do you live?**

### Functions

<b>Who</b> • Ask about person • Who is that woman? 	<b>Where</b> • Asking in or at what place or position • Where do you live? • Where are my boots? 	<b>When</b> • Asking about time, occasion, moment • When can I see you? • When did you last see him? 
<b>Why</b> • Asking for a reason, explanation • Why were you late? • Why was he late? 	<b>What</b> • Asking for a specific thing, object • What's the matter? • What time is it? 	<b>How</b> • Asking for a way, manner, form • How does it work? • How do you go to school? 
<b>Which</b> • Asking about choice • Which is better exercise – swimming or tennis? • Which of the applicants has got the job? 	<b>How many</b> • Asking about quantity • Used with countable nouns • How many people were there? 	<b>How often</b> • Asking about frequency • How often do you go swimming? 

## ACTIVITY 3

Select the correct Wh question word to complete the question

- \_\_\_ is your name?  
a. What b. where c. which
- \_\_\_ is your favorite actress?  
a. Why b. who c. When
- \_\_\_ old are you?  
a. What b. How c. Whose
- \_\_\_ is your birthday?  
a. Whose b. What c. When
- \_\_\_ are you from?  
a. Where b. Why c. What



**Enjoy yourself!**  
**This board game can be used to practice and improve your speaking skills.**


**Preparation**

A die

Board game

Tokens (1 for each player)

**The game**

- The players put their tokens on the first square.
  - The first student throws the die and moves his token ahead the corresponding number of squares.
- The student answers the question with a whole sentence.
- **Example: What do you like doing with your friends? – I like playing football.**
- If the answer is correct, the student stays, if the answer is incorrect, he has to go back where he came from.
- If the student comes to a square with the symbol , he rolls the die again.
- The first student who takes a number that places his token on "FINISH" or surpasses it is the winner.

## All about you

<b>START</b>	1 What's your name?	2 Where are you from?	3 How old are you?	4 Where do you live?	5 
6 What's your phone number?	7 <b>MISS A TURN</b>	8 What's your father's job?	9 What's your mother's job?	10 What's your favorite color?	
11 What's your favorite animal?		12 Do you have a pet? Which one?	13 What's your favorite TV program?	14 What's your address?	
15 What time do you get up?	16 	17 When is your birthday?	18 What is the weather like today?	19 What are you wearing today?	
20 What do you usually have for breakfast?	21 <b>GO FORWARD 2 SQUARES</b>	22 Do you play a sport regularly?	23 Where do you study?	24 What time do you get up?	
25 What is your favorite school subject?	26 	27 How many people are in your class?	28 Do you have any brothers or sisters?	29 <b>GO BACK 3 SQUARES</b>	
30 What are your hobbies?	31 What do you usually do at the weekend?	32 <b>MISS A TURN</b>	33 What is there in your bedroom?	34 Do you live in a house or in an apartment?	35 What is your favorite song?
36 Where do you go on holidays?	37 Do you prefer summer or winter? Why?	38 What's your favorite food?	39 	40 Do you play computer games?	
41 <b>GO BACK 3 SQUARES</b>	42 What do you like doing with your friends?	43 What do you like doing with your family?	44 What do you buy with your pocket money?	45 Do you do housechores? Which?	<b>FINISH</b>

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# SELF-ASSESSMENT

Criteria	I did very good	I did regular	I need more practice
I created my information card			
I was able to complete all the information card			
I was able to ask questions to my family or friends			
I was able to complete the chart with the correct information			

## I CAN...

Put a check (✓) if you accomplish these indicators

*I can provide personal information in text format. (form)*

*I can ask and answer questions about personal information.*

*I can write a short dialogue using the grammar structure.*

## SUPPLEMENTARY MATERIAL

Take a look to this material and explanations of the topic

[https://www.vocabulary.cl/Basic/Personal Information.htm](https://www.vocabulary.cl/Basic/Personal%20Information.htm)

<https://www.youtube.com/watch?v=B7L1vQWi8J8>

<https://sertv.gob.pa/ingles-media-05-06-20/>

# LEAVE -TAKING



## TOPIC 4 LEAVE TAKING IN FORMAL AND INFORMAL SITUATIONS

*In contrast to greeting, leave taking can be defined as an expression or act with which somebody is leaved. For example, when an English teacher leaves a class, she/he says, “Good bye” OR “See you next week.” and so on. Some of the words/phrases in English that can be used in leave taking are the following:*

- ✓ Sorry, I have to go
- ✓ It's been nice talking to you
- ✓ See you later

### OBJECTIVES

1. To apply basic expressions of social interaction in daily life.
2. To distinguish the difference between formal and informal expressions

**DID  
YOU  
KNOW?**

“I'm off” is usually used to announce something. Ex. **“anyway, I'm off: I've got a busy day tomorrow”**



Identify which of following expressions are greetings, introductions or leave taking

GREETING

INTRODUCTIONS

LEAVE TAKING

GOOD NIGHT	SEE YOU	HOW ARE YOU?	BYE
THIS IS PAUL MURPHY	HOW'RE YOU DOING?	SO LONG	IT'S BEEN NICE TALKING TO YOU

**TOPIC**  
**EXPLANATION**

Leave-taking formal and informal and their reponses

Leave taking usually is used if we part someone we know. Leave taking can be:

**Formal Leaving expressions**

*Used for formal situation*

**Informal Leaving**

*used for relax situati*

LEAVE TAKING	RESPONSES
Good bye	Take care
See you tomorrow	See you
See you next week	See you
See you later	See you
Sorry, I have to go now	Never mind, see you
I'll talk to you later	Sure, see you later
It's been nice talking to you	So long
I think I must be going now	Bye
Let's hope we meet again soon	See you

LEAVE TAKING	RESPONSES
So long for now	Bye now
Be seeing you	Be seeing you too
Have a nice day	Thanks and you too
Have a good trip	Thanks
Give my regard to your parents	Sure, I will
Take care of your self	I will
Be careful, please	Sure, I am and you too



**READING  
COMPREHENSION**

**Read the conversation below Accepting an Invitation**

*Linda: Hey Anna!*

*Anna: Hi Linda?*

*Linda: Are you doing anything tonight?*

*Anna: Not really. Why?*

*Linda: I'm going to a movie tonight. I wonder if you want to come with me.*

*Anna: What kind of movie is it?*

*Linda: It's an action movie.*

*Anna: No, thanks. I'm not really into action movie.*

*Linda: What about having dinner?. My mother is going to go to Jakarta with my father tonight. I cannot cook.*

*Anna: Oh, sure. Where?*

*Linda: I heard Roka restaurant is excellent. Do you want to go there?*

*Anna : Sounds good.*

*Linda: Okay. I'll pick you up at your house at seven.*

*Anna: Okay. See you then.*

**ACTIVITY 1**

**Reading Comprehension Answer the following questions**

1. *Is this conversation formal or informal Why?*

---

2. *Where are they going to go?*

---

3. *Where are they going to meet?*

---

4. *What time are they going to meet?*

---

5. *Identify the greetings and leave taking phrases*


<b>Greeting</b>	<b>Leave taking</b>

## ACTIVITY 2




## Accepting and Refusing Invitation

Students write short invitation conversations using the pictures as cues. Useful vocabulary is provided below.

Hey, I'm going to the new art gallery on the weekend. Would you like to come with me?



Sorry, I can't. I have to study for exams on the weekend.



1

2

### Useful expressions

Would you like to ..... Do you want to .....

We're going to . . . . Would you like to come ?

There's a . . . (tonight). Would you like to go?

I wonder if you would like to . . .

I was wondering if you would like to . . .

Thank you. I'd love to.

Yes, thanks. That would be great/wonderful.

Sounds great/like fun.

Thanks for asking, but I'm afraid I'm busy.

Sorry, I can't. I've got a lot of work to do.



3



4

## STRUCTURE

## Prepositions (time and place)



## ACTIVITY 3

### Let's practice the prepositions of time and place

1. Mozart was born \_\_\_\_\_ Salzburg \_\_\_\_\_ 1756.
2. It starts \_\_\_\_\_ Tuesday.
3. Halloween is \_\_\_\_\_ October.
4. The course begins \_\_\_\_\_ February 18th.
5. There are usually a lot of parties \_\_\_\_\_ New Year's Eve.
6. \_\_\_\_\_ Saturday night I went to bed \_\_\_\_\_ 11:00
7. We travelled overnight and arrived \_\_\_\_\_ Paris \_\_\_\_\_ 5:00 \_\_\_\_\_ the morning.
8. I like the picture hanging \_\_\_\_\_ the wall \_\_\_\_\_ the kitchen.
9. I wasn't sure this was the right office. There is no name \_\_\_\_\_ the door.
10. My brother lives \_\_\_\_\_ a small town \_\_\_\_\_ the southeast of England.

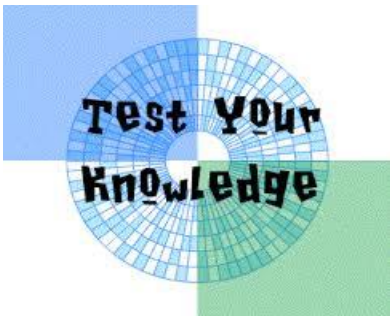


Circle the words with colors

## GREETINGS

T Z E W H A T S U P N Q H E L L O  
W H E R E A R E Y O U F R O M T R  
J O O Z Z A S E E Y O U L A T E R  
S P V I G N S S E E Y O U S O O N  
M N I C E T O M E E T Y O U T O O  
N P T R P K S G S V E R Y W E L L  
U A E Y B D O O G X E T H Y H G H  
D Y N J R L X O B H M L Q I G N A  
U X M D K J B D X H O F R M C I D  
O G S F Y M W N Q G T T S S E N J  
Y L M Y C O K I I L E O I M S R Z  
E E B E Q H U G S J C A I Y M O F  
R N K Y W D O H E N I E V S S M P  
A I H B P Q P T H X N I J B Q D X  
W F N O O N R E T F A D O O G O E  
O G X S E E Y O U T O M O R R O W  
H O W A R E Y O U D O I N G P G E

1. NICE TO MEET YOU TOO
2. WHERE ARE YOU FROM
3. NICE TO MEET YOU
4. SEE YOU TOMORROW
5. GOOD BYE
6. SEE YOU SOON
7. BYE
8. SEE YOU LATER
9. FINE
10. HI
11. WHATS UP
12. HOW ARE YOU
13. HOW ARE YOU DOING
14. HELLO
15. VERY WELL
16. GOOD AFTERNOON
17. GOOD NIGHT
18. GOOD MORNING



**Makes a dialogue using formal or informal expressions of greetings and leave taking properly**

**Things to take into account**

**Situation: Accepting or refusing an invitation**

1. Who is the person that you talking (teacher, a friend or family?)
2. The grammar structures learned.
3. The time and place where the conversation take place.
4. At least 10 lines conversation.

**SELF CHECK**

CRITERIA	I did very good	I did fair	I did poorly
<b>Organization</b>	My information is well organized in a logical order	My information is well organized with some errors	My information is poorly organized with many errors
<b>Vocabulary</b>	I used vocabulary with no errors	I used vocabulary with some errors	I couldn't use the vocabulary
<b>Requirements</b>	I meet all requirements	I meet some requirements	I didn't meet requirements

Example:

Ana: .....

Lia: .....

## GLOSSARY

Read and practice the pronunciation of this expressions

*Good bye*

*Take care*

*So long*

*It been nice talking to you*

*See you*

*Nice to meet you*

*Fine*

## I CAN...

Put a check (✓) if you accomplish these indicators

*I can express formal greetings and leave taking correctly in a written form.*

*I can respond greetings and leave taking.*

*I can make a dialogue using formal expressions of greetings and leave taking properly.*

## SUPPLEMENTARY MATERIAL

Take a look to this material and explanations of the topic

<https://es.slideshare.net/AbadiSaada/greeting-and-leave-taking-60333007>

<https://fauzigeneraloflostsaga.wordpress.com/b-inggris/bab-2/>

<https://sertv.gob.pa/ingles-media-12-06-20/>



## TOPIC 5 ECOLOGY

*In this unit, you will learn about the relationships between living organisms, including humans, and their physical environment; it seeks to understand the vital connections between plants and animals and the world around them.*

*Panama has some of the world's most biodiverse and complex ecosystems, from highland cloud forests to Caribbean coral reefs*

*Also, the prefix 'eco' has become synonymous with environmentally-friendly living. This green fad, however, has more to do with conservation biology than with ecology, where the prefix is borrowed from.*

### OBJECTIVES

1. To recognize the importance of ecology in our country.
2. To value the diversity of ecosystems in Panama.

**DID YOU KNOW?**



**The wood frogs can freeze in the winter and thaw in the spring to resume living.**



Identify the following pictures.

Write the word under the picture

pollution	chemical waste	global warming	deforestation
melting ice caps	rubbish in seas	polluted rivers	littering
			
	pollution		
			

**TOPIC**

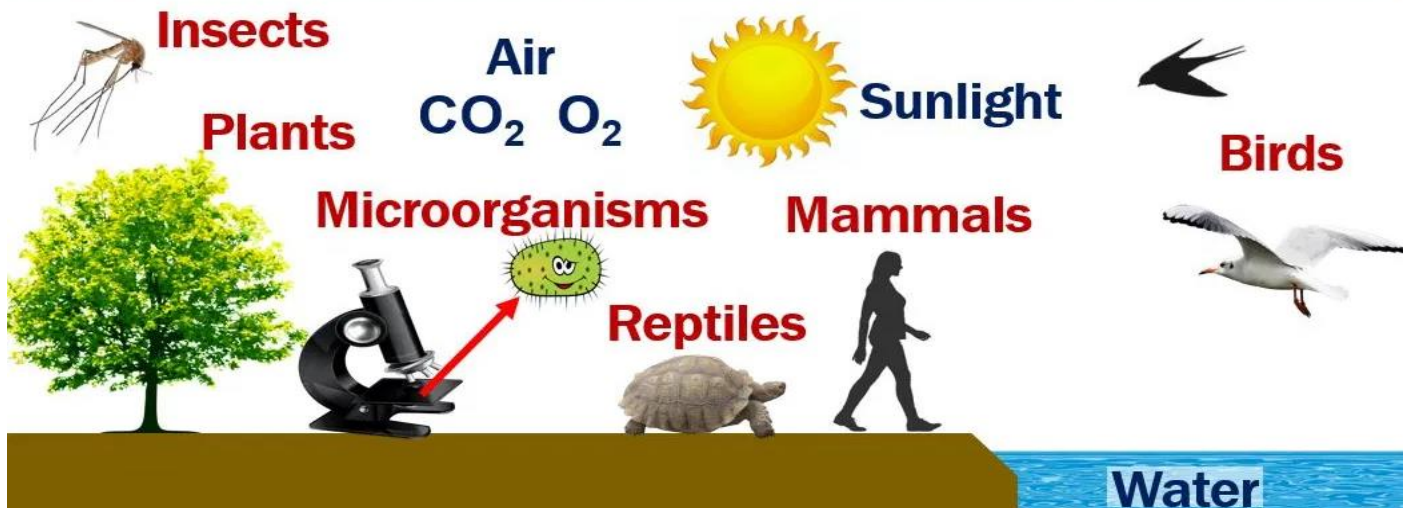
**EXPLANATION**

What is ecology?

*Ecology study the relationship between organism and their environment, and the balance between this relationship*

**Blue Words = Abiotic Factors**

**Red Words = Biotic Factors**





## VOCABULARY

Find the meaning of this vocabulary words

- ✓ Biodiversity
- ✓ Fungis
- ✓ Ecosystems
- ✓ Wildlife
- ✓ Hiking
- ✓ Island

Couple  
Amazing  
Microorganism  
Dry  
Mountain

## READING

## COMPREHENSION

Read the Journey

### Ecosystems and Biodiversity in Panama



*Panama is home to many different ecosystems and has an amazing amount of biodiversity. Biodiversity refers to all the different types of living things (plants, animals, etc.) in a certain area. In Panama, a few hectares may be home to more species of plants, fungi, animals and microorganisms than all the U.S. and Canada combined! Why do you think Panama has so much biodiversity? Well, over three million years ago, Panama rose up through volcanic activity and created a bridge between North America and South America. This allowed land and marine life to migrate from north to south and south*

*to north! For this reason, many people call Panama the “biological corridor”. In Panama City, there is a whole museum dedicated to the biodiversity in Panama called Biomuseo. A couple common ecosystems in Panama are tropical islands, tropical dry forests and tropical mountain forests. There is plenty of wildlife both on land in and in the water. Let’s start with the islands!*

*Two of my favorite island regions in Panama are San Blas and Bocas del Toro. These are both found on the Caribbean side of the country and have beautiful clear water, white sand, palm trees and lots of marine life!*

*The rural Los Santos region of Panama, Tonosi, is mostly made up of tropical dry forests. It is called this because the ecosystem has huge changes between the wet and the dry season. In the wet season, around May to December, it rains almost every day. The landscape is lush and green. In the dry season, around December to April, there can be droughts and the land turns from green to brown. Like most places in Panama, there is a lot of wildlife. Whenever we go to Tonosi, I always see monkeys playing in the trees. I have also seen a lot of snakes, lizards and spiders there, too.*



*One of my favorite cities in Panama is called Boquete. It is in a tropical mountain forest. While there are still wet and dry seasons, the land does not dry up as much as in the tropical dry forests. Boquete and other tropical mountain forests in Panama are amazing for hiking, seeing waterfalls, bird-watching and swimming in rivers. Volcan Baru, the highest point in Panama, is found in this region. Another great thing about the tropical mountain forest of this region is the coffee growth! The volcanic soil and proper amount of rainfall help produce some of the best coffee in the world!*

## ACTIVITY 1

### Reading Comprehension!

Choose the correct answer.

- Biodiversity refers to:*
  - Death things*
  - All the different types of living things*
  - Only to human beings*
- Panama is a country with a lot of biodiversity because of:*
  - Panama rose up through volcanic activity.*
  - Panama has a canal*
  - Panama has a museum called Biomuseo*
- The common ecosystems in Panama are*
  - Tropical islands*
  - Tropical dry forests*
  - Both*
- The ecosystem in Los Santos is*
  - Tropical islands*
  - Tropical dry forests*
  - Tropical mountain forests*
- Boquete and other tropical mountain forests in Panama are amazing for*
  - Hiking*
  - Summing in the beach*
  - Eat seafood*
- What ecosystem of Panama would be your favorite?*
  - \_\_\_\_\_

## ACTIVITY 2

Think about an ecosystem and provides possible ideas to conserve the earth.

