



REPÚBLICA DE PANAMÁ
— GOBIERNO NACIONAL —

MINISTERIO DE
EDUCACIÓN

Guía de autoaprendizaje DE INGLÉS | 8^o



AUTORIDADES

S. E. Maruja Gorday de Villalobos

Ministra de Educación

S. E. Zonia Gallardo de Smith

Viceministra Académica

S. E. José Pío Castillero

Viceministro Administrativo

S. E. Ricardo Sánchez

Viceministro de Infraestructura

Equipo Directivo del Ministerio de Educación

Ricardo Alonzo Vaz Wilky – Secretario General

Guillermo Alegría - Director General de Educación

Victoria Tello – Subdirectora General de Educación Académica

Anayka De La Espada – Subdirectora General Administrativa

Lizgay Girón – Directora Nacional de Educación Básica General

Carmen Reyes – Directora Nacional de Currículo y Tecnología Educativa

GUÍA DE APRENDIZAJE Inglés – Octavo grado

Nombre del estudiante

Centro Educativo:

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



LAVA TUS MANOS CON
JABÓN FRECUENTEMENTE



QUÉDATE
EN CASA

Equipo Coordinador

Raquel Rodríguez
Asesora del Despacho Superior

César Castillo
Subdirector Nacional de Currículo y Tecnología Educativa

Karla Fischbach de Becerra
Especialista Técnico

Rufino Rodríguez Tuli
Apoyo Técnico Curricular

Wilmer Salinas
Seguimiento y Apoyo Tecnológico

Aracelis Agudo
Coordinadora de Diagramación

Equipo de producción y revisión	Equipo de Diagramación e Ilustración
Miguel Ángel García Supervisor de Inglés	Diana Tobar (UP) Diana Aguilar (UP) Ana Turner (UP) Diseño de Portada Ilustraciones - Freepik.com
Anita Barría Coordinadora Académica	Miguel García Creación de actividades Ilustraciones – Google Imágenes
Leónidas Antonio Espinosa Coordinador Académico	Anita Barría Creación de actividades Ilustraciones – Freepik.com
Jackeline Ellis Instructora Académica	Leónidas Espinosa Creación de actividades Ilustraciones – Google imágenes

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

Ministra de Educación

TABLE OF CONTENT

WEEKS 1, 2, 3: Types of Family Structure

WEEKS 4, 5, 6: Family Values

WEEKS 7, 8, 9: Family Activities during the COVID-19 Lockdown

WEEKS 10, 11: Family Issues

WEEKS 12, 13: People and Places in the school

WEEK 14, 15, 16: Community and Country

WEEKS 17, 18, 19: People and their Economic Activities in Panama

WEEKS 20, 21, 22: Panamanian Ethnicities

WEEKS 23, 24, 25: Main Occupations of People in Panama

WEEKS 26, 27: Educational System Authorities

WEEKS 28, 29: Educational System in Panama

WEEKS 30, 31: Secondary Educational System

WEEKS 32, 33, 34: Pollution

WEEKS 35, 36, 37: Sports in Panama

WEEKS 38, 39, 40: Technology

Answer Sheet

Infography

TYPES OF FAMILY STRUCTURES



WEEKS 1, 2, 3

TYPES OF FAMILY STRUCTURE

There are different types of families in our society. The role of each family member is important because it provides love, economic support and values.

The most common types of families are:

- ✓ Nuclear Family
- ✓ Extended Family
- ✓ Single Family
- ✓ Childless Family
- ✓ Step Family
- ✓ Grandparents Family

OBJECTIVES

1. To identify and share family differences in the community and country in a written or oral way.
2. To describe the kind of family each student has.

DID YOU KNOW?

...that families are the most important group in the society?



Can you remember some of the Types of Families in English?

Write three Types of Family Structures you know in English

1. _____
2. _____
3. _____

TOPIC EXPLANATION

READ CAREFULLY AND PRACTICE

There are six types of Families Structures:



Single-Family



Childless family



Nuclear Family



Grandparent Family



Extended Family



Step Family

Remember, when your grandparents get older they need special care, love and attention.

VOCABULARY

Look up the meaning of these words in your English-Spanish dictionary.