Ecosystem: \_\_\_\_\_



## STRUCTURE

## Descriptive Adjectives / Modals Should

Descriptive adjective can be simply defined as the type of adjectives that are used to express the quality, size, color, or shape of a person, a thing, an animal, or a place. It means to modify the noun to make the sentence more interesting.

Example: I went to a park yesterday and ate lunch with Jane.

I went to a **beautiful** park yesterday and ate an **amazing picnic** lunch with Jane.

### SHOULD/SHOULDN'T

- ▶ We use **should** and **shouldn't** to give advice or to talk about what we think is right or wrong.

Example:

You look tired. You **should** go to bed.

## ACTIVITY 2

Complete the sentences with an appropriate adjective. Then, use Should/ shouldn't to complete the sentences,

1. A \_\_\_\_\_ problem is water pollution.
2. The Biomuseo has \_\_\_\_\_ things to observe.
3. The Panama Canal is a \_\_\_\_\_ engineering work.
4. The \_\_\_\_\_ leopard live in the jungle.
5. The \_\_\_\_\_ Omar park is protected by the government.

SHOULD

SHOULDN'T

1. We \_\_\_\_\_ burn trees.
2. We \_\_\_\_\_ walk or ride a bike to school.
3. We \_\_\_\_\_ leave the tap running when we're brushing the teeth.
4. We \_\_\_\_\_ turn off the lights and the computer when we leave the room.
5. We \_\_\_\_\_ recycle waste paper, bottles and cans.
6. We \_\_\_\_\_ use aerosols.
7. We \_\_\_\_\_ use low energy light bulbs.
8. We \_\_\_\_\_ drop litter in the streets.



ENTERTAINING Check (  ) How green you are. Do this quiz and find out if you behave in a proper way to help save our planet. (Find your result at the end of the module)

# HOW GREEN ARE YOU?



Do the quiz and find out if you behave in a proper way to help save our planet

1. Do you sort out glass, paper, plastic bottles and cans ?

- a  Yes , always.
- b  Sometimes.
- c  Never.



2. Do you buy organic or local food?

- a  Yes , always..
- b  Sometimes.
- c  Never, it's too expensive.



3. Do you use your own shopping bags?

- a  Yes , always
- b  Often
- c  Once in a while



4. Do you recycle light bulbs and used batteries?

- a  Yes , always.
- b  Sometimes.
- c  Never.



5. Do you always dispose of garbage in a proper way?

- a  Yes , always of course.
  - b  Most of the times
  - c  Sometimes
- I don't pay attention!



6. Do you switch off the lights when you leave a room?

- a  Yes , always.
- b  Sometimes.
- c  Never



7. Do you switch off other electric appliances at night? (TV ,computer..)

- a  Yes , always.
- b  Sometimes.
- c  Never



8. Do you put on warmer clothes when it's cold instead of putting on the heating at home?

- a  Yes , always.
- b  Sometimes.
- c  Never, I prefer putting the heating on more.



9. Do you have showers instead of baths?

- a  Yes , always.
- b  Often .
- c  Never



10. Do you close the tap while you brush your teeth?

- a  Yes , always.
- b  Sometimes.
- c  Never, I never think about it.



11. Do you use public transport or a bike or walk when possible?

- a  Yes , always.
- b  Sometimes.
- c  Never



12. Do you have and use a composter at home?

- a  Yes.( 2 pts)
- b  No . (0 pt)





Gather information from multiple sources about an environmental issue that affect the biodiversity in your community or country. (Don't forget to observe the rubric)

### Putting It All Together

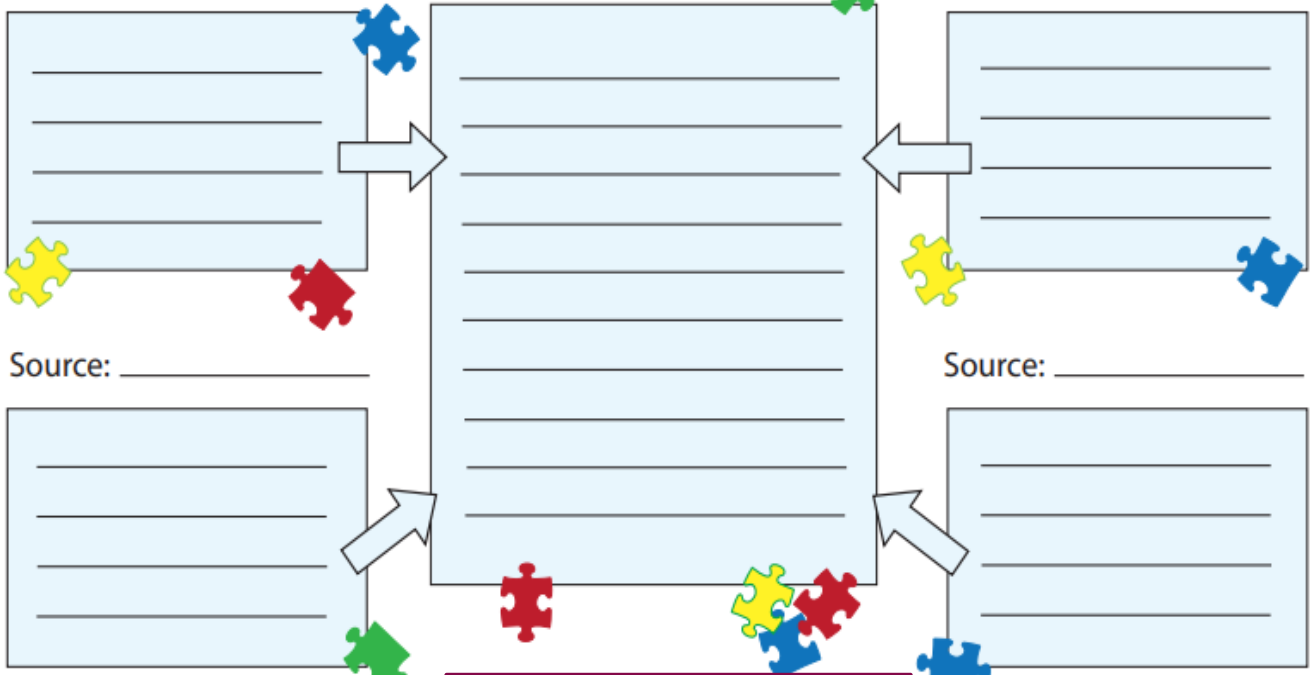
**Instructions:** Write your topic in the space below. Use multiple sources to record notes in the boxes. Then synthesize the information in the middle block, comparing and contrasting your information.

Topic: \_\_\_\_\_

Source: \_\_\_\_\_

Synthesize!

Source: \_\_\_\_\_



Source: \_\_\_\_\_

Source: \_\_\_\_\_

**ECOLOGY**

CATEGORY	5	4	3	2
<b>Sources</b>	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
<b>Notes</b>	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.
<b>Graphic Organizer</b>	Graphic organizer or outline has been completed and shows clear, logical relationships between all topics and subtopics.	Graphic organizer or outline has been completed and shows clear, logical relationships between most topics and subtopics.	Graphic organizer or outline has been started and includes some topics and subtopics.	Graphic organizer or outline has not been attempted.
<b>Organization</b>	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)

## GLOSSARY

Read and practice the pronunciation of this words.

**Ecology:** *The study of the interactions of organisms with one another and their physical environment.*

**Biotic:** *The living (now or past) factors in an environment -animals, plants, insects, decomposers, etc.*

**Abiotic:** *The non-living factors in an environment. -sunlight, temperature, water, climate, soil, etc.*

**Ecosystem:** *All of the communities (biotic factors) and all of the physical factors (abiotic) in a given area.*

**Community:** *All of the different populations living in the same area at the same time. --Only the biotic factors of an ecosystem/habitat.*

**Population:** *The number of individuals of the same species living in the same place at the same time*

**Organism:** *A single living thing-Ex. A zebra, an elephant, an insect, a palm tree, a bacterium, etc.*

## I CAN...

Put a check (✓) if you accomplish these indicators

*I can scan papers and online articles for specific information on environmental issues.*

*I can write about the diversity of ecosystems in Panama and possible ideas to conserve it*

*I can gather information about a pollutant that affect the biodiversity in my community and how to solve it.*

## SUPPLEMENTARY MATERIAL

Take a look to this material and explanations of the topic

<https://study.com/academy/lesson/what-is-ecology-definition-lesson-quiz.html>

<https://www.reachtheworld.org/carlyns-journey-panama/journal/ecosystems-and-biodiversity-panama>

<https://sertv.gob.pa/ingles-media-19-06-20/>

# Natural Resources

Grade  
10

## TOPIC 6 NATURAL RESOURCES

*Natural resources are the bases of our life. These resources are taken as a gift from nature to human beings. We use them to survive.*

### OBJECTIVES

1. *To identify vocabulary related to environmental issues*
2. *To design messages that promotes taking care about natural resources.*

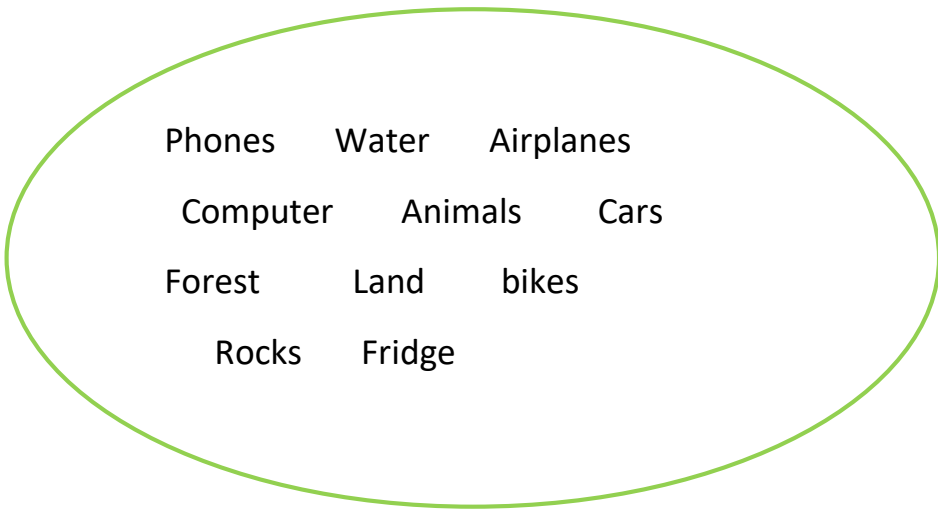
**DID YOU KNOW?**

Wind is a natural resource that can be used to generate electricity in regions where steady winds blow.





Find words that are related to natural resources. Circle each one.



## TOPIC EXPLANATION

### What are Natural Resources?

#### Natural Resources

- Are the resources that are found in the environment and are developed without the intervention of humans. Common examples of natural resources include air, sunlight, water, soil, stone, plants, animals, and fossil fuels.

#### What are the Different Types of Natural Resources?

Based on the availability are two types of natural resources:

1. **Renewable:** resources that are available in infinite quantity and can be used repeatedly are called renewable resources. Example: Forest, wind, water, etc.
2. **Non-Renewable:** resources that are limited in abundance due to their non-renewable nature and whose availability may run out in the future are called non-renewable resources. Examples include fossil fuels, minerals, etc.

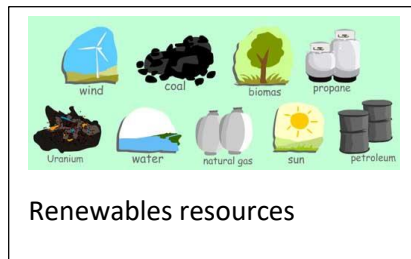
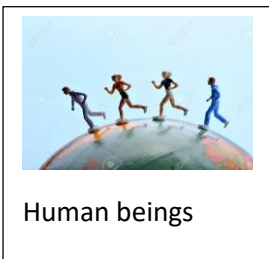
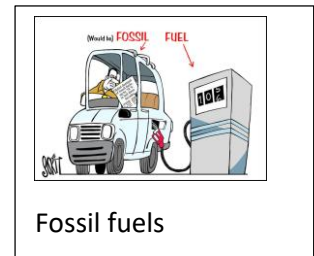
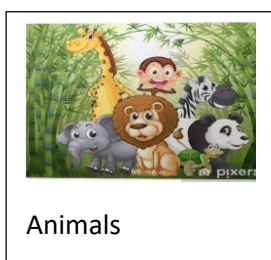
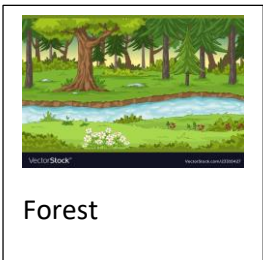
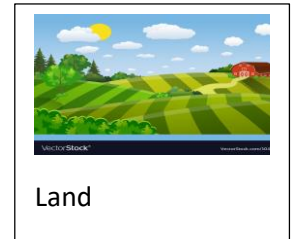
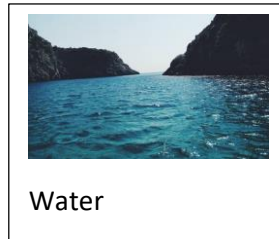
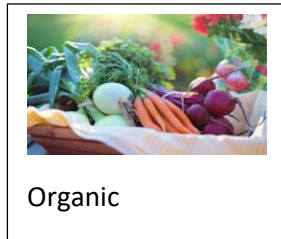
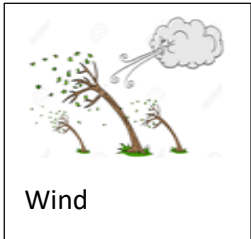
#### Difference between Renewable and Non-Renewable Resources

Renewable resource	Non-renewable resource
It can be renewed as it is available in infinite quantity	Once completely consumed, it cannot be renewed due to limited stock
Sustainable in nature	Exhaustible in nature
Replenish quickly	Replenish slowly or do not replenish naturally at all



# VOCABULARY

## Key words from the reading.



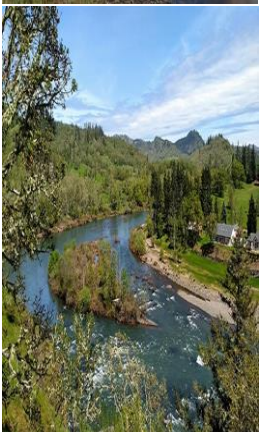
# READING COMPREHENSION

## Let's read about Natural Resources.

### Natural Resources

Natural Resources are the things that exist freely in nature human beings use for survival. These things include the water, land, forests, animals, rocks, fossil fuels, and minerals inside the Earth. Human beings did not create natural resources. They have always been a part of the Earth before humans appeared.

Natural resources can be a solid, liquid, or gas. They can also be organic, coming from living things, or inorganic, coming from a non-living source. They can also be made out of metal or be non-metallic. All-natural resources are also either renewable or non-renewable. Renewable resources are always available and can be easily replaced or recovered. The examples of renewable resources include water, plants, animals, the sun, wind, and a few others. Organic renewable resources come from living things such as animals and trees. Inorganic renewable resources come from non-living things such as the water, sun, and wind. Non-renewable resources cannot be easily replaced once they are destroyed. Examples of these resources include fossil fuels such as coal, petroleum, oil, and natural gas. Non-renewable resources may take thousands or millions of years to be replaced.



## ACTIVITY 1

Checking understanding. Answer the following items.

1. Which of the following resource is renewable?

A: Water and plants

B; Petroleum and oil

C; Plants and natural gas

2. Water is

A: not a natural resource

B: a renewable natural resource

C: nonrenewable natural resource

3. Organic renewable resources come from living things

A: wind and trees

B: water and sun

C: animals and trees

4. Which of the following is a nonrenewable natural resource?

A: oil

B: sunlight

C: water

## ACTIVITY 2

Categorize each resource below as either a renewable or non-renewable resource.

Trees, wind energy, coal, animals, water, wood, oil, natural gas, wheat, sun energy, nuclear energy, air, petroleum,

Renewable	Non-Renewable

## STRUCTURE

Let's reviews some modal verbs.

Can -could – should – must - have to

Subject	Modal verb	Main verb	Complement
I We They You He She It	<b>Must</b> <b>Can</b> <b>Have to</b> <b>Could</b> <b>should</b>	clean	the parks
		protect	some trees
		Take care	of nature
		Water	the plants

Use the basic form of the main verbs after the modal verbs. Example: They **can** plant trees in the mountain.

## ACTIVITY 3

Let's practice. Put the words in order to make a sentence.

our conserve We natural should resources.

have to of People water take care

Should Panamanian wild protect animals

plants The must to grow sunlight help the



Complete the crossword Puzzle below.

## Natural Resources

Q	W	P	L	A	N	T	S	A	L	E
B	M	I	N	E	R	A	L	S	U	N
A	U	H	W	S	Y	C	F	W	A	E
T	F	S	A	U	M	M	Y	F	N	R
K	O	A	T	N	H	N	A	H	I	G
R	R	N	E	L	S	B	I	M	M	Y
O	E	D	R	I	Y	E	R	O	A	C
C	S	Q	F	G	N	F	L	O	L	N
K	T	I	K	H	C	N	O	N	S	N
S	C	O	P	T	G	M	S	Y	C	E
M	A	U	C	I	T	R	M	O	O	N

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air	animals
energy	forest
minerals	moon
moon	plants
rocks	sand
sunlight	water

## Test Your Knowledge

Design a poster that show the importance of taking care of natural resources, including renewable and nonrenewable.

Directions:

- Include at least 6 vocabulary words from the reading.
- Illustrate them and write messages about taking care of the nature.
- Use modal verbs to write your messages.



## Self-assessment Checklist

Use the following check list to make sure your project is well done.

- I included 3 vocabulary words related to nature.
- I drew or cut pictures to illustrate the message.
- I wrote messages promoting the importance of taking care of nature.
- I used modal verbs to make sentences.
- I used creativity to highlight the messages.
- I used modal verbs correctly.

**I CAN...**

**Check ( ) the items you learned**

*I can identify vocabulary related to environmental issues.*

*I can write messages that promote taking care of nature.*

*I can use modal auxiliary in context.*

**SUPPLEMENTARY MATERIAL**

**Other resources students can use to reinforce their knowledge.**

<https://m.youtube.com/watch?v=TqwfYIUdOA4>

# Environment Problems

Grade 10



## TOPIC 7 ENVIRONMENT PROBLEMS

*Our Mother Earth is currently facing a lot of environmental concerns. The environmental problem like global warming, acid rain, air pollution, waste disposal, water pollution, climate change and many more affect every human, animal, and nation on this planet.*

### OBJECTIVES

- 1. To point out important causes of environmental problems and to provide some solutions.*
- 2. To design promotional recycling projects for reducing pollution in your community.*

**DID YOU KNOW?**

Every year, an estimated 2.2 billion tons of waste is dumped in our oceans.





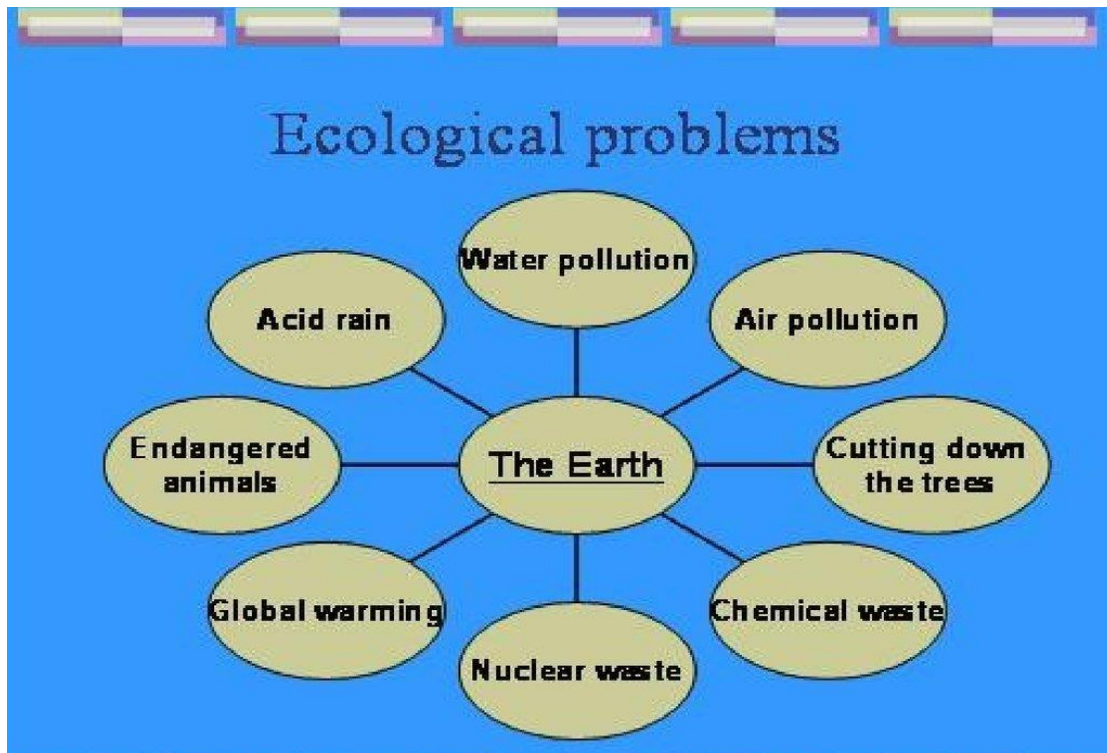
What kind of pollution do you see in these pictures? Use words from the wordbank to identify them.

Water pollution air pollution, sound pollution, soil pollution



**TOPIC**  
**EXPLANATION**

Look at the picture and observe the different environment problems the earth is facing nowadays.





## VOCABULARY



Let's review key



reading.

waste

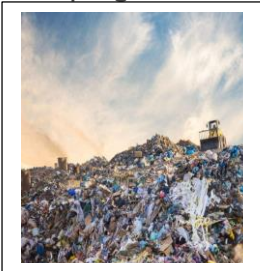


L

weapon



Dumping



Fumes



pollution



Soil



## READING

Let's read about Environment Problems.

## COMPREHENSION



The word *environment* means simply what is around us. Some people live in a town environment, for others, their environments is the countryside. But the air we breathe, the soil we stand on and walk, the water we drink are all part of the environment.

The most serious environmental problems are: different types of pollution (water pollution, air pollution, noise pollution); destruction of wildlife, deforestation, short age of natural resources and overpopulation.

If we talk about **water pollution**, we see lots of problems. The Pacific Ocean has suffered from nuclear pollution because the French government tests nuclear weapons there. Many seas and oceans are used for dumping industrial waste from plants and factories. This poison kills fish and sea animals. Rivers are so poisoned too.

There is much to talk about **air pollution**. The main causes of air pollution are exhausted fumes from cars and buses, waste from nuclear power stations, factories and plants. Dust and wastes cause acid rains which come to the earth again.

## ACTIVITY 1

Reading comprehension. Answer the following questions.

1. What does the word *environment* mean? Give examples

-----  
-----

2. Mention 3 environment problems we are facing nowadays.

-----

3. What are the main causes of air pollution?

-----

4. What are the main causes of water pollution?

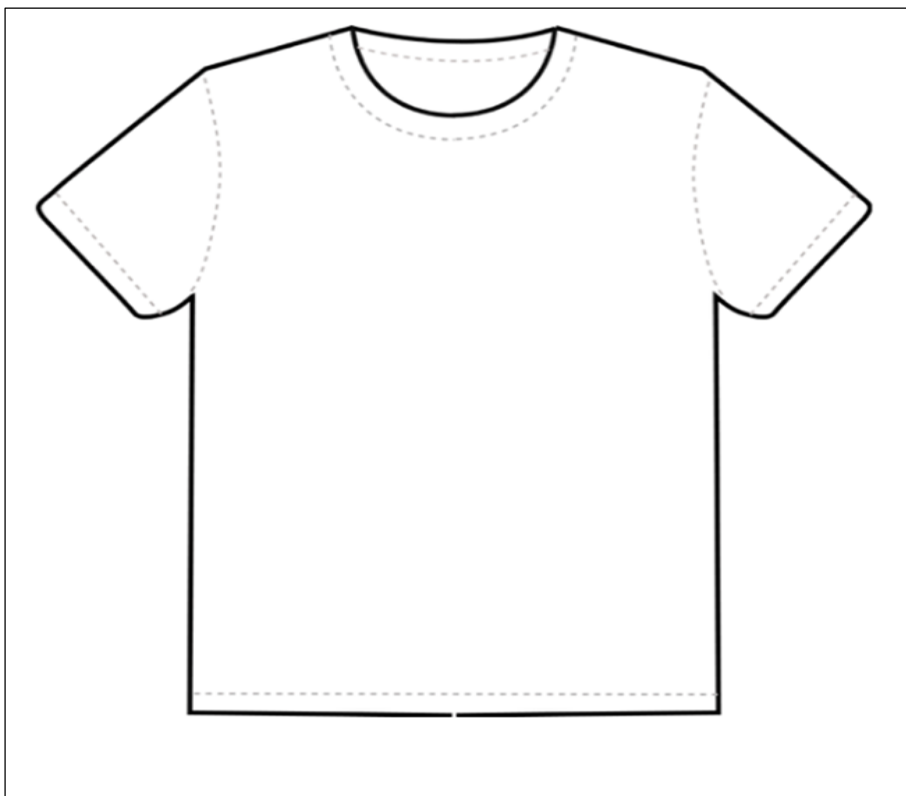
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## ACTIVITY 2

Design a t-shirt

Choose key phrases from the list below to promote the importance of conservation policies. Be creative

Clean the rivers and beaches / Do not cut the trees / Recyclable rubbish / Avoid the use of aerosol / Do not kill endangered animals / Eliminates smoke from the industries / Avoid the sound pollution / Reduce / Reuse / Recycle



## STRUCTURE

Let's reviews the use of modal auxiliary.

have to - Must - Should

We can use **have to + infinitive**, **must + infinitive** and **should + infinitive** to express obligation (something you have to do).

Present	Positive	Negative
have to / don't have to	strong obligation (possibly from outside)  Children have to go to school.  (sometimes 'have got to')	no obligation  I don't have to work on Sundays. You don't have to eat anything you don't like.
must / mustn't	strong obligation (possibly based on the speaker's opinion)  I must study today.	negative obligation  You mustn't smoke here.
should / shouldn't	mild obligation or advice  You should save some money.	mild negative obligation or advice  You shouldn't smoke so much.

## ACTIVITY 3

Let's practice. Use the phrases below to make sentences.

Use modal auxiliary verbs.

*Clean the rivers and beaches / cut the trees / Recyclable rubbish / Avoid the use of aerosol / kill endangered animals / Eliminates smoke from the industries / Avoid the sound pollution / Reduce / Reuse / Recycle*

**Example:** *People should avoid the use of aerosol*

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---



Complete the crossword Puzzle below.




## Environment Problems

O U D X K A P J G P P T N N N  
A V K I B K J I O N T R T U O  
D X E Z Z E X L H Y I Z P J P  
E H G R T W L P U N C P C C A  
F L V S P U F U M E S M M I E  
O S A S T O F K D R O Q B U W  
R W J I N Z P X M I I A Q F D  
E T O G R Z Z U J C L N H X N  
S N R E F I L D L I W T X P K  
T C K L Y D N S M A X I I V P  
A O D D J K V F N W T B Z B C  
T C Z U Z R N L N M Y I T J B  
I F G F S W F K M B S B O M M  
O K B L Y T L C E K Z R X N A  
N E P C T C K X X L I N H Y G

DEFORESTATION  
DUMPING  
DUST  
FUMES  
OVERPOPULATION  
POLLUTION  
SOIL  
WASTE  
WEAPON  
WILDLIFE

Test Your Knowledge

Complete the chart. Cut and paste the picture that shows the solution in the box beside the problem. Write a sentence to explain it. Use **have to**, **must** or **should**. 15 pts.

Problem	Solution
 <p data-bbox="209 943 695 981">Water pollution in Panama Bay</p>	<hr data-bbox="730 571 1412 577"/> <hr data-bbox="730 633 1396 640"/>
 <p data-bbox="263 1429 687 1467">Wastes produced at home</p>	<hr data-bbox="730 1137 1396 1144"/> <hr data-bbox="730 1193 1396 1200"/>
 <p data-bbox="336 1868 667 1906">Air pollution by traffic</p>	<hr data-bbox="730 1603 1396 1610"/> <hr data-bbox="730 1659 1396 1666"/>

## Key words:

Recycle

Clean the beach

Use the metro



**I CAN...**

**Check ( ) the items you learned**

- I can write sentences giving solutions to environment problems.
- I can write sentences using modal auxiliary.
- I can design a project to promote the importance of conservation.

**SUPPLEMENTARY MATERIAL**

**Other resources students can use to reinforce their knowledge.)**

<https://www.youtube.com/watch?v=u-RXAUOTZ6s>

[https://m.youtube.com/watch?v=WN\\_dLwmh1vk](https://m.youtube.com/watch?v=WN_dLwmh1vk)

Grade  
10

## Causes, Effects and Prevention of Pollution in the Environment



## TOPIC 8 CAUSES, Effects and Prevention of Pollution in the Environment

*Environmental pollution is the process by which land, water, air or other parts of the environment become dirty and unsafe or unsuitable for use or as a means of habitat for populations*

### OBJECTIVES

1. . To explain the causes and effects of pollution in the environment.
2. To promote environment awareness in the community.

**DID  
YOU  
KNOW?**

**Worldwide,  
about 2 million  
plastic bags are  
used every  
minute.**





What do you know about environmental threats? Use words from the box to identify the pictures below.

Deforestation - toxic waste - air pollution - ozone depletion - acid rain - disposal



## TOPIC EXPLANATION

Read about causes and effects and how to avoid pollution.

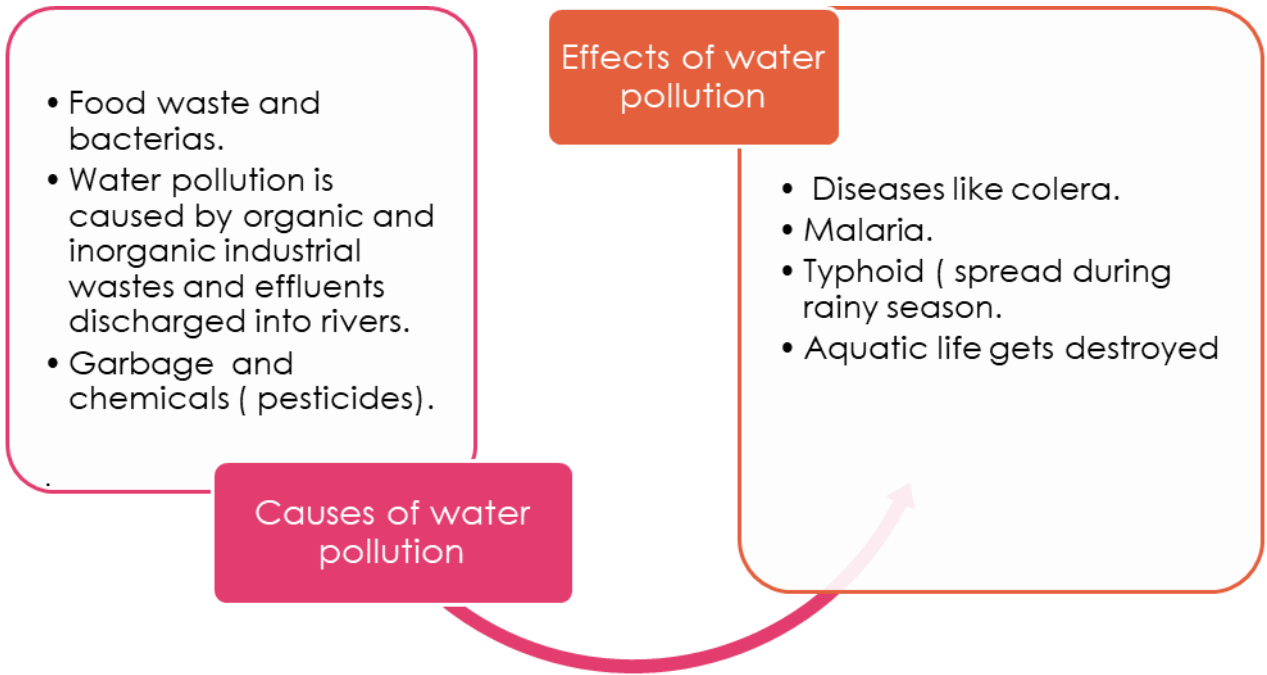
- Industries
- Automobiles and domestic fuels.
- High proportion of undesirable gases, such as sulphur dioxide and carbon monoxide.
- Dust
- Mist
- Smoke
- Carbon black.
- Aerosols.

### Causes of air pollution

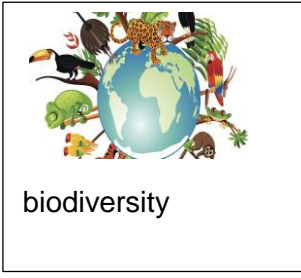
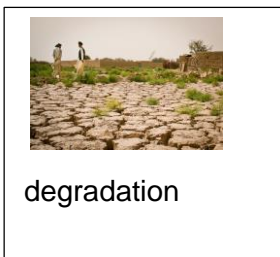
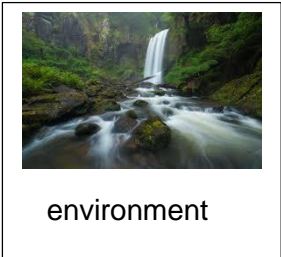
### Effects of air pollution

- Air Pollution effects?
- Human health
- Animals, Plants
- The atmosphere as whole.
- Global warming.
- Acid rain
- Various respiratory illness





**VOCABULARY** Key words from the reading.



## READING COMPREHENSION

Let's read about Pollution and its Negative Effects.

### *Pollution and its Negative Effects*

*Pollution is the degradation of natural environment by external substances introduced directly or indirectly. Human health, ecosystem quality and aquatic and terrestrial biodiversity may be affected and altered permanently by pollution.*

*Pollution occurs when ecosystems cannot get rid of substances introduced into the environment. The critical threshold of its ability to naturally eliminate substances is compromised and the balance of the ecosystem is broken.*

*The sources of pollution are numerous. The identification of these different pollutants and their effects on ecosystems is complex. They can come from natural disasters or the result of human activity, such as oil spills, chemical spills, nuclear accidents ... These can have terrible consequences on people and the planet where they live: destruction of the biodiversity, increased mortality of the human and animal species, destruction of natural habitat, damage caused to the quality of soil, water and air.*



*Preventing pollution and protecting the environment necessitate the application of the principles of sustainable development. We have to consider to satisfy the needs of today without compromising the ability of future generations to meet their needs. This means that we should remedy existing pollution, but also anticipate and prevent future pollution sources in order to protect the environment and public health. Any environmental damage must be punishable by law, and polluters should pay compensation for the damage caused to the environment.*

## ACTIVITY 1

**Check understanding. Read each item and select the right answer.**

- The damage caused by pollution might be irreversible:*
  - True*
  - False*
- The ecosystem*
  - can always cope with pollutants*
  - may not always be able to cope with pollution.*
- Pollution*
  - is always caused by humans.*
  - may sometimes be caused by natural disasters.*
- An ideal solution to prevent pollution would be to*
  - refrain the development of some countries.*
  - continue developmental projects.*
  - Take into consideration the future generations need to live in a healthy environment.*

## ACTIVITY 2

Think about environment pollution. Write the effects we facing and provides some recommendations.

### Types of pollution Causes - Effects and Recommendations

There are several types of pollution:

#### 1. Air Pollution

Cars, Buses, Trucks



Smoking and Fire

Are you polluting yourself?



Factories, Gas



Airplanes



effect

- 1.
- 2.
- 3.
- 4.

solution

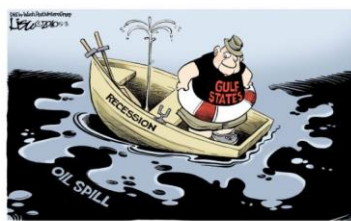
- 1.
- 2.
- 3.
- 4.

#### 2. Water Pollution

Trash and factory waste



Oil spills



effect

- 1.
- 2.
- 3.

solution

- 1.
- 2.
- 3.

## STRUCTURE

Let's review grammar.

Coordinating conjunction: and – or – but – because.

Coordinating conjunctions link similar words or word groups.

**and**



*I like apples  
and  
bananas.*

**or**



*Do you want  
an apple  
or a banana?*

**but**



*I like apples  
but  
I don't like bananas.*

**because/so**

**effect**

**cause/reason**

**It can fly** because it has wings.

**I am sad** because it is raining.

**He can't play** because he is busy.

**She likes cars** because they are fast.

eliteketang.com

Let's Practice.

### ACTIVITY 3

Complete each sentence with the correct conjunctions. (so – because – and – or – but.)

1-I will study every night \_\_\_\_\_ I can pass the test.

2-We can drive into the city, \_\_\_\_\_ we can take the bus.

3-I wanted to call you last night, \_\_\_\_\_ my brother was on the phone.