- ✓ Society
- ✓ values
- ✓ nuclear family
- ✓ extended family
- ✓ childless family
- ✓ economic support
- ✓ structure
- ✓ adopted children
- ✓ couple
- ✓ single family
- ✓ biological children
- ✓ remarriage
- ✓ adulthood
- ✓ step-family
- ✓ grandparent family

READING COMPREHENSION

READ CAREFULLY

TRADITIONAL FAMILIES

There are different types of families in our society. The **role** of each family member is important because it provides love, **economic support**, and **values**. There are six types of **family structures** and each one teach each other, serve one another, and **share** life's joys and sorrows.

When we describe a family we always think about parents and kids, but it is not true. For example, in **nuclear families**, some have many children while others have only one. Some have biological children, and others have adopted children. In an **extended family**, there are grandparents, aunts, uncles living together in the same house. Sometimes grandparents raised their grandchildren instead of their parents, this type of family is a **grandparent family**. when only one adult mother or father is raising children it is a **single-parent family**. It can happen because of parent divorces or death. Sometimes young couples choose not to have children or they are not able to have children, but they have a family, they are **childless family**. When

divorced or widowed person **remarriage** and they have children and decide to live together it is a **step-family**.

The six types of families are part of the society and contribute with the support they give to their families' members. All types of family structure are important and each one of them have their own characteristics and roles in their family groups to promote, support the physical, social and intellectual development from infancy to **adulthood**.



Read carefully several times then answer the following questions

1. What is the title of the reading?

2. What is the role of the family according to the reading?

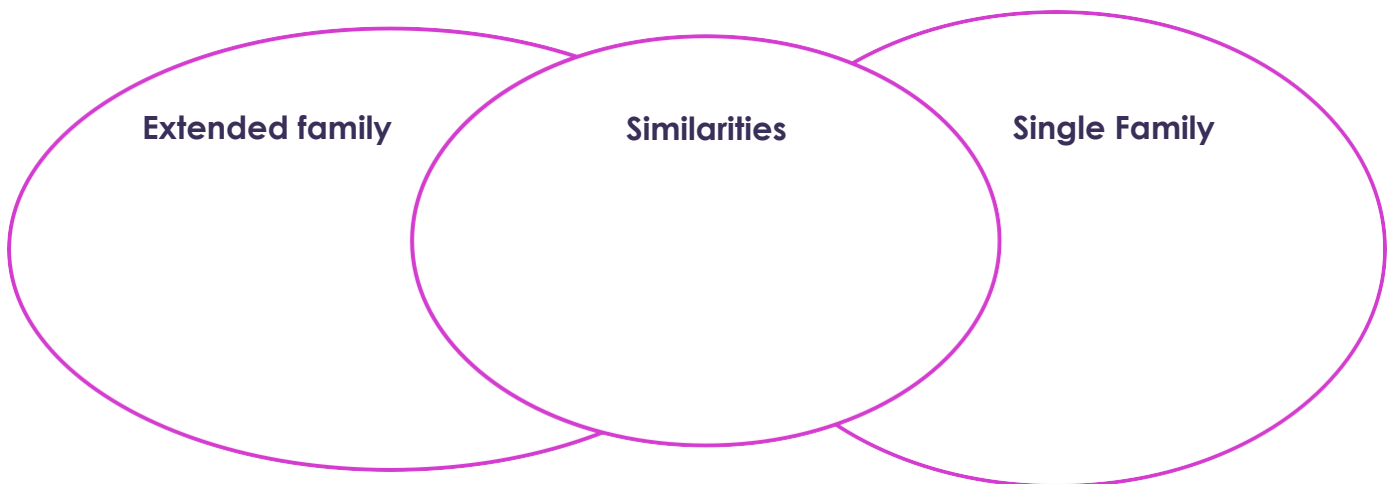
3. What are the characteristics of an extended family?

4. What are the characteristics of a nuclear family?

5. Mention the different types of family structures:

Write the similarities and differences about the Following

Types of Families:



What type of family do you have?

I have a _____.

There are _____ people in my family.

STRUCTURE SIMPLE PRESENT –WH QUESTION

Talking about types of family structures

I You	Have	Nuclear family Extended family
He she	Has	Single family Childless family
We You They	Have	Step family Grandparent family

Questions	Affirmative	Negative
Do you have a nuclear family?	Yes, I do.	No, I don't.
Does she have an extended family?	Yes, she does.	No, she doesn't.
Does he have a grandparent family?	Yes, he does.	No, he doesn't.

What kind of family **do you** have?

I have a single family

What kind of family **does she** have?

She has a grandparent family.

ACTIVITY 3

Complete the sentences with the appropriate verb form



What kind of family do they have?

They have _____ extended family.