4-She went to the store, \_\_\_\_\_ bought some new shoes.

5-He went to the hospital, \_\_\_\_\_ he hurt his leg.

6- Sami bought a new car, \_\_\_\_\_ he is very poor.

**Match the correct sentences:**

1- Alia is happy

- so I shut the window.

2- Tom studied hard,

- and she can cook

3- Do you prefer tea,

- because she won the race.

4- It was cold,

- but failed the test.

5- She can draw well

- although it was raining.

6. He went out

- or coffee



**Complete the crossword Puzzle below.**

## Environment Pollution

G W L I T W V O Y A I G Q N X  
B D B W B N A J P D B M Q O X  
K P P R E V E N T W E R Y I T  
E S U A C N W M F T G F O T T  
P O I P T K J B N V C U I U E  
Y T I S R E V I D O I B S L F  
R M B Q M H E C H U R H A L F  
H P Q M I L E Z X N N I G O E  
K E R O W W S P O Z G T V P C  
R M A A V A L G R G A T N N T  
R D T L Q L K U L T H V J P E  
D E S T T R K S I Q Q T C H Q  
R I X P R H U B O J C Y X J Y  
U H Q H R E A P S U J U X M N  
T C Y K T H L J Z M A M D X I

BIODIVERSITY  
CAUSE  
EFFECT  
ENVIRONMENT  
HABITAT  
HEALTH  
LIFE  
POLLUTION  
PREVENT  
SOIL  
WATER

A circular logo with a grid pattern, split into blue and green halves. The text "Test Your Knowledge" is written across the center in a bold, black, sans-serif font.

### Activity – Design a sticker

Make your own sticker promoting environment awareness about avoiding pollution in the community. Then, post it to 10 of your contact friends on your



## Self-assessment Checklist

Use the following check list to make sure your project is well done.

- I included 3 vocabulary words or phrases from the topic.
- I drew or cut pictures to illustrate the message.
- I wrote messages promoting environment awareness.
- I shared the stickers with 10 of my contact friends.
- I used creativity to highlight the messages.

**I CAN...**

**Check ( ) the items you learned**

- I can provide suggestions to avoid environment pollution.*
- I can promote environment awareness with my friends and relatives in the community*

**SUPPLEMENTARY  
MATERIAL**

**Other resources students can use to reinforce  
their knowledge**

<https://www.youtube.com/watch?v=BzKsOFYSxmo&t=100s>

# Nutrition and Healthy Habits

Grade  
10



## TOPIC 9 Nutrition and Healthy Habits

*Every day, we make choices about the food we eat and our lifestyles. We can make choices for ourselves and our families that make a real difference to our ability to remain healthy and active now, and enjoy life to its fullest in the future.*

### OBJECTIVES

1. To acquire and to use in context vocabulary related to nutrition and healthy habits.
2. To describe good healthy habits to improve life quality.

**DID  
YOU  
KNOW?**

**Eggs are one  
of the  
healthiest  
foods you can  
eat.**



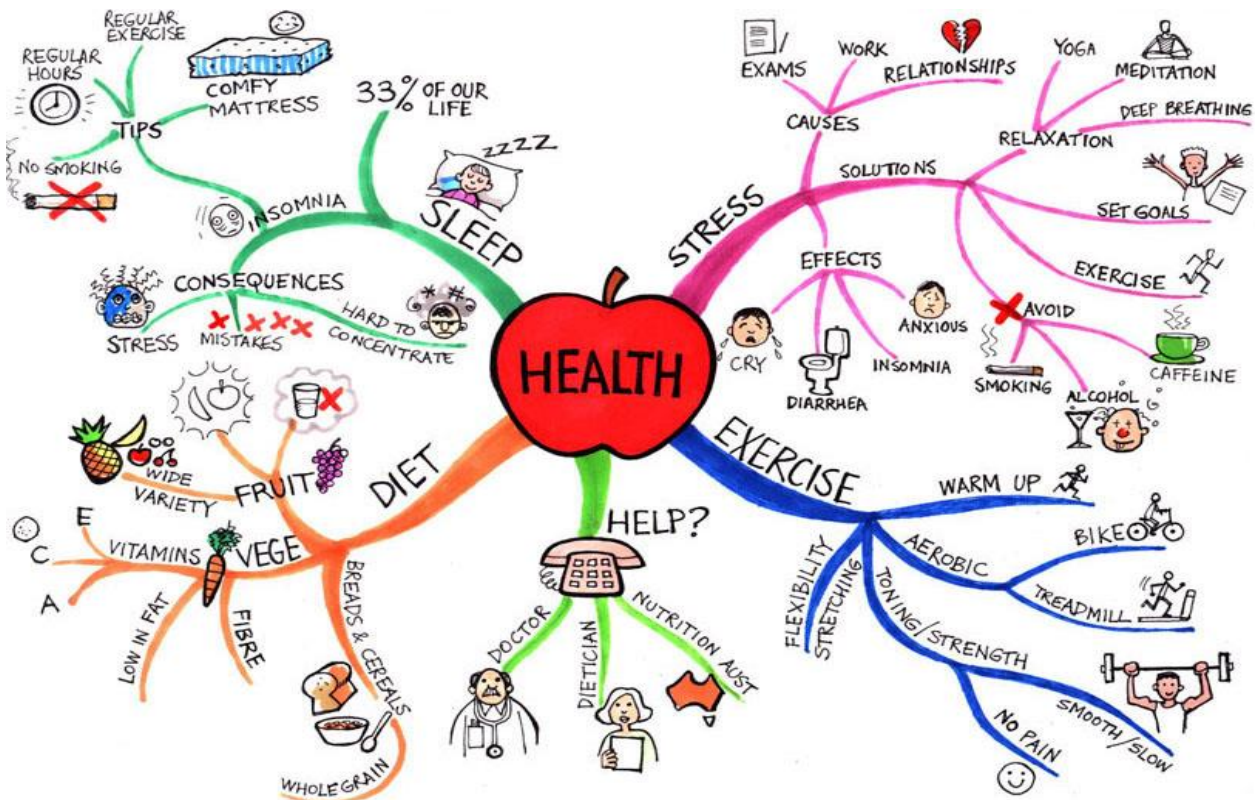


There are five nutrients: carbohydrates, proteins, fats, minerals, vitamins. Write down the name of the nutrients present in these foods.



## TOPIC EXPLANATION

Look at the picture and see how we can keep healthy.





# VOCABULARY

Check out these key words with their meanings.

## Nutrition

- ✓ The process of providing the food necessary for health and growth.

## Chew

- ✓ Bite and work (food) in the mouth with the teeth, especially to make it easier to swallow.

## Grease

- ✓ Oil or fat used or produced in cooking

## Cholesterol

- ✓ Is a waxy, fat-like substance that's found in all the cells in your body.

## Nutrients

- ✓ A substance that provides nourishment essential for growth and the maintenance of life.

## Food:

- ✓ Any nutritious substance that people or animals eat or drink.

## Energy

- ✓ The strength and vitality required for sustained physical or mental activity.

## Fried food

- ✓ Is food cooked in a pan that contains hot fat or oil.

## Digestion

- ✓ The process of breaking down food by mechanical and enzymatic action in the alimentary canal into substances.

## Meal

- ✓ Any of the regular occasions in a day when a reasonably large amount of food is eaten, such as breakfast, lunch, or dinner.

## READING COMPREHENSION

Let's read about basic principles for good nutrition.

### Basic principles for good nutrition



As we know, nutrition is the basic of health in the human being and a good nutrition provides the nutrients our body need, and good health, in consequence, it is recommended to:

- Have 4 meals a day. Breakfast, the most important ones. Lunch, dinner and a light snack.
- Eat slowly and chew food very well, to facilitate digestion when we chew well, we form a soft paste the body can digest more easily and the body can absorb its nutrients better.
- Do not skip meal schedules. As food gives us the energy needed for our body to work properly, to have good health and to have the strength to properly carry out our activities all along the day.
- Drink a minimum of 2 liters (8 glasses) of water every day. Soft drinks and bottled or canned juices are high in sugar content: this is why honey sweetened lemonade or fresh fruit juices are recommended.
- Eat low fat foods. Avoid fried food as it absorbs more grease, which may affect cholesterol, blood circulation, the heart, etc.
- Include fruits and vegetables.

### Reading comprehension.

#### ACTIVITY 1

Answer the following questions about the text.

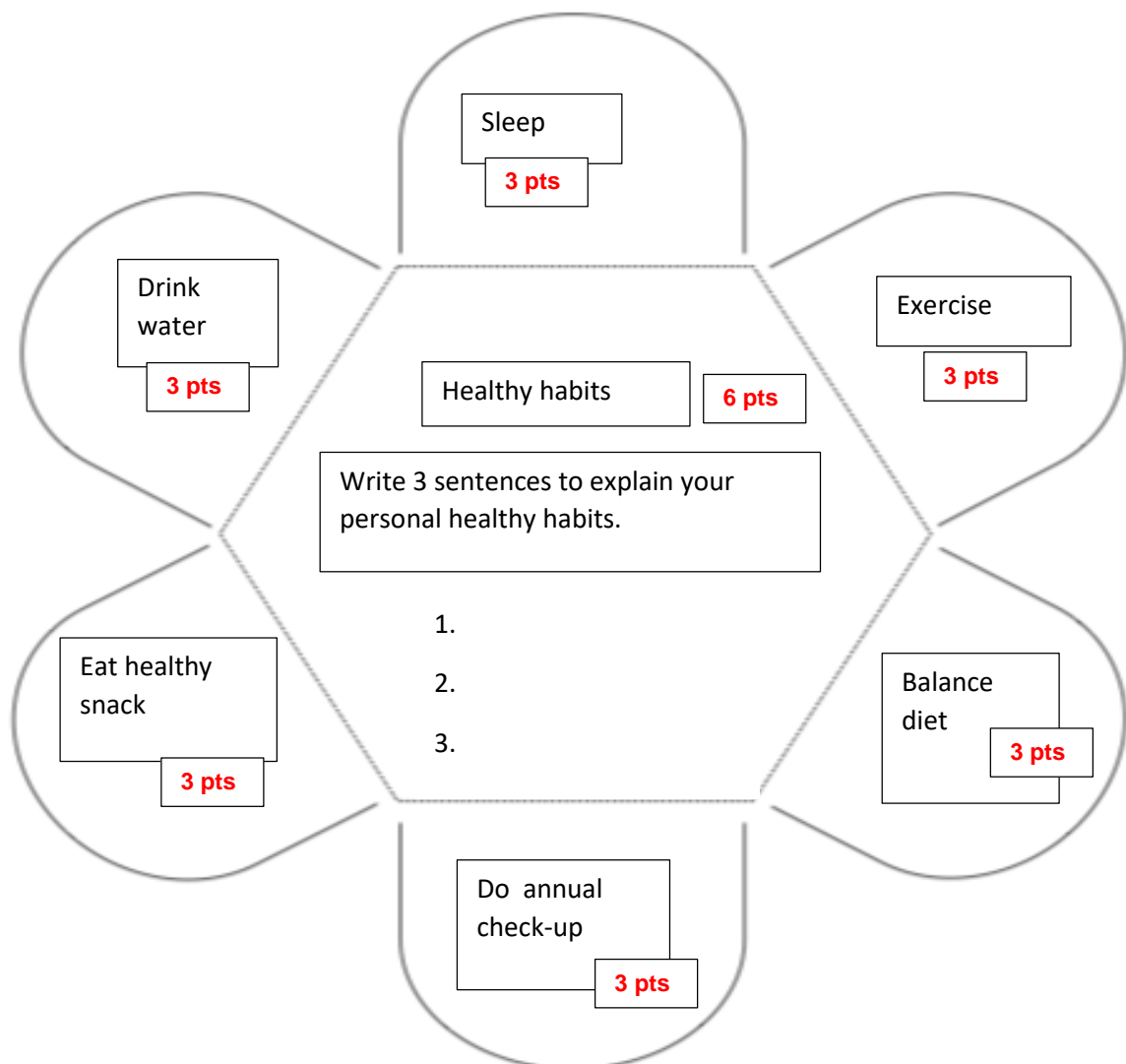
1. *How many meals are recommended?*
2. *Why is chewing food well so important?*
3. *Which juices are recommended? Why?*
4. *How much water do you have to drink every day?*
5. *Why should you avoid fat food?*

## ACTIVITY

### 2

**Complete the diagram.**

1. Cut and glue a picture to illustrate each petal.
2. The pictures should describe your personal healthy habits.
3. In the middle of the diagram, write 3 sentences that express the importance of having healthy habits.
4. Cut around the flower when you have finished. Fold the petals inward



## STRUCTURE

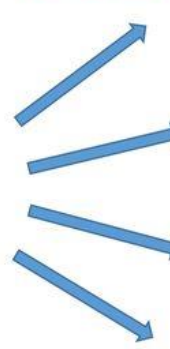
**Let's review grammar. Quantifiers (some, any, a few, a little, a lot of.**

# QUANTIFIERS

## ***SOME, ANY, A FEW, A LITTLE, A LOT OF***

Countable

We can count them.  
When we use quantifiers countable nouns are in plural forms.



**SOME**

- Positive sentences
- *There are some nuts.*

**A FEW**

- Positive sentences
- *I would like a few potatoes please.*

**A LOT OF**

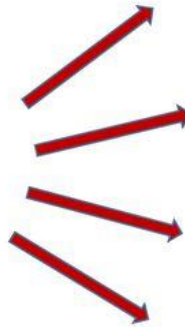
- Positive sentences
- *There are a lot of biscuits.*

**ANY**

- Questions: *Are there any eggs?*
- Negative sentences: *There aren't any bread rolls.*

Uncountable

We can't count them.  
When we use quantifiers uncountable nouns are in singular forms.



**SOME**

- Positive sentences
- *There is some sugar.*

**A LITTLE**

- Positive sentences
- *I would like a few potatoes with a little cheese, please.*

**A LOT OF**

- Positive sentences
- *There is a lot of meat.*

**ANY**

- Questions: *Is there any bread?*
- Negative sentences: *There isn't any cheese.*

### ACTIVITY 3

Let's practice. Choose 5 vocabulary words below to make sentences. Use quantifiers (some, any, a few, a little, a lot of).

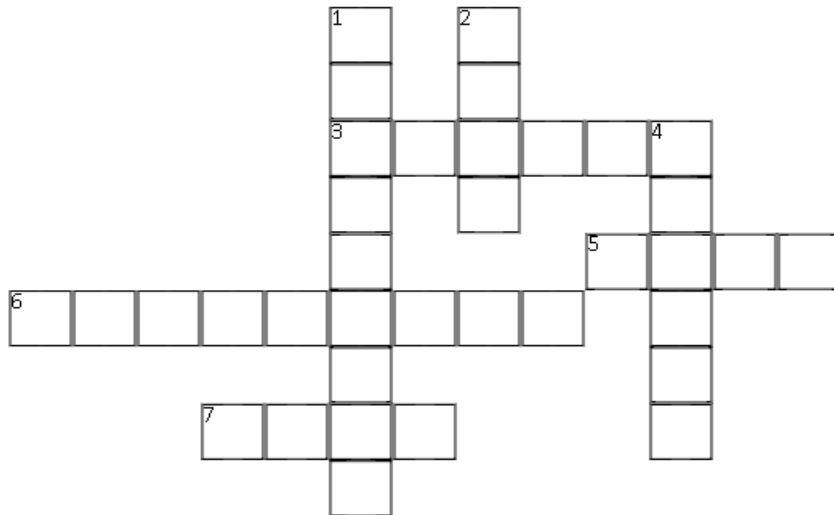
Meat, cheese, bananas, water, eggs, sugar, rice, potatoes, chicken, oranges

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



Complete the crossword Puzzle below.

## Nutrition and healthy habits



### Horizontales

- 3 Oil or fat used or produced in cooking.
- 5 Breakfast, lunch, or dinner.
- 6 obtaining the food necessary for health and growth
- 7 Any nutritious substance that people or animals eat or drink

### Verticales

- 1 The process of breaking down food by mechanical and enzymatic action.
- 2 Bite and work (food) in the mouth with the teeth
- 4 The strength and vitality required for sustained physical or mental activity.

# Test Your Knowledge

**TIC- TAC-TOE** Choose three activities to win the game! Color the boxes that you picked to show the vertical, horizontal, or diagonal activities to do.

**Make a list of 10 examples of junk food.** 15pts

Pick one to read its food label. What is the name of the snack? How many calories per serving? What is the total amount of fat per serving? What % of cholesterol does it have? What % of sodium does it have? How many grams of sugar does it have?

**Write a recipe for a healthy snack. Include 5 ingredients,**



15pts

**Keep a log to track the number of hours you sleep every day for a week.**

Write a paragraph to explain why sleep is important to be healthy.



15pts

**Name 10 activities that you can do to play outside.** Write a paragraph describing your favorite one.



15pts

**How many glasses of water do you drink daily?** Make a bar graph to show the number of glasses per day in a week. Explain this quote in your own words.



15pts

**Sodas or fizzy drinks contain sugar.** Get a can of soda of any flavor. Look at the label.

How many calories per serving does it have? What % of total fat does it have? % of sodium? Total % of carbs?

How much sugar does it have?



15pts

**To stay strong and healthy you must do exercise. Complete the following routine:**

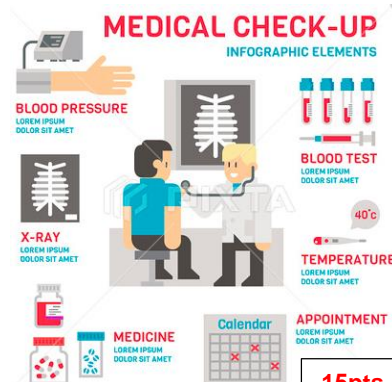


15pts

15pts

**A check-up by a doctor let's us know about our body.**

Write a paragraph using the words in the illustration.



15pts

**Make a poster to promote healthy habits.**



15pts

**I CAN...**

**Check ( ) the items you learned**

- I can use vocabulary in context related to nutrition and healthy habits.
- I can describe eating and exercising habits with the appropriate use of the vocabulary and grammar.

**SUPPLEMENTARY MATERIAL**

**Other resources students can use to reinforce their knowledge.**

[https://www.youtube.com/watch?v=Gmh\\_xMMJ2Pw](https://www.youtube.com/watch?v=Gmh_xMMJ2Pw)

<https://www.youtube.com/watch?v=VPHGa09cFuE>

Grade  
10



## THE IMPACT OF A GOOD NUTRITION

# TOPIC 10 THE IMPACT OF A GOOD NUTRITION

*Good nutrition is an important part of leading a healthy lifestyle. Combined with physical activity, your diet can help you to reach and maintain a healthy weight, reduce your risk of chronic diseases (like heart disease and cancer), and promote your overall health.*

### OBJECTIVES

1. *To reinforce the importance of good nutrition and healthy habits for improving life quality.*
2. *To design a nutritional plan for promoting good health in his / her school.*

DID  
YOU  
KNOW?