What kind of family does he have?

He _____ grandparent family.



What kind of family does she have?

She _____ nuclear family.

What kind of family do you have? I _____



FIND THE WORDS BELOW

FAMILY STRUCTURES

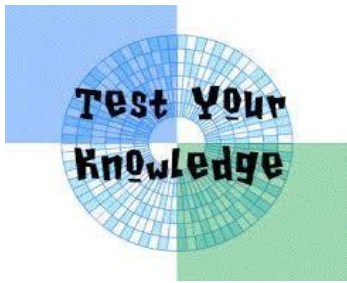
A	A	R	U	A	Z	X	L	B	V	K	U	J	B	S	
D	D	S	U	P	P	O	R	T	P	M	E	N	K	M	
U	O	O	I	B	S	S	E	L	D	L	I	H	C	D	
L	P	E	E	R	O	L	E	S	E	U	L	A	V	T	
T	T	R	R	S	I	N	G	L	E	I	B	P	T	W	
H	E	V	U	S	E	P	O	T	G	T	J	J	V	Y	
O	D	C	T	U	T	D	E	D	N	E	T	X	E	L	
O	C	T	C	Z	L	K	D	H	S	O	Q	T	R	I	
D	H	S	U	F	C	J	P	J	O	N	M	L	Y	M	
V	I	J	R	K	R	W	H	O	Z	H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

ADOPTED ADULTHOOD BIOLOGICAL

CHILDLESS CHILDREN EXTENDED FAMILY

GRANDPARENT ROLE SINGLE STEP

STRUCTURE SUPPORT VALUES



FOLLOW THE INSTRUCTIONS TO MAKE YOUR PROJECT

TRADITIONAL FAMILIES IN MY COUNTRY

Make a poster of three traditional families in your neighborhood

Example

She has a single family

She **has** two kids.

There are four people in her family.



Traditional Families in my Neighborhood

- ✓ Use **pictures or drawings** to represent the types of families you choose.
- ✓ Write three sentences about your poster.
- ✓ Underline the types of families
- ✓ Use the correct form of the verb **have**.
- ✓ **Write two** characteristics of the Family.

SELF ASSESSMENT CHECK LIST

- Write the names of the types of Family Structures.
- Use capital letters where needed.
- Use the given structure correctly.
- Use real information that represent the types of family.
- Express creativity.

GLOSSARY

READ ALOUD

Values:	A person's principles or standards of behavior.
Parents:	A father or mother.
Single:	Only one parent.
Economic:	Concerned with the organization of the money.
Family :	A group consisting of parents and children.
Role:	Obligations, beliefs, and norms in a social situation.
Family structure:	It describes the members of a household.
Biological child:	Any child conceived.
Adopted child:	Become a true child by legal action.
Share:	Give part of food or money to someone else.

I CAN...

Check () things you learned

- I can talk about my family.
- I can ask someone about his or her type of family.
- I can distinguish different types of families.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<https://dictionary.cambridge.org/es/>

FAMILY VALUES



WEEKS 4, 5, 6

FAMILY VALUES

Values help you make good decisions if you take time to reflect on your plans and your personal behavior. When they are synchronic and work together you can accomplish great things, do not forget to include them in your list:

- ✓ empathy
- ✓ respect
- ✓ solidarity
- ✓ obedience
- ✓ love

OBJECTIVES

1. To identify the different values and routines performed by each member of the family during quarantine time.

**DID
YOU
KNOW?**

...that
sometimes
behaviors can
bring peace or
sorrow?



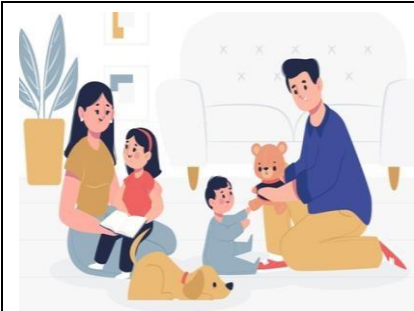
WRITE A SENTENCE
WHAT VALUES MATTER TO YOU AND WHY?

Write five VALUES you know in English.