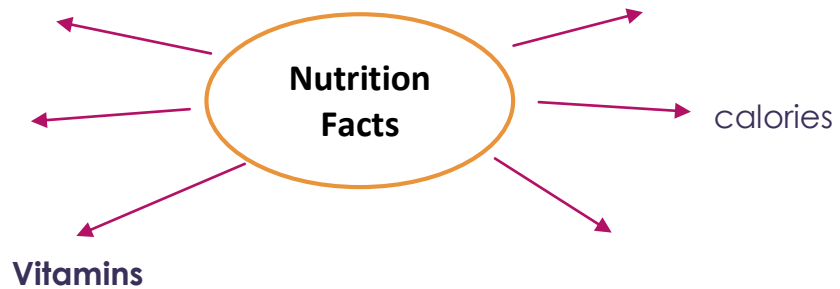
Exercise will give you more energy, even when you're tired.







What do you know about food label? Add other words related to nutrition facts that appear in food label.



## TOPIC EXPLANATION

Look at the picture below and let's learn how to read a food label.

<b>Nutrition Facts</b>	
Serving Size 1/4 Cup (113g)	
Servings Per Container 8	
Amount Per Serving	
<b>Calories</b> 100	Calories from Fat 20
% Daily Value*	
<b>Total Fat</b> 2g	<b>3%</b>
Saturated Fat 1.5g	<b>7%</b>
Trans Fat 0g	
<b>Cholesterol</b> 10mg	<b>3%</b>
<b>Sodium</b> 460mg	<b>19%</b>
<b>Total Carbohydrate</b> 4g	<b>1%</b>
Dietary Fiber 0g	<b>0%</b>
Sugars 4g	
<b>Protein</b> 16g	
Vitamin A 0%	Vitamin C 0%
Calcium 8%	Iron 0%

\* Percent Daily Values are based on a 2,000 calorie diet.

## How to Read a Food Label

1. **Serving Size**- Shows how many servings are in a package. Serving sizes are given in cups or pieces. The nutrition information on the label is based upon **ONE SERVING** of food.
2. **Amount of Calories**- The calories listed are for one serving of the food.
3. **Percent % Daily Value**- Tells you how the nutrients in one serving of the food contribute to your total daily diet. Choose foods that are high in the nutrients you should get more of, and low in the nutrients you should get less.
  - Daily values are based on a 2,000 calorie diet
4. **Limit these Nutrients**- Eating too much total fat (especially saturated fat and trans fat), cholesterol, or sodium may increase the risk of chronic diseases, such as some cancers, heart disease, or high blood pressure.
  - Try to keep these nutrients as low as possible
5. **Get enough of these Nutrients**- Dietary fiber, Vitamin A, Vitamin C, Calcium, Potassium to stay strong and healthy.

## VOCABULARY

Check out these key words with their meanings.

### Cholesterol

- ✓ a substance present in animal fat and tissues.

### Protein

- ✓ is a substance found in food and drink such as meat, eggs, and milk.

### Sodium

- ✓ is a mineral found in most of the foods we eat.

### Nutrition

- ✓ the process of obtaining the food necessary for health and growth.

### Carbohydrates

- ✓ are the sugars, starches and fibers found in fruits, grains, and milk products.

### Ingredients

- ✓ all of the foods that go into a meal or food product.

### Junk food

- ✓ unhealthy food, esp. snacks and take-away or take-out food.

### Obesity

- ✓ the condition of being very overweight.

### Saturated fat

- ✓ a type of fat, esp. found in foods like butter, cheese, red meat, etc.

### Trans fats

- ✓ artificial fats that make food last longer and taste better but are bad for health.

### Calories

- ✓ refer to the energy people get from the food and drink they consume.

## READING COMPREHENSION

Let's read about Trans Fats.

### Trans Fats



Does your mouth water when you think of cookies, donuts, burgers and French fries? Many people prefer junk food like this to healthy food because they develop a taste for it. Processed, baked, and fried foods often contain a high amount of trans fats. Trans fats raise bad cholesterol and lower the good cholesterol that your body needs. Fatty foods do more than cause obesity. Trans fats build up in the body and block blood flow to the heart. People whose diet contains a high percentage of trans fats are at risk of developing heart disease or having a stroke. Food companies and restaurants choose to use trans-fat oils because they're cheap and they make food like crackers and baked goods last longer. They also improve the taste and texture of food. Trans fats became very popular in the second half of the 20th century. This is around the time butter got a bad name for its cholesterol levels. People were told to use margarine containing trans fats instead because it was "healthier", but we now know that butter is actually the healthier option. Food and beverage makers must attach a Nutrition Fact label to their products. These list daily recommendations and detail all the ingredients in a product, including trans fats if they're used. Fast food chains such as *McDonalds* are being forced to change their recipes as people become more health-conscious. Reading the list of ingredients on the label is a good way of avoiding dangerous ingredients like trans fats. Another way is to avoid eating out, especially in fast food restaurants. The healthier your diet is now, the longer and healthier your life will be.

## ACTIVITY 1

### Check Understanding.

Read each item below. Circle the correct answer

1. **Potato chips and chocolate bars are examples of**

- healthy food
- junk food
- fast food

2. **According to the article, too much fatty food causes**

- obesity
- trans fats
- mouth watering

3. **Which of the following can have high levels of trans fats?**

- fresh produce
- fried foods
- saturated fats

4. **What do trans fats do to the body?**

- raise bad cholesterol
- lower good cholesterol
- lower bad cholesterol

5. **Food companies and restaurants started using trans fats in order to save**

- time
- lives
- money

6. **Which would doctors now say is the healthiest?**

- margarine
- butter
- peanut butter

7. **What tip does the article give for avoiding trans fats?**

- eat out in restaurants

- avoid tasty foods
- check the ingredients

## ACTIVITY 2

### Check Understanding.

Read the food label for Doritos and answer the questions.



**Ingredients:** Whole Corn, Vegetable Oil (Contains One or More of the Following: Corn, Soybean, and/or Sunflower Oil), Salt, Cheddar Cheese (Cultured Milk, Salt, Enzymes), Maltodextrin, Wheat Flour, Whey, Monosodium Glutamate, Buttermilk Solids, Romano Cheese from Cow's Milk (Part-Skim Cow's Milk, Cheese Cultures, Salt, Enzymes), Whey Protein Concentrate, Onion Powder, Partially Hydrogenated Soybean and Cottonseed Oil, Corn Flour, Disodium Phosphate, Lactose, Natural and Artificial Flavor, Dextrose, Tomato Powder, Spices, Lactic Acid, Artificial Color (Including Yellow 6, Yellow 5, Red 40), Citric Acid, Sugar, Garlic Powder, Red and Green Bell Pepper Powder, Sodium Caseinate, Disodium Inosinate, Disodium Guanylate, Nonfat Milk Solids, Whey Protein Isolate, and Corn Syrup Solids.

**CONTAINS MILK AND WHEAT INGREDIENTS.**

## Nutrition Facts

Serving Size 1

### Amount Per Serving

**Calories** 140      **Calories from Fat** 70

**% Daily Value\***

**Total Fat** 8g      **12%**

Saturated Fat 1.5g      **7%**

Trans Fat 0g

**Cholesterol** 0mg      **0%**

**Sodium** 180mg      **7%**

**Total Carbohydrate** 17g      **6%**

Dietary Fiber 1g      **6%**

Sugars 1g

**Protein** 2g

Vitamin A 0%      •      Vitamin C 0%

Calcium 2%      •      Iron 2%

Vitamin E 4%      •      Thiamin 4%

Vitamin Bs 4%      •      Phosphorus 6%

\* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

		Calories:	2,000	2,500
Total Fat	Less than		65g	80g
Sat Fat	Less than		20g	25g
Cholesterol	Less than		300mg	300mg
Sodium	Less than		2,400mg	2,400mg
Total Carbohydrate			300g	375g
Dietary Fiber			25g	30g

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4

1. What is the serving size? \_\_\_\_\_
2. How many calories would you consume if you ate the whole bag? \_\_\_\_\_
3. How many carbohydrates would you consume if you ate the whole bag? \_\_\_\_\_
4. What % is this for your daily intake of carbohydrates? \_\_\_\_\_
5. How much fat would you get from eating 2 servings of Doritos? \_\_\_\_\_
6. How much saturated fats in one serving? \_\_\_\_\_ In 2 servings? \_\_\_\_\_
7. Name 2 good nutrients found in Doritos. Write the % for each one.

\_\_\_\_\_

## STRUCTURE

### Let's Review Grammar. How Much & How Many.

#### HOW MUCH/ HOW MANY

We use **HOW MUCH** and **HOW MANY** to ask about **quantity**.

We use **HOW MUCH** for questions with **uncountable nouns**.

Example:

**HOW MUCH** money do you have?

**HOW MUCH** sugar are there in the kitchen?

We use **HOW MANY** for questions with **countable nouns**.

Example:

**HOW MANY** students are there in the school?

**HOW MANY** chairs are there in the kitchen?


## ACTIVITY

3


Let's Practice Grammar.

Complete with How much/ many and answer the questions. Use the names of the containers.


Example: How much water is there? -  There is a bottle of water.


1. \_\_\_\_\_ pop corn is there? -  There is a \_\_\_\_\_ of popcorn.


2. \_\_\_\_\_ donuts are there? -  There \_\_\_\_\_.

3. \_\_\_\_\_ noodles are there? -  There \_\_\_\_\_.

4. \_\_\_\_\_ pop \_\_\_\_\_? -  There \_\_\_\_\_.

5. \_\_\_\_\_ chicken \_\_\_\_\_ ? -  There \_\_\_\_\_.

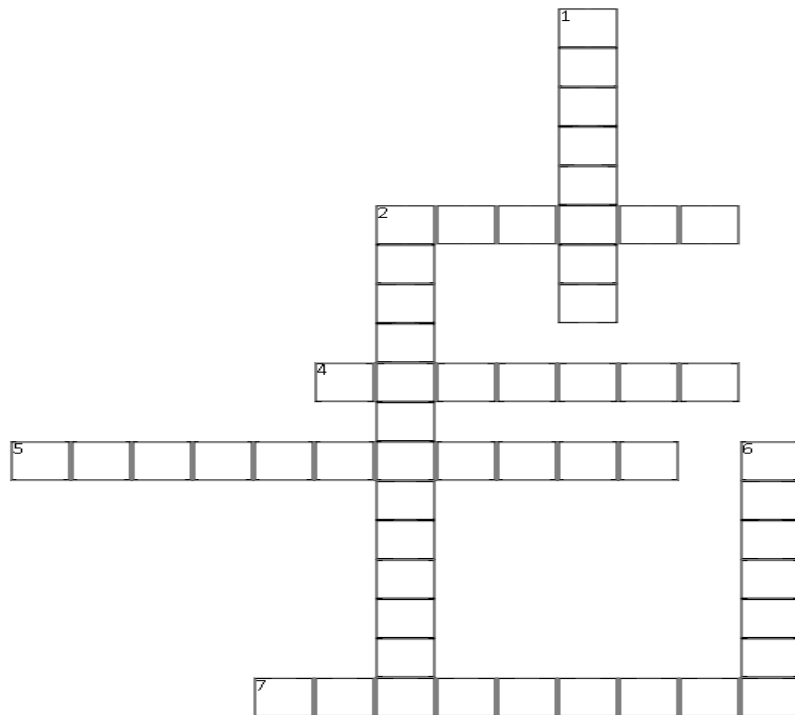
6. \_\_\_\_\_ apples \_\_\_\_\_ ? -  There \_\_\_\_\_.

7. \_\_\_\_\_ milk \_\_\_\_\_ ? -  There \_\_\_\_\_.



**Complete the crossword Puzzle below.**

**NUTRITION FACTS**



**Horizontales**

- 2 Is a mineral found in most of the foods we eat.
- 4 To make something with technology and machines in a factory
- 5 A substance present in animal fat and tissues.
- 7 The process of obtaining the food necessary for health and growth.

**Verticales**

- 1 Refer to the energy people get from the food and drink they consume.
- 2 A type of fat, esp. found in foods like butter, cheese, red meat.
- 6 Is a substance found in food and drink such as meat, eggs, and milk.



**Test Your Knowledge**

**Food Log. Keep a log of all the food you eat during the day for a week. 25 pts. (points are given for completing the chart.)**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Lunch	Lunch	Lunch	Lunch	Lunch
Afternoon Snack	Afternoon Snack	Afternoon Snack	Afternoon Snack	Afternoon Snack
Dinner	Dinner	Dinner	Dinner	Dinner
Other Snack	Other Snack	Other Snack	Other Snack	Other Snack

**Highlight the following:**

Carbohydrates- yellow

Fats- Red

Protein- Blue

Answer the following questions at the end of the week. 5 pts.

1. What amounts did you eat the most in a week? \_\_\_\_Carbohydrates \_\_\_\_Fats  
\_\_\_\_ Proteins
2. What amounts did you eat the least in a week? \_\_\_\_Carbohydrates \_\_\_\_Fats  
\_\_\_\_ Proteins
3. What foods contain fats in your diet? \_\_\_\_\_
4. Name some foods that are carbohydrates?  
\_\_\_\_\_
5. How can you improve your diet? \_\_\_\_\_  
\_\_\_\_\_

**I CAN...**

**Check ( ) the items you learned**

I can read food labels and recognize the importance of a good nutrition.

I can design nutritional plans promoting habits of good health.

**SUPPLEMENTARY MATERIAL**

**Other resources students can use to reinforce their knowledge.**

<https://www.mind.org.uk/information-support/tips-for-everyday-living/food-and-mood/about-food-and-mood/>





Colorful Carnival in Panama City



## Topic 11

# HOLIDAYS, FESTIVALS and celebrations

*Panamanian Citizens celebrates during the year many activities to commemorate national holydays and family events. These activities have marked our nationality and culture: National days, carnival season, cultural festivals celebrate in each province, specially Azuero Region which is rich in tradition are the most common examples of our culture.*

*In family we also have celebrations like birthday, newborn welcome, wedding, religious events, Christmas, graduation, and others.*

## OBJECTIVES

1. To describe regional holidays, festivals and celebrations.
2. To elaborate a pamphlet based on holidays and festivities of the province applying the grammar in context;

**DID YOU KNOW?**



**..... the most wonderful Panamanian festival of La Pollera is held in Las Tablas?**



Have you ever participated in any of the following activities?

- Mark with (x) if you know or have participated in one of the following activities:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Christmas       | <input type="checkbox"/> Religious event           | <input type="checkbox"/> Pineapple Festival |
| <input type="checkbox"/> Carnival season | <input type="checkbox"/> Pollera's Festival        | <input type="checkbox"/> Manito Festival    |
| <input type="checkbox"/> New Year's Day  | <input type="checkbox"/> Independence Day          | <input type="checkbox"/> Holy Friday        |
| <input type="checkbox"/> Birthday        | <input type="checkbox"/> Wedding                   | <input type="checkbox"/> Manito Festival    |
| <input type="checkbox"/> Corpus Christi  | <input type="checkbox"/> Diablos y Congos Festival | <input type="checkbox"/> Baby Shower        |

TOPIC EXPLANATION

Enhance your knowledge about , add more examples of Holydays, Festivals and Celebrations

Panama has many celebrations.



- Independence Day, November 28<sup>th</sup>
- Birthday \_\_\_\_\_



- Polleras Festival in January



- Carnival season in February
- Diablos and Congos festivals



- Religious Events of your province



## VOCABULARY

Look for the meaning of these words using your dictionary

▪ Enthusiastic	▪ Independence
▪ Parade	▪ Country
▪ Ancestor	▪ contest
▪ Sovereign	▪ brave
▪ Declaration	▪ quality
▪ Citizen	▪ descendants
▪ Spain	▪ Reasons

## READING COMPREHENSION

### Independence Day

Panama from Spain Read and add more details about that special day.

Independence Day in our country is a special event that involves all the citizens in a way or another. We, Panamanians, participate in parades, games, school music bands contest in those days. There are many enthusiastic activities to remember the inheritance of our ancestors to build a sovereign Nation.

On November 28<sup>th</sup>, 1821 after la Villa de Los Santos' independence declaration (November 10<sup>th</sup>). A group of brave Panamanians declared our independence from Spain in the city for all the Nation.

There were many reasons why the fathers of the nation fought for the freedom. They wanted a better quality of life for their descendants and those ancestors thought that a free union to Colombia will help to achieve this goal.



**ACTIVITY 1**

**Read and Complete with your own ideas**

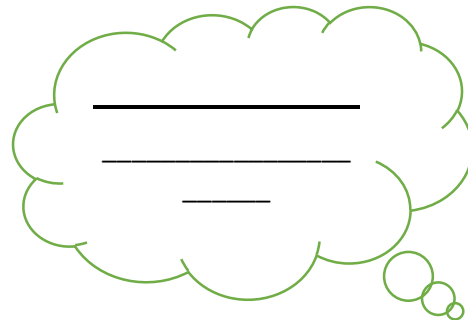
**READING COMPREHENSION**

1. In my province, we celebrate festivals likes \_\_\_\_\_
2. During Independence day, we have activities like \_\_\_\_\_
3. In my birthday I receive presents like \_\_\_\_\_
4. Cultural festivals celebrated in my province are \_\_\_\_\_
5. I know about cultural activities from other provinces \_\_\_\_\_
6. Religious festivities of my province are: \_\_\_\_\_  
\_\_\_\_\_

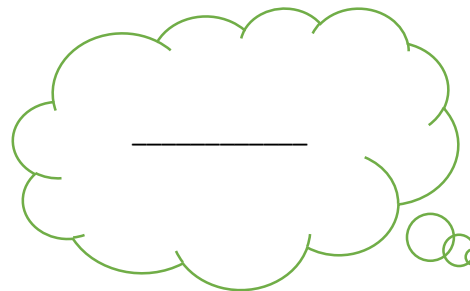
**ACTIVITY 2**

**Read carefully the article about Independence Day and complete the dialogue.**

Do you know when is our Independence Day?



What do we do to celebrate the Independence Day?



## Structure

## Clauses: nouns and adjectives clauses punctuation

Clauses Definition	Noun Clauses	Adjective Clause
<p>A clause consists of a subject and a verb and is the smallest grammatical unit that expresses a thought.</p> <p>Ex.</p> <ul style="list-style-type: none"><li>▪ I like Independence Day.</li><li>▪ Raul loves religious event.</li></ul>	<p>Noun clauses are groups of words that act as a noun.</p> <p>Ex. As subject</p> <ul style="list-style-type: none"><li>• Whenever you want to go to the parade is acceptable.</li><li>• As object</li><li>• Nataly knows (that) students love music bands contest.</li></ul>	<p>An adjective clause is a dependent clause that modifies a noun or a pronoun in a sentence:</p> <p>Ex.</p> <ul style="list-style-type: none"><li>• Juan who lives in Japan loves birthday's party in family.</li><li>• The house, that is near the river, is for Christmas party.</li></ul>

## ACTIVITY 3

## Read each sentence and classify the underline part in adjective or noun clause

What cultural Festival is celebrated in your province?

The Pollera Festival that is the greatest example of tradition for my province.

1. That teacher loves wedding ceremony is obviously clear. \_\_\_\_\_
2. The father of Nation who fought for a sovereign country passed away very sad for Colombia affair result. \_\_\_\_\_
3. It is evident that our ancestors believed in a free nation \_\_\_\_\_
4. Students who are not involved in Patriotic's day activities do not have memory of its importance for society. \_\_\_\_\_

5. My school which is far away from the city programs many activities to commemorate our national days. \_\_\_\_\_
6. My new friend who is from Chiriquí Province celebrates the Flowers International Fair. \_\_\_\_\_
7. It is true that Holy week is a religious festival for catholic and protestant believers \_\_\_\_\_



**Find the words from the vocabulary and circle with color.**

**HOLIDAYS**

I	B	D	W	R	S	N	I	F	B	A	B
N	R	E	O	W	O	A	C	E	C	A	A
H	A	S	N	H	V	T	O	S	O	B	N
E	V	C	D	R	E	I	N	T	U	C	C
R	E	E	E	E	R	O	T	I	N	I	E
I	P	N	R	A	E	N	E	V	T	T	S
T	A	D	F	S	I	U	S	A	R	I	T
A	R	A	U	O	G	B	T	L	Y	Z	O
N	A	N	L	N	N	R	M	I	D	E	R
C	D	T	X	R	S	P	A	I	N	N	Q
E	E	H	G	Q	U	A	L	I	T	Y	I
H	O	L	I	D	A	Y	H	W	A	E	Y

www.educima.com

ANCESTOR	BRAVE
CITIZEN	CONTEST
COUNTRY	DESCENDANT
FESTIVAL	HOLIDAY
INHERITANCE	NATION
PARADE	QUALITY
REASON	SOVEREIGN
SPAIN	WONDERFUL

## Test Your Knowledge

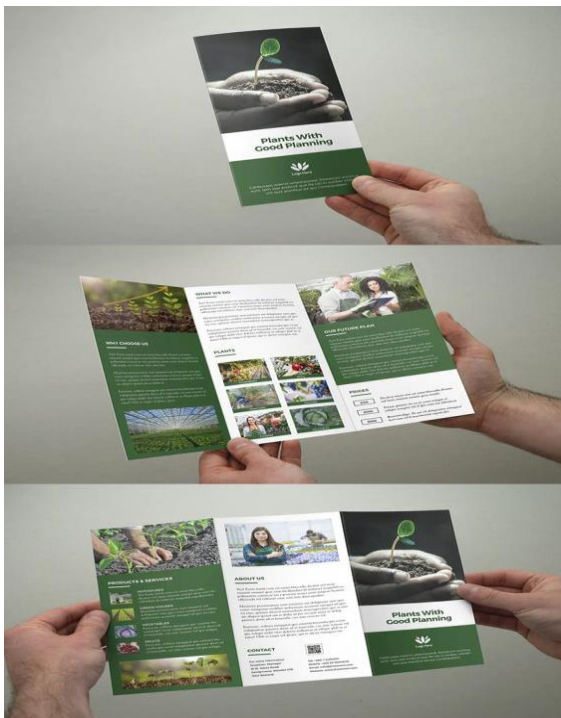
Make a pamphlet about a cultural festival of your province.

### WHAT DO YOU NEED?

- A Sheet of white paper
- Color pencils
- Dictionary
- Pen

### WHAT ARE YOU GOING TO DO? A PAMPHLET.

- Fold the paper in two, vertically.
- Name of Cultural festival selected.
- Illustrate with drawing about the Festival.
- Inside listed and illustrate in English.
- Activities held for this occasion.
- Write a sentence or phrase under each illustration.



Tri-fold brochure

## PINEAPPLE FESTIVAL

LA ZANGUENGA

WE WAIT FOR YOU



## Glossary

Read and write sentences with these words, applying grammar learned.

Word	Meaning
Ancestor	A person, typically one more remote than a grandparent, from whom one is descended.
Contest	An event in which people compete for supremacy in a sport, activity, or particular quality.
Inheritance	A thing that is inherited.
Descendant	A person, plant, or animal that is descended from a particular ancestor
Parade	A public procession, especially one celebrating a special day or event and including marching bands and floats
Quality	The standard of something as measured against other things of a similar kind; the degree of excellence of something.
Enthusiasm	intense and eager enjoyment, interest, or approval. intense and eager enjoyment, interest, or approval.

## I CAN...

Check list with achievement indicators.

- I can search for information about my province and country festivities.
- I can list activities for celebrating holidays, festivals and family's celebration.
- I can design a pamphlet about festivals of my province.

## SUPPLEMENTARY MATERIAL

Web sites to help to find more information

How do I make a trifold brochure in Word?

<https://templatelab.com/brochure-templates/Appendix>

[http://www.whitesmoke.com/clauses-in-english#:~:text=1.,\(also%20called%20subordinate%20clauses\).r](http://www.whitesmoke.com/clauses-in-english#:~:text=1.,(also%20called%20subordinate%20clauses).r)

11, 201





## TOPIC 12 **PANAMANIAN CULTURAL HERITAGE**

*Panama is a mixture of ethnics, traditions and customs. Where we find a blend of Spanish, native American and other Europeans countries who have influenced in our culture, music, dance, customs and even cuisine. Our folklore is enriched with a variety of festivals dances and traditions that passed on from fathers to son. It is important to point out relevant topics of our cultural heritage.*

- ✓ Handicraft
- ✓ Music
- ✓ Cuisine

### OBJECTIVES

1. To point out the importance of Panamanian cultural heritage.
2. To value the traditions of different regions of Panama applying the grammar structures. given

**DID YOU KNOW?**



**... our cultural heritage is a mixture of native aborigin, African black descendant and Europeans?**



## Read and complete

### SHOW YOUR KNOWLEDGE ABOUT OUR PANAMANIAN CULTURAL HERITAGE.

1. Name some Panamanian handicrafts:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
2. Name traditional dances:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. Which Panamanian music do you remember?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
4. Name some Panamanian traditional food
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

PLANTING TAP  
SANCOCHO  
RICE AND BEANS

## TOPIC EXPLANATION

### Read carefully and provide examples

**HANDICRAFT:** *Samples of animals or nature objects* in woodcarvings, ceremonial masks and pottery representing church item, garden ornaments, and so on

**TRADITION:** Transmission of custom from generation to generation are: Songs, poem, tale, religious tradition, salomas, playing the drum.

**FOLK MUSIC:** It is a popular music blended with Indian and European influences and African Black rhythm. Some exponents are Sandoval's Brothers, Ulpiano Vergara, Nenito, Osvaldo Ayala and so on.

**TRADITIONAL FOOD-CUISINE:** Panamanian food reflects our history, Colombian, USA and Caribbean influence can be enjoyed. Our famous "arroz con Pollo" and "sancocho".

**FOLK DRESS.** La pollera, women traditional dress handmade, the straw Hat "el montuno", The "the diablicos" Mask, The Congo Dress are exuberant examples of our country dress.

**VOCABULARY****Enhance your English knowledge**

- Look for the meaning and a synonym for the following words.

<b>Handicraft</b>	<b>Tradition</b>	<b>ornaments</b>
<b>woodcarving</b>	<i>Patriotic Parade</i>	<i>Carnival</i>
<b>Mask</b>	<i>Rice and "beans</i>	<i>custom</i>
<b>Generation</b>	<i>Pottery</i>	<i>blending</i>
<b>exponent</b>	<i>heritage</i>	<i>unique</i>

**READING  
COMPREHENSION****What do you know about our cultural heritage?**

*Panama has different ethnic groups that make up the country. This diversity of cultures is reflected in our traditions, customs, music and even cuisine. Talking about music you find different versions from Colon to Bocas del Toro, provinces inhabited for black African descendants. While in Colon you can find out the beaten drum with de Congo rhythm as a resemblance of the slavery period. In Bocas del Toro, they practice the May Pole dance with a great Spaniard influence.*

*In Panama native and European cultures mixed up to form a country without equal. The traditions and customs show how from these two cultures emerge a new, one that is unique. The ethnic diversity is reflected in the traditional products, such as woodcarvings, pottery, folk dress for women and men, ornament for garden and houses.*

*Panamanian cuisine varies from region to region but in the entire country you will find a local version of our dishes: "arroz con pollo" or "Sancocho"; Also, in a trip to the interior, you can find a place to enjoy our traditional food: fried pork (lechona), carimañolas, bollos, chicheme, etc.*



## ACTIVITY ANSWER THE FOLLOWING QUESTIONS

### 1

1. Which are our favorite traditional dishes? \_\_\_\_\_
- 2..What is the favorite food of your region? \_\_\_\_\_
3. What are the handicraft done in your province? \_\_\_\_\_
4. Which one are our traditional dress for men and women? \_\_\_\_\_
5. Could you mention examples about our folk music? \_\_\_\_\_

## ACTIVITY 2

### Write a Paragraph (on your notebook)

- Write about a tradition of your region.
- A short paragraph\ just 5 lines.
- Tradition passed from generation to generation.
- Write a title for the paragraph.
- Could be a short tale.
- Example: Holyweek Tradition (Tale)

Title: *Swimming in the River*

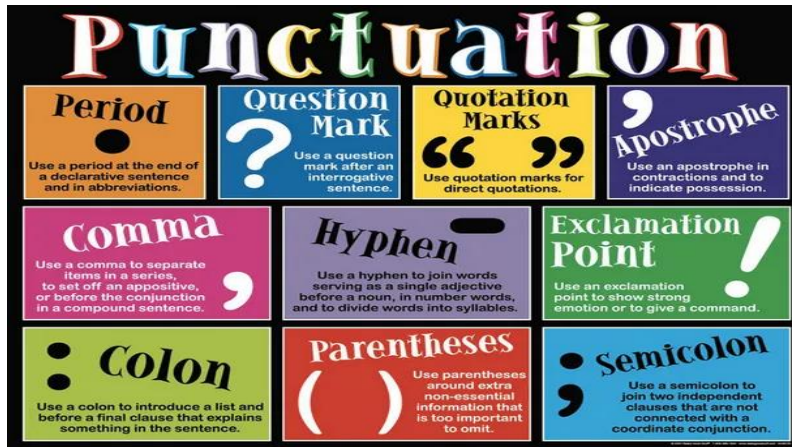
*During the days of holy week, it was not allowed to go the river and swim as we used to do, our parents told us that our great grandparents never let them do that; because, they can become in a mermaid or a huge fish swallowed them. At present, when we go to the river in those days, we do not make noise, in case of.*



# STRUCTURE

# PUNCTUATION RULES FOR SENTENCE AND PARAGRAPH.

## ➤ PUNCTUATION RULES



<ul style="list-style-type: none"><li>• Capitalization</li></ul>	<ul style="list-style-type: none"><li>• Sentences starts with capital letter and end in period. Ex, Raul studies Panamanian heritage</li></ul>
<ul style="list-style-type: none"><li>• Commas</li></ul>	<ul style="list-style-type: none"><li>➤ Use commas to separate items in a series, do not use commas if the items are separate by and, or nor EX. My friends like salsa, folk music and rock.</li></ul>
<ul style="list-style-type: none"><li>• Colon (:)</li></ul>	<ul style="list-style-type: none"><li>• Use a colon before a list of items. Ex In my province there are many festivals: orange, banana, and flowers one.</li></ul>

### HOW TO USE LIKE AND DISLIKE:

- These verbs are used to express preference, activities that we like.
- I like sancocho.
- Things or activities that we do not like to do.
- I dislike folk music.

## EXPRESSING LIKES & DISLIKES

### LIKES

- I like...
- I love...
- I enjoy...
- I adore...
- I'm crazy about...
- I'm mad about...
- I enjoy...
- I'm keen on...
- I'm really into...
- I live for...
- ... is my thing
- I'm fond of...



### DISLIKES

- I don't like...
- I dislike..
- I hate...
- I abhor...
- I can't bear...
- I can't stand...
- I detest...
- I loathe...
- I can't stand
- I don't really care for...
- I'm not into...
- I'm not a huge fan of...



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### ACTIVITY 3

## WRITE A PARAGRAPH AND APPLY PUNCTUATION RULES

- Instructions
- Select a topic from a list
- Write a paragraph (5 -7 lines)
- Apply Punctuation
  - Topics:
  - Personal Anecdote
  - Folk Music or singer
  - Place
  - Make a list of 5 things and activities that you like
  - And 5 things o activities that you dislike.

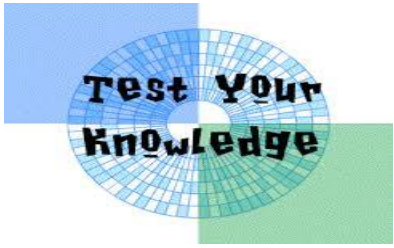


## DRAW YOUR GENEALOGY TREE

(follow the example)

### MY FAMILY TREE





**Design a chart**  
**(main festivities, food, and folkloric music)**

### Chart of Panamanian Festivities

Province	Festival	activities	Food	Music
Panama Oeste	International Fair	Handicraft, pottery, Horses,	Sausage, rice, and chicken, sancocho, hamburger.	Popular music, cumbia folk dances

### Self-Assessment

**I LEARNED:**  
WITH THIS CHECK LIST FOLLOW YOUR PROGRESS

- How to write a short paragraph
- Write sentences with like and dislike
- To discuss about tradition with classmate
- To design a chart about Panamanian festivity
- To draw my genealogy tree
- To apply punctuation in content.

## GLOSSARY

Read aloud the vocabulary and write sentences using these words.

**Handicraft:** A particular skill of making decorative objects by hand

**Mask:** A covering for all or part of the face, worn as a disguise, or to amuse or terrify other people

**Generation:** All of the people born and living at about the same time, regarded collectively.

**Diversity:** A range of different things.

**Mermaid:** A fictitious or mythical half-human sea creature with the head and trunk of a woman and the tail of a fish

**Ethnicity:** The fact or state of belonging to a social group that has a common national or cultural tradition.

## I can

### TEST YOUR LEARNING PROGRESS

- Provide basic information on Panama's main festivities,
- Discuss about folkloric music, food and handicraft with classmates and collect information about hometown crafts
- Write a short paragraph about regional habits, traditions and food using the appropriate grammar

## SUPPLEMENTARY MATERIAL

Visit these sites to learn about punctuation.

<https://www.thepunctuationguide.com/top-ten.html>

[https://owl.purdue.edu/engagement/ged\\_preparation/part\\_1\\_lessons\\_1\\_4/index.html#:~:text=The%20topic%20sentence%20should%20identify,or%20explain%20the%20topic%20sentence.](https://owl.purdue.edu/engagement/ged_preparation/part_1_lessons_1_4/index.html#:~:text=The%20topic%20sentence%20should%20identify,or%20explain%20the%20topic%20sentence.)





## Topic 13 HOUSEHOLD CHORES

At home there are a list of tasks to be done to keep a house clean and tidy. These activities have to be developed with the helping of all the members of the family. Tasks as cleaning, washing, dusting , mopping, making bed, laundry and cooking cannot be a nightmare and will not take all your time. It is good to create habits and get all the family involved in this process. Follow these simple steps to be successfully.