1. _____
2. _____
3. _____
4. _____
5. _____

**TOPIC
EXPLANATION**

READ CAREFULLY AND PRACTICE
Let's see some values we can practice everywhere



PATIENCE



HONESTY



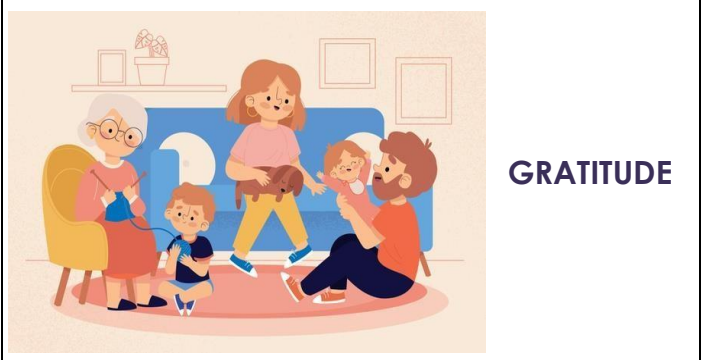
RESPECT FOR OTHERS



LOVE



OBEDIENCE



GRATITUDE

VOCABULARY

Look up the meaning of these words in your English-Spanish dictionary.

✓ Charity

✓ honesty

✓ empathy

✓ patience

✓ research

✓ obedience

✓ adopt

✓ responsibility

✓ behavior

✓ acquire

✓ work on

✓ gratitude

✓ kindness

✓ respect for others

✓ sorrow

READING COMPREHENSION

READ CAREFULLY

ADOPTING GOOD HABITS



Family values are personal code of conduct. Parents pay attention to them because they allow you both peace and **respect**. Parents decide what values they want children to **acquire** because if they do not teach values at home, children will learn or **adopt** the values of others. It is important to have a list of family values and qualities, which are important to learn and **work on** now that you are at home taking advantage of the quarantine.

Families should learn and adopt values such as charity, patience, honesty, love, obedience, gratitude, respect for others, responsibility, empathy and kindness.

According to **research** done by scientists' children determine their values in the first ten years of age. Those values become a habit and definitely rule their behavior. Those behavior bring whether peace or sorrow. A child is a product of a family and it is reflected in his or her behavior and values. Besides, the family represents a certain type of environment where children can find support, love and security. Family values are based on the relationship of affinity and touch mostly feelings, emotions and interests established on respect of people living together in any type of a family structure.

ACTIVITY 1

READING COMPREHENSION

After reading several times, answer the following questions.

1. What is the title of the reading?

2. What values are more familiar to you?

3. What happens if parents do not teach values to their children?

4. What is the appropriate age to teach values to children?

5. What values are you planning to put into practice from now on?

ACTIVITY 2

COMPLETE THE CHART

WHAT **VALUE** IS SHOWN IN THE FOLLOWING PHRASES

PEOPLE REACTION	VALUES
Give someone groceries and medicine .	
Stay at home and wash ones hands.	
Listen to the parents.	
Tell the true .	
Help at home.	
Take care of adults at home .	

STRUCTURE

PRESENT CONTINUOUS STATEMENTS

Subject ► + Verb to **be** ► + Verb-**ing**

Statements	Negatives	Spelling Rules
I am cooking	I'm not cooking	Cook – cooking
You are playing games	You're not playing games	Play – playing
He is watching a game	He's not watching a game	Watch – watching
She is helping	She's not helping	Help – helping
We are studying	We're not studying	Study – studying
You are reading a book	You're not reading a book	Read – Reading
They are running	They're not running	Run – running



HE **IS TAKING** ONLINE CLASSES

HE **IS LEARNING** A NEW LANGUAGE.

ACTIVITY 3

PRESENT CONTINUOUS / QUESTIONS

WHAT ARE YOU DOING THESE DAYS?	YES / NO QUESTIONS AND ANSWERS
What are you doing these days? I'm learning to cook.	Are you doing something special these days? Yes, I am . / No, I'm not .
What class is Luis taking ? He's taking music class.	Is he taking math class? Yes, he is . / No, he's not /No, he isn't
Where are they studying ? They're studying online	Are they taking guitar lesson? Yes, they are . / No, they're not / No, they aren't



What **is** he **doing** these days?

He _____ (take online classes).



What **are** they **doing** these days?

They _____ (work).

What are you doing these days? I _____.



FIND THE WORDS BELOW

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

Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

SOLIDARITY
QUARANTINE
OBEDIENCE
GROCERIES
TOLERANCE
NEIGHBORS
MEDICINE

CLEANING
PLAYING
WORKING
EMPATHY
PERFORM
RESPECT
FIXING

CHORES
VALUES
ROLES
LOVE

READ THE INSTRUCTIONS TO
MAKE THE FOLLOWING PROJECT

WHAT ARE THEY DOING?