- Make a list of tasks. (prioritize)
  - Divide the tasks in daily, weekly and monthly
  - Assign a task to each member
  - Create a routine

### OBJECTIVES:

- 1.To name and speak about household chores they like or dislike.
- 2.To apply verb, noun collocations correctly



**...that a large number of the adolescent's dislike helping in household chores?**



# Do you help at home with household chores?

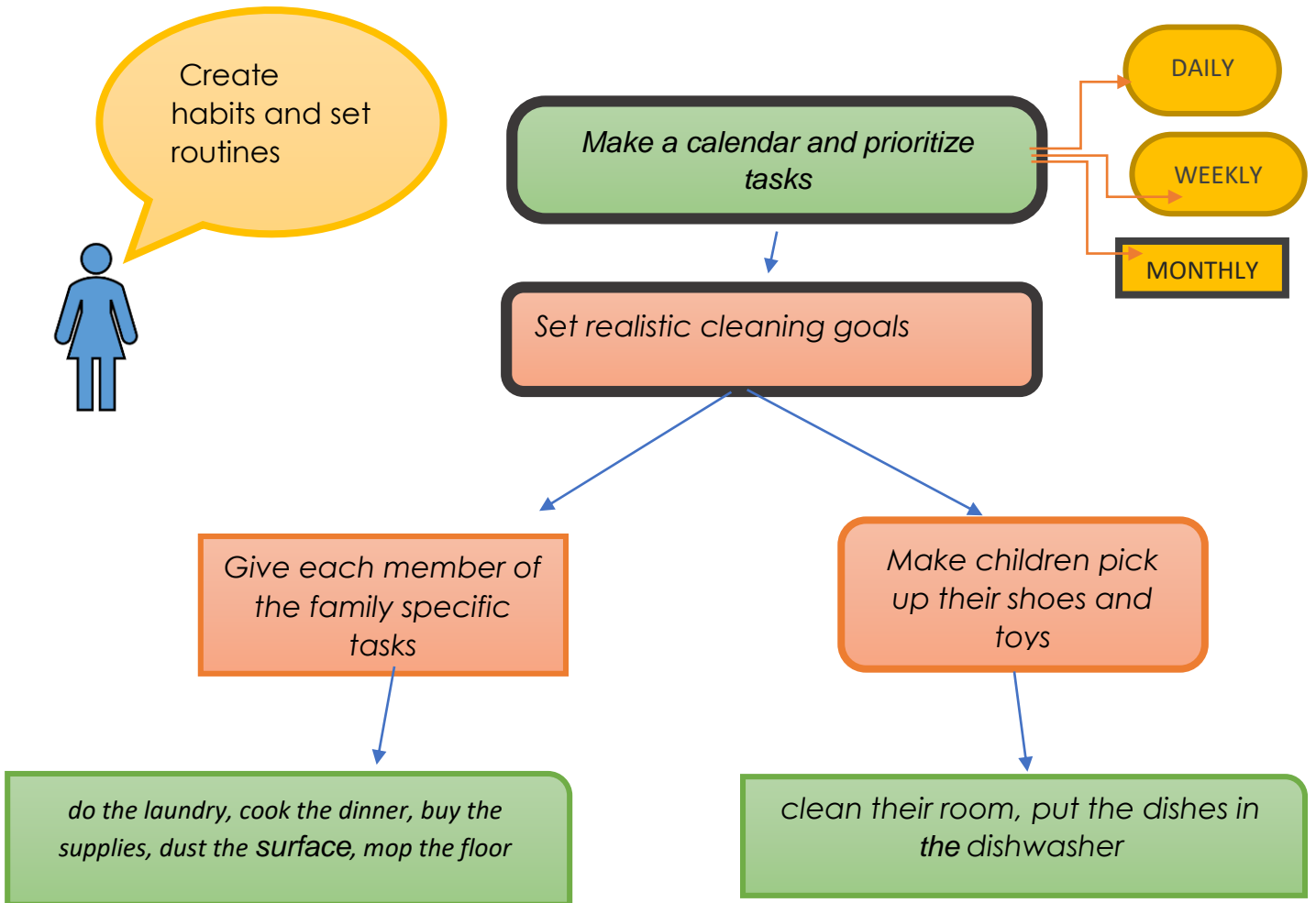
Make list of activities that you do at home to help in family.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## TOPIC EXPLANATION

## Read Carefully Routine to keep a house clean and tidy



## VOCABULARY

Look for the meaning of the following words using an English-Spanish dictionary

▪ Routine.	Members	chaos
▪ household	nightmare	effective
▪ rake	habits	schedule
▪ Tidy	member	overcome
▪ Make bed	dishwasher	commitment
▪ Prioritize	realistic	calendar

## READING COMPREHENSION

### Read carefully



#### ***SOME TIPS TO KEEP A HOUSE CLEAN AND TIDY***

The great majority of the families wait until their house is a complete chaos to begin cleaning. But if they make an effort to schedule daily tasks which are small but very effective to keep the house clean. As long as you follow a routine that allows you to focus on one major section of your home each day, you'll never feel overcome. Keeping a house in order include commitment from the whole family. You have to set a routine to create habits in each member of family. As organizer you have to make a calendar with the different tasks. this calendar has to be divided and classified with those tasks that have to be done daily, weekly and monthly. After that give to each member a task to do. They must be responsible to accomplish it;

Trying to have the house clean and tidy is a hard process, but if you put in practice some of these tips you can be successful

- Clean the kitchen after cooking
- Make children pick up all their toys, clothes, shoes
- Put away everything after used it
- Clean a room at a time
- Follow the tasks scheduled

## ACTIVITY 1

## Read and answer these questions

1. How can you help at home to keep it clean?
2. When a family should clean the house?
3. What steps could you follow to keep clean the house?
4. What do you do if you were in charge of cleaning your house?

## ACTIVITY 2

Complete the calendar with the household chores of your home.

### HOUSEHOLD CHORES CALENDAR

DAILY	WEEKLY	MONTHLY
Make the bed	Clean the room	Clean the windows

## STRUCTURE

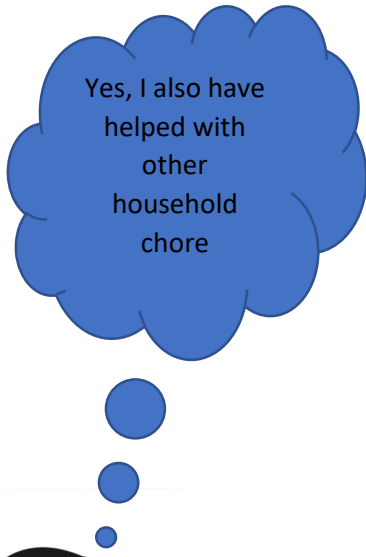
### Verbs Present Perfect Tense

Has\have	Past participle	Example
I, you,	have	You have helped at home this week.
She, he, it	has	Yesenia has worked at the hotel for a year
We, they, you	have	They have done the household chore this week

## ACTIVITY 3

### Use the vocabulary and grammar structure

- Write a dialogue, follow the example:





Circle the words of the vocabulary. Use color ink

### Household Chores

H	O	U	S	E	H	O	L	D	S	M	P	V
N	I	G	H	T	M	A	R	E	C	A	X	D
R	C	M	H	Z	R	R	L	F	H	K	C	M
O	H	E	A	G	M	A	R	C	E	E	P	G
U	A	M	B	Q	T	I	K	W	D		R	E
T	O	B	I	V	I	Y	L	E	U	B	I	T
I	S	E	T	J	D	L	R	I	L	E	O	I
N	G	R	S	D	Y	Z	W	P	E	D	R	J
E	J	S	Q	R	E	A	L	I	S	T	I	C
E	F	F	E	C	T	I	V	E	V	T	T	L
D	I	S	W	A	S	H	E	R	L	X	I	K
L	Y	S	C	A	L	E	N	D	A	R	Z	C
P	O	Q	O	V	E	R	C	O	M	E	E	U

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- |            |           |
|------------|-----------|
| Habits     | Nightmare |
| calendar   | chaos     |
| diswasher  | effective |
| household  | make bed  |
| members    | overcome  |
| prioritize | rake      |
| realistic  | routine   |
| schedule   | tidy      |





# Test Your Knowledge

## Elaborate a chart

Follow the instructions to make the following project.

- ✓ Make a chart with the household chores done for each member of the Family
- ✓ Write sentences with like and dislike

Mother	Father	Boys	Girls

### SENTENCES (Using the chart write sentences)

Like	Dislike
My sister likes to cook the dinner	She dislikes ironing the clothes

## SELF ASSESSMENT

Use the check list to measure your Knowledge.

- Identify a list household chore.
- Write sentences using present perfect and the vocabulary.
- Could write sentences using like and dislike.
- Elaborate a calendar with the household chore (daily, weekly, monthly)
- Help the family with the household chore.



## GLOSSARY

## Read and Practice the Pronunciation



**HOUSEHOLD.** A house and its occupants regarded as a unit.

**TIDY:** Arranged neatly and in order.

**ROUTINE:** A sequence of actions regularly followed; a fixed program

**SCHEDULE:** A plan for carrying out a process or procedure, giving lists of intended events and times.

**REALISTIC:** Having or showing a sensible and practical idea of what can be achieved or expected.

**CHORES:** The everyday work around a house or farm

**COLLABORATE:** To work, one with another; cooperate, as on a literary work:

## I CAN...

## Check list with achievement indicators.

*I can provide information about housing chores I usually like or dislike.*

*I can write about the housing chore he or she usually does*

*I can collaborate and help my family in some household tasks.*

## SUPPLEMENTARY MATERIAL

## TO ENHANCE YOUR KNOWLEDGE ABOUT THE TOPIC

[https://www.google.com/search?q=household+meaning&rlz=1C1GCEA\\_enPA888PA888&oq=house&aqs=chrome.69i59j46j0l2j46j69i60l3.6109j0j4&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=household+meaning&rlz=1C1GCEA_enPA888PA888&oq=house&aqs=chrome.69i59j46j0l2j46j69i60l3.6109j0j4&sourceid=chrome&ie=UTF-8)







## TOPIC 14 EDUCATION

*Education is not exclusively related to the acquisition of knowledge; it also works to create appropriate behavior and to develop technical competency. Education focuses in cultivating skills for a future profession and at the same time, works in mental, moral and cultural perception. But school system is not the unique one in charge of educating children. Family and society take care of education too, in matters of everyday practical living. These two ways of learning are divided in:*

- ✓ *Formal (school system)*
- ✓ *Informal (family values)*

### OBJECTIVES

1. *To build vocabulary related to education.*
2. *To design a picture dictionary using the new words and its definitions.*

**DID YOU KNOW?**

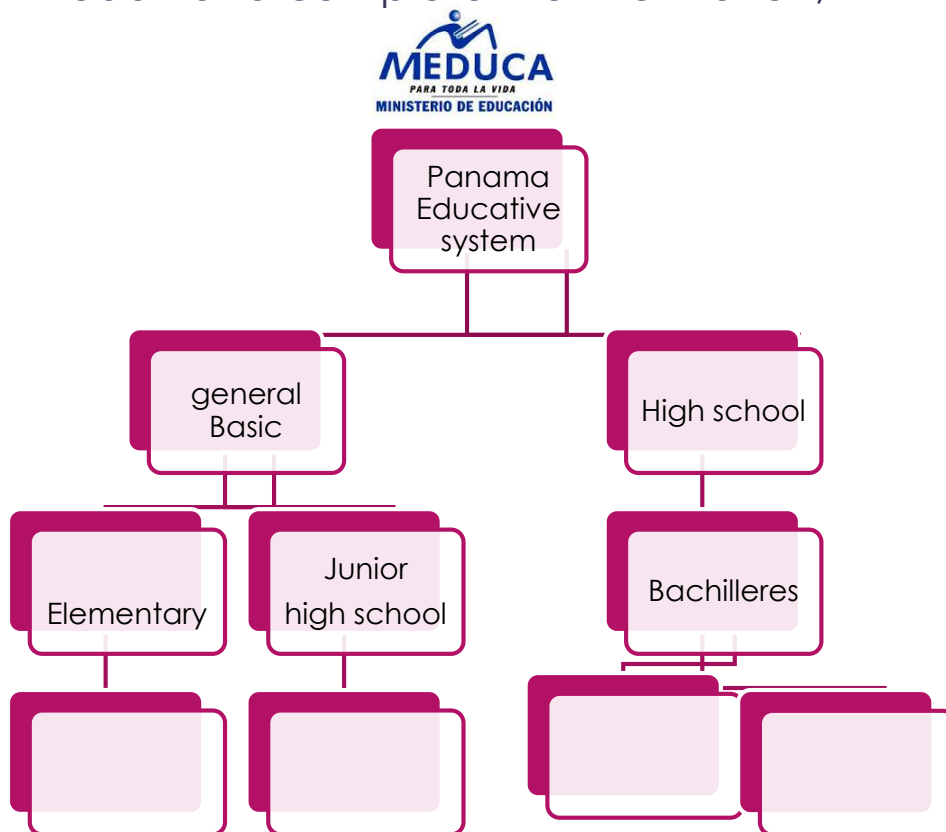


**... Panama educational system is divided in ( 3 ) three levels?**



## Do you know how is built the Panama Educational System?

Read and complete the information,



### TOPIC

### EXPLANATION

## Panamanian Educational System

### Read and discuss

1. *The education system of Panama is divided in Official and Particular one and is ruled by a ministry*
2. *Both are under the same rules and laws established in the Constitution 1972, Chapter V.*
3. *Panamanian education is free and mandatory from pre kinder up the 9<sup>th</sup> grade (General Basic education)*
4. *The government provides students with scholarships and school supplies.*
5. *There is a principal in each school and teachers' staff, administrative and personnel for maintenance of the school structure.*
6. *Scholar centers offer library, cafeteria, gym classes, computer, science lab, area for sports and leisure activities.*

## VOCABULARY

### Let's Enhance our English Knowledge

Look for the meaning of these words and an antonym for each one

<b>Highschool</b>	<b>Freshman</b>	<b>leisure</b>	
<b>Scholarships</b>	Skip class	Dissertation	Conference
<b>Educative System</b>	written test	activities	cafeteria
<b>free</b>	Mandatory	library	

## READING

## Read

## COMPREHENSION

### Panamanian Educational System



Panamanian educational system is free and mandatory for all the citizens and even visitors receive the same service. Our school year is divided in three periods called trimesters, with a break after each one is over. Generally, the class calendar starts at the last two weeks of February and finishes after the first three weeks of December.

There is a great interest in improving the quality of education in the schools, creating new educational programs to develop cultural awareness in the students and promote the acquisition of a second language. Besides, there are a lot of sports activities, academic contests where school community get involved.

Panamanian educational system is controlled by a minister of education who is in charge of the whole educative structure since pre-school up to university. This educative system is divided into three main levels:

- **First Level.** Covers since preschool up to high school
- **Second Level.** Includes the University carriers
- **Third Level** is related to any type of education after the high school diploma

## ACTIVITY 1 Read and complete the statements

1. Panamanian educational system is regulated for the ministry \_\_\_\_\_
2. In what level of the educative system is Highschool \_\_\_\_\_
3. The school year is divided into \_\_\_\_\_ but, this year we will only have \_\_\_\_\_
4. Mention 3 programs organized to improve the quality of education:  
\_\_\_\_\_
5. An important characteristic of the Panamanian educational system.  
\_\_\_\_\_

## ACTIVITY 2

Make a chart with the schools of your province and mark service they offer. (list as many as you can)

SCHOOL NAME	Preschool	Elementary	Junior High School	High School
Instituto Nacional			✓	✓

## STRUCTURE PERFECT TENSE WITH SINCE AND FOR.

### PERFECT TENSE- PRESENT

Has \ have + participle

✓ Robert has written books for two years

Duration, length of time.

✓ The students have studied English since two years ago.

Specific time in the past when the action started

# ACTIVITY 3

## Complete sentences and phrases with the correct form

### A. Write sentences following the example.

Has\have	1. Mary _____ traveled to Europe for many years.
Since\ for	2. I have worked _____ a year at the library.
Has\have	3. They _____ painted the house quickly.
Since \for	3. brother has read books _____ he was a child

# FOR vs. SINCE IN ENGLISH

### B. Write since or for

	✓ 10 years
	✓ March
	✓ Longtime ago
	✓ 4 weeks
	✓ A week ago
	✓ 2004
	✓ May 19
	✓ Last month

**ENGLISH GRAMMAR** **FOR - SINCE**

**SINCE** + point in time (in the past)  
**SINCE** + starting point  
 (and continues until now)

**FOR** + duration of time **NOW**

I have been living in Spain **since** 2012. I have been living in Spain **for** 6 years.

2012 2013 2014 2015 2016 2017 2018

---

**FOR** + period of time  
 + number + time word

When we measure the duration of something or how long it lasts. It has a start point and an end point and can be used in different tenses.

*- I studied English in Ireland **for** 2 years.  
 - I will be there **for** around two months.  
 - We have been married **for** 16 years.*

**FOR**

**SINCE** + starting point  
 + a time / a date

When something started in the past and continues until now. **Since** is mostly used in the present perfect and perfect progressive tense.

*- He hasn't eaten **since** 7 o'clock.  
 - I have been working here **since** June.  
 - We have been married **since** 2002.*

**SINCE**

**for** ten minutes  
**for** eight hours  
**for** five days  
**for** six months  
**for** three years  
**for** two centuries

**since** 8 o'clock  
**since** Monday  
**since** February  
**since** 1982  
**since** I left school  
**since** the end of last century

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## Wordsearch

Circle the word with color

### EDUCATION



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ACTIVITY	CAFETERIA
CONFERENCE	EDUCATION
ELEMENTARY	FREE
LEISURE	LIBRARY
MANDATORY	MINISTRY
PRESCHOOL	SCHOLARSHIP
SKIPCLASS	SYSTEM
TEACHER	WRITTEN





## Test Your Knowledge

**Elaborate a Picture dictionary**  
**Using at least 15 words, select from different weeks**

### INSTRUCTIONS

+Select 15 words different weeks,

+Draw or paste a picture for each one.

+Write the word English-Spanish

### PICTURE DICTIONARY



1. Freshman (*freshmuhN*)

Novato

## SELF ASSESSMENT

### USING THIS CHECK LIST, TEST YOUR PROGRESS.

- ✓ **I LEARNED** about importance of education
- ✓ **I LEARNED** How is built Panamanian educational system
- ✓ **I LEARNED** about perfect tense
- ✓ **I KNOW** how to write sentences with perfect tense
- ✓ **I LEARNED** to take a Picture dictionary





## GLOSSARY

Let's learn new words. Read many times

- **Length:** The measurement or extent of something from end to end; the greater of two or the greatest of three dimensions of a body.
- **Exclusively:** To the exclusion of others; only; solely.
- **Picture dictionary:** A **dictionary** that includes **pictures** to help identify things.
- **Appropriate:** Is defined as something that is right for the purpose. (adjective)
- **Competency:** The ability to **perform** some **task**; **competence**
- **system:** A set of principles or procedures according to which something is done; an organized scheme or method.
- **Perception:** The ability to see, hear, or become aware of something through the senses.
- **Matter:** an affair or situation under consideration; a topic
- **Mandatory:** required by law or rules; compulsory.
- **Awareness:** knowledge or perception of a situation or fact.

## I CAN...

Use this check list to measure your progress

*I can Uses the vocabulary words in sentences using the appropriate grammar.*

*I can Create a web mind map with words related to education and its definitions.*

*I can Elaborate a picture dictionary about the vocabulary words and writes sentences.*

## SUPPLEMENTARY MATERIAL

### Bibliography

Some books for grammar issues

✓ Azar Betty and Hagen Stacy. Understanding and Using Grammar  
4th edition, PEARSON Education. publisher

• Maurer Joy; Focus ON Grammar PEARSON Education. Publisher.



## TOPIC 15 CLIMATE SEASONS IN PANAMA

*There are many countries that go through four seasons: Summer, winter, Fall and autumn; however, Panama as many central American countries has a wonderful tropical and humid climate and its citizens only face two seasons: wet and dry characterized by changeable temperatures throughout the year.*

*The dry season or summertime is plenty of hot sunny days, blue clear sky and a little cool night and some windy afternoon, nice time to enjoy outdoor activities. The wet or rainy season covers six to seven months but with alternate climate. It is possible to have a rainy morning but a hot sunny afternoon. This season is appreciated by agriculture for production purpose.*

### OBJECTIVES

1. To associate time expressions and verbs with different daily activities.
2. To apply correctly the grammar structures in a short paragraph

**DID YOU KNOW?**



**... That Panama country only has two seasons?**



**Make a chart with the characteristics of each climate seasons in Panama and the activities you do during each one.**

Complete using your dictionary

CLIMATE SEASONS	DRY OR SUMMER SEASON	WINTER OR RAINY SEASON
	Hot sunny days	storms
<b>CHARACTERISTICS</b>		
<b>A CTIVITIES</b>		

**TOPIC**

**EXPLANATION**

**Climate seasons around the world. Read aloud**

**Climate season around the world:**

- **Winter:** it is cold, snows in some places, trees lose leaves and it goes from December to March
- **Spring:** it rains and the temperature is warmer., flowers and plants flourished it goes from March to June.
- **Summer.** It is hot with sunny days. erratic rain. It goes from June to September
- **Autumn:** Temperature change again starts raining, trees can lose their leaves. It goes from September to December.
- **Climate season in Panama:**



- **Winter** or rainy season. It goes from May to December it is characterized by rainy days, storms with thunderstorms and the vegetation grows and become green.
- **Summer** or dry Season. It goes from last week of December up to April, sunny days with mostly blue skies.

## VOCABULARY

Look for the meaning of these words

Climate	windy	production
season	tropical	outdoor
Temperature	changeable	moist
winter	characterized	express
autumn	agriculture	leisure

## READING COMPREHENSION

READ CAREFULLY

### Summer or dry season

In Panama dry season or summer “el verano” starts late December a lasted up to April almost after holy week. It is characterized by hot sunny days and many outdoor activities. This season opens with the students’ vacation period. It is very common to see people riding bikes, running, playing in parks, and what are the most relevant outdoor activities of Panamanian: visit beaches, rivers, mountain, resorts, pool and so on to spend a day and have fun in family.

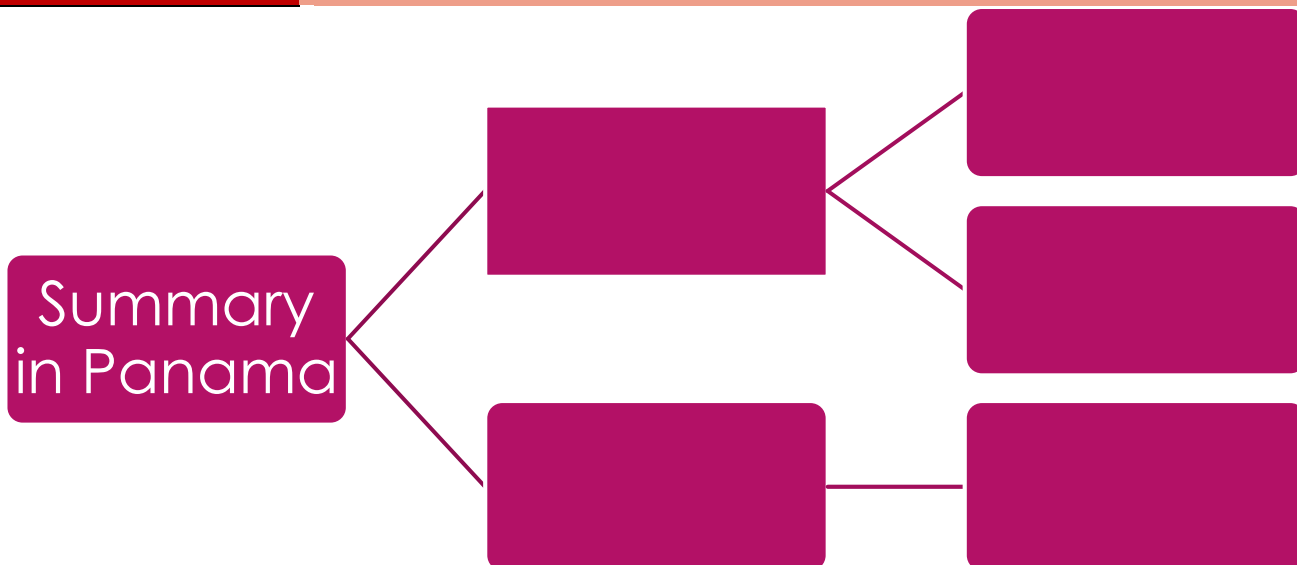
Panama is a place where we can see the sunrise on the Pacific Coast and he Sunset in the Atlantic coast. Our nation has preserved great part of the forest and you can visit here in the same city national parks full of vegetations and wild animals.

We are blessed with a nice weather throughout the year and we can spend time in outdoor activities almost every weekend. But, Summer time is the best to visit other provinces.



## ACTIVITY 1

Make a summary of the reading in the following chart.



## ACTIVITY 2

Design a calendar

write all the activities you did during the past week  
organize what are you going to do in the next week

Make a calendar to organize your activities in fifteen days

Past week and present week. Write the month and the date

Month



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

## STRUCTURE

### Simple Past \ Past Progressive \ Time Expressions Cardinal Numbers

#### SIMPLE PAST

- Use to express an action or state occurring at a general or specific time.
- A general time
- A specific time

- Manuel looked for the right time for a new car.
- Hector painted the book last night.

#### PAST PROGRESSIVE-

- Use this verb tense to express an action that was in progress at any time in the past,

- Sheila was reading the book at that time

#### Cardinal Number

- They are infinite counting numbers

- Robert was reading two books per day.

## ACTIVITY 3

Write sentences in past tense and past progressive using the list of verbs.

Verbs	Simple past	Past progressive
1. read	I read the magazine last Monday	I was reading the book last Monday
2. Bring		
3. choose		
4. forgive		
5. work		
6. walk		
7. explain		
8. dance		
9. sleep		

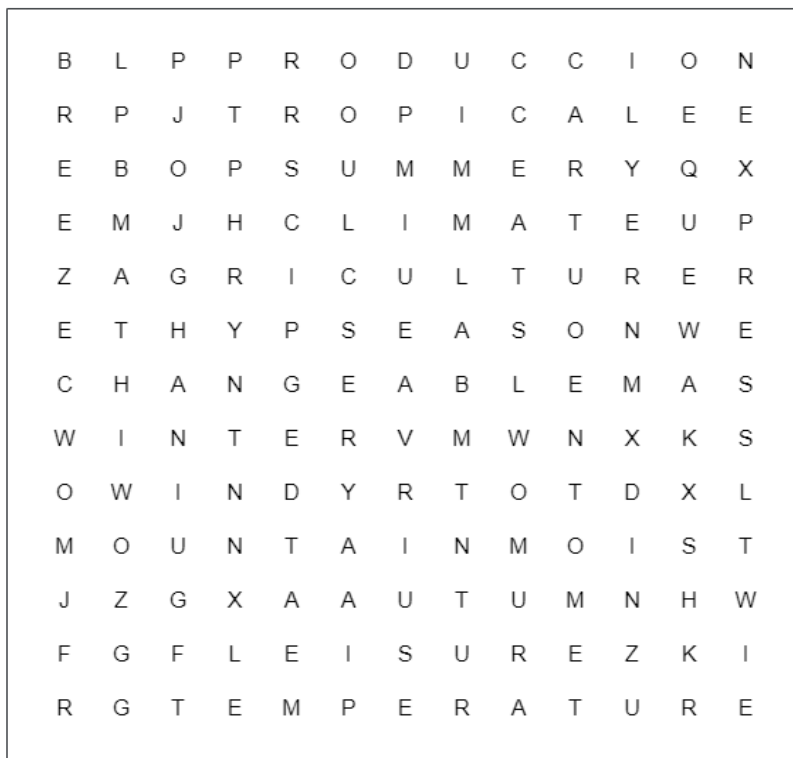
## SELF ASSESSMENT

- I learned to write sentences in past tense and past progressive
- I learned about climate season in other countries.
- I learned about climate season in Panama
- I learned to organize my activities in a calendar



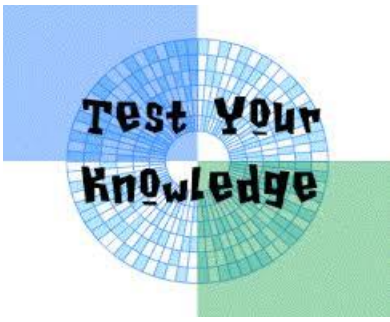
Look for words related to climate. Circle

### CLIMATE



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AGRICULTURE	AUTUMN
BREEZE	CHANGEABLE
CLIMATE	EXPRESS
LEISURE	MOIST
MOUNTAIN	PRODUCCION
SEASON	SUMMER
TEMPERATURE	TROPICAL
WINDY	WINTER



**Make a calendar of activities for next summer**

**Write day by day activities for January**

**2021**

**JANUARY**

sun	Mon	Tue	Wed	thu	Fri	Sat
					<b>1</b>	<b>2</b>
<b>3</b>	4	5	6	7	8	<b>9</b>
<b>10</b>	11	12	13	14	15	16
<b>17</b>	18	19	20	21	22	23
<b>24</b>	25	26	27	28	29	30
<b>31</b>						

- Make a list of activities for each day
- Remember responsibilities at home
- Time for hobbies



## GLOSSARY

Read all these words and write a paragraph

<b>Climate:</b>	The weather conditions prevailing in an area in general or over a long period.
<b>Moist:</b>	Slightly wet; damp or humid
<b>Leisure:</b>	Use of free time for enjoyment
<b>Season:</b>	Each of the four divisions of the year (spring, summer, autumn, and winter) marked by particular weather patterns and daylight hours.
<b>Outdoor:</b>	done, situated, or used out of door
<b>Changeable:</b>	Irregular; inconstant.
<b>Windy:</b>	of weather, a period of time, or a place) marked by or exposed to strong winds
<b>Temperature:</b>	The degree or intensity of heat present in a substance or object,
<b>Agriculture:</b>	the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals
<b>Tropical:</b>	De los trópicos o que tiene relación con esta región de la Tierra

## I CAN...

Check with this list your progress

- List down daily and monthly activities using a calendar
- Ask for and gives information about personal daily activities and routine
- Write a short paragraph expressing frequency of leisure time activities with correct grammar and syntax



## SUPPLEMENTARY MATERIAL

Websites to reinforce your knowledge

[https://www.google.com/search?q=seasons+in+panama&rlz=1C1GCEA\\_enPA888A888&oq=sea&aqs=chrome.1.69i59l2j69i57j46j0j69i60l3.10473j0j4&sourceid=chrome&ie=UTF-](https://www.google.com/search?q=seasons+in+panama&rlz=1C1GCEA_enPA888A888&oq=sea&aqs=chrome.1.69i59l2j69i57j46j0j69i60l3.10473j0j4&sourceid=chrome&ie=UTF-)

## ANSWER KEY

### TOPIC 1 GREETING

<b>ACTIVITY 1</b> 1. A 2. B 3. C	<b>ACTIVITY 2</b> 1. Good Morning 2. Hello 3. Good Afternoon 4. Good Evening 5. Bye 6. Good Night	<b>ACTIVITY 3</b> 1. AM      7. Is 2. ARE     8. Are 3. IS       9. Is not 4. ARE     10. Are 5. THEY    11. Are 6. AM      12. IS	<b>ASSESSMENT</b> 1. Am 2. New 3. Nice 4. Where 5. From 6. Are 7. <b>JUST</b> 8. <b>KNOW</b> 9. <b>WITH</b> 10. <b>TOO</b> 11. <b>SURE</b> 12. <b>WE'RE</b>
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### TOPIC 2 INTRODUCING MYSELF AND OTHERS

<b>ACTIVITY 1</b> 1. T      6. F 2. T      7. T 3. F      8. F 4. F      9. F 5. T      10. T	<b>ACTIVITY 2</b> 1. G      6. C 2. E      7. A 3. B      8. D 4. H 5. F	<b>ACTIVITY 3</b> 1. He's      6. She's 2. You're    7. I'm 3. It Isn't    8. We're 4. You're    8. We aren't 5. They're    10. It's
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### TOPIC 3 PERSONAL INFORMATION

<b>ACTIVITY 1</b> Answer will vary	<b>ACTIVITY 2</b> Answer will vary	<b>ACTIVITY 3</b> 1. A 2. B 3. B 4. C 5. A	<b>ASSESSMENT EXAMPLE 2</b> What is your name? What is your address? How old are you? What is your occupation? What is your language? What is your phone number?
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### TOPIC 4 LEAVE TAKING

<b>ACTIVITY 1</b> 1. Informal ... 2. To have dinner 3. Roka Restaurant 4. Seven 5. Hi/Hey – See You	<b>ACTIVITY 2</b> ALL OPTIONS ARE POSSIBLE FOR ACCEPTING OR REJECTING EX. 2 Would you like to go to the karaoke? Thank you, I'd love to	<b>ACTIVITY 3</b> 1. in/in      6. on/at 2. on          7. in/at/in 3. in          8. on/in 4. on          9. in 5. in          10. in/at
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### TOPIC 5 ECOLOGY

<b>ACTIVITY 1</b> 1. B 2. A 3. C 4. B 5. A 6. answer will vary	<b>ACTIVITY 2</b> ANSWER WILL VARY	<b>ANSWER 3</b> A- Answer will vary B- 1. shouldn't 2. should 3. shouldn't 4. should 5. should 6. shouldn't 7. should 8. shouldn't
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# RESOLUTIS

Check the number of points you have and see if you are GREEN!

A → 2 points    b → 1 point    c → 0 point (except question n°12)

<p style="font-weight: bold; margin: 0;">From 18 to 24</p> <p style="font-size: 0.8em; margin: 0;">Congratulations, you are making real good efforts to help save our planet. Keep up the good work!</p>	<p style="font-weight: bold; margin: 0;">From 9 to 17</p> <p style="font-size: 0.8em; margin: 0;">Well, you should do better, the environment is not really your priority but you can improve, can't you!</p>	<p style="font-weight: bold; margin: 0;">Below 9</p> <p style="font-size: 0.8em; margin: 0;">No, no, no!! That's not possible, you should definitely do a lot more to leave an acceptable environment to your children and grandchildren!</p>
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## TOPIC 6 NATURAL RESOURCES

ACTIVITY 1: 1.A 2.B 3.C 4.A	ACTIVITY 2: Renewable (trees, water, animals, sun, wind energy, wood, air). Non-renewable (oil, petroleum, coal, nuclear energy, gas natural).	ACTIVITY 3: 1. We should conserve our natural resources. 2. People have to take care of water. 3. Panamanian should protect wild animals. 4. The sunlight must help the plants to grow.
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## TOPIC 7 CONSERVATION POLICIES

ACTIVITY 1: • Answers vary	ACTIVITY 2: • Project	ACTIVITY 3: • Answers vary
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## TOPIC 8 CAUSES, EFFECTS AND PREVENTION OF ENVIRONMENTAL POLLUTION

ACTIVITY 1: 1. True 2. b 3. b 4. 4.	ACTIVITY 2: 1. so 2. or 3. but 4. and 5. because 6. but	ACTIVITY 3: Answers vary
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## TOPIC 9 HEALTHY HABITS

ACTIVITY 1: • Answers vary	ACTIVITY 2: • Project	ACTIVITY 3: • Answers vary
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## TOPIC 10 HEALTH PROBLEMS /THE IMPACT OF A GOOD HEALTH

ACTIVITY 1: 1. Junk food 2. Obesity 3. Fried food 4. Raise bad cholesterol 5. Money 6. Margarine 7. Eat out in restaurants	ACTIVITY 2: • Project	ACTIVITY 3: Answers vary
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**TOPIC 11. HOLYDAYS FESTIVALS AND CELEBRATIONS**

<p>Activity #1</p> <p>Answer the questions Reading Comprehension</p> <ol style="list-style-type: none"> <li>1. Orange festivals and Pineapple fair</li> <li>2. Parades, games</li> <li>3. Toys, book, shoes</li> <li>4. Corpus Christy,</li> <li>5. Manito and La Pollera festivals</li> <li>6. San Antonio de Paula, san Isidro Labrador.</li> </ol> <p>(These answers vary according to the province)</p>	<p>Activity # 2</p> <p>Complete the dialogue</p> <ol style="list-style-type: none"> <li>1. November 28<sup>th</sup></li> <li>2. Music band contest</li> </ol> <p>Optional. You can enlarge the dialogue.)</p>	<p>Activity#3</p> <p>Identify the clauses</p> <ol style="list-style-type: none"> <li>1. Noun clause</li> <li>2. Adjective clause</li> <li>3. Noun clause</li> <li>4. Adjective clause</li> <li>5. Adjective clause</li> <li>6. Adjective clause</li> <li>7. Noun clause</li> </ol>
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**TOPIC 12. PANAMANIAN CULTURAL HERITAGE**

<p>Activity #1</p> <p>Answer the questions</p> <ol style="list-style-type: none"> <li>1. Sancocho, fried pork , tamales</li> <li>2. Bollos, chicheme</li> <li>3. Color head ornaments (tembleques) leather shoes (cutarras)</li> <li>4. La pollera y El Montuno</li> </ol> <p>Sandoval’s brother- La gallina fina. Ulpiano Vergara-Gotitas de Amor</p>	<p>Activity #2</p> <p>Write a paragraph about a tradition</p> <p>Title. 2 pts Punctuation. 3pts Content (5pts) (It is optional) you can design your criteria.</p>	<p>Activity #3</p> <p>Write sentences expressing like and dislike.</p> <ul style="list-style-type: none"> <li>• Apply your rubric in the projects designed</li> </ul>
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**TOPIC 13 HOUSEHOLD CHORES**

<p>Activity #1</p> <p>Answer the questions</p> <ol style="list-style-type: none"> <li>1. I can do some chores do my room, clean the windows.</li> <li>2. The families wait until their house is a complete chaos to begin cleaning</li> <li>3. set a routine.</li> </ol> <ul style="list-style-type: none"> <li>• make a calendar with the different tasks</li> <li>• give to each member a task to do</li> <li>• Open answer (students answers with their own ideas)</li> </ul>	<p>Activities # 2</p> <p>Make a calendar for household chores.</p> <ul style="list-style-type: none"> <li>• Make a list of five (5) daily activities to keep the house clean.</li> <li>• Write down five (5 ) chores that can be done weekly.</li> <li>• Write down (5) five cleaning activities that can be done monthly.</li> </ul> <p>(Discuss with your family if they agree with your choice</p>	<p>Activity #3</p> <p>Students can enhance the dialogue using the grammar structure and words from the vocabulary.</p>
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**TOPIC 14 EDUCATION**

<p>Activity #1</p> <p>Read and complete the statements.</p> <ol style="list-style-type: none"> <li>1. By the ministry of education Maruja Gorday.</li> <li>2. First Level</li> <li>3. Three trimesters, two trimesters</li> <li>4. A second language, academic contests, cultural program</li> </ol>	<p>Activity #2</p> <p>A. Complete sentences and phrases .</p> <ol style="list-style-type: none"> <li>1. Has</li> <li>2. For</li> <li>3. Have</li> <li>4. Since</li> </ol>	<p>B. Complete Since\for</p> <ol style="list-style-type: none"> <li>1. for</li> <li>2. since</li> <li>3. since</li> <li>4. for</li> <li>5. since</li> <li>6. since</li> <li>7. since</li> <li>8. since</li> </ol>
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**TOPIC 15. SEASONS, WEATHER AND CALENDAR**

<p>This week students have projects.</p>
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