THIS IS MY PROJECT



I **am** in the park.
A boy **is playing**
football.
A **girl is riding a** bike
A couple **is walking** on
the street.
They are **honest**

IN THE REAL WORLD

- ✓ Go to the store close to you
- ✓ Go to a park close to your house
- ✓ Observe hard worker or busy people
- ✓ WHAT **ARE PEOPLE DOING?**
- ✓ WRITE ABOUT THEM
- ✓ Use pictures or drawings to illustrate your project

SELF ASSESSMENT CHECK LIST

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

- Write sentences using the structures correctly.
- Use singular and plurals pronouns in the sentences.
- Use creativity to write the title of the project.
- Identify values when observe people doing things.
- Include some values when write sentences.

GLOSSARY

READ ALOUD

Tolerance: the act of allowing something.

Obedience: submission.

Groceries: the food and supplies sold by a grocer.

Quarantine: a state of enforced isolation.

Chores: a routine task or job.

Behavior: the way in which someone conducts oneself.

Develop: to make active or promote the growth of.

Empathy: being sensitive to.

Environment: conditions by which one is surrounded.

Research: the collecting of information about a particular subject.

I CAN...

CHECK () THE THINGS YOU LEARNED

- I can identify values.
- I can describe what people are doing right now.
- I can describe what people are doing these days.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<https://www.youtube.com/watch?v=xKMJcLQfM98>

www.merriam-webster.com

FAMILY ACTIVITIES DURING THE COVID -19



WEEKS 7, 8, 9

FAMILY ACTIVITIES DURING THE COVID-19 LOCKDOWN

Families around the world are suffering because of the pandemic, but they are looking for some strategies to have fun with responsibility during the time they have to stay at home. Some of these activities are divided in three categories:

- ✓ Household chores
- ✓ Entertainment
- ✓ Games

OBJECTIVES

1. To classify family activities during the COVID-19 lockdown and enjoy this time with the family.
2. To collaborate with family activities during the lockdown.

**DID
YOU
KNOW?**

...that

**switching to
online classes
is an
example of
physical
distancing?**



Think about two activities that you could do at home with your family during the lockdown

1. _____
2. _____

TOPIC EXPLANATION

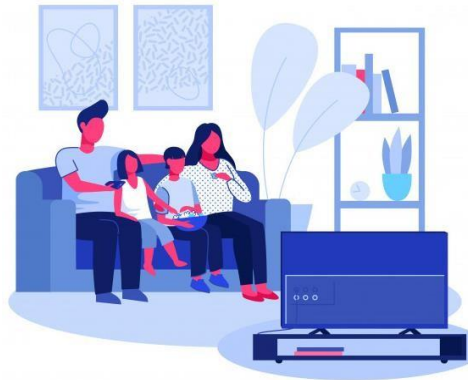
READ CAREFULLY AND PRACTICE



HOUSEHOLD CHORES

Do the laundry

She **does** the laundry.



ENTERTAINMENT TIME

Watch movies

They **watch** movies.



GAMES

Play video games

They **play** video games.



VIRTUAL OR DISTANCE LEARNING

Online classes

He **takes** online classes.

VOCABULARY

Look up the meaning of these words in your English-Spanish dictionary.

- | | | | |
|--------------|-----------------|------------|-----------|
| ✓ accomplish | ✓ cancellations | ✓ chores | ✓ cruises |
| ✓ reinforce | ✓ enthusiastic | ✓ goals | ✓ spread |
| ✓ pandemic | ✓ quarantine | ✓ on line | ✓ reflect |
| ✓ lifestyle | ✓ lonely | ✓ disease | ✓ learn |
| ✓ physical | ✓ remember | ✓ possible | ✓ review |

READING COMPREHENSION

READ CAREFULLY

KEEPING PHYSICAL DISTANCE



Panamanian people are very enthusiastic, funny and friendly. They usually celebrate different activities in the capital as well as in all the provinces. But we are facing a pandemic that forces people to practice social and physical distancing to avoid coronavirus. The cancellations of sports events, schools, cruises, festivals and other gatherings are helping to stop or slow down the spread of the disease.

When people hear the word quarantine they think about the long list of things they are not allowed to do during this time. But it is time to take care of yourself and think about all the opportunities this lifestyle is offering now. First of all, it makes you happy instead of sitting around feeling lonely. It is time to learn new things, review and reinforce old practices to improve the things you do not have time to do during a regular time.

Make a list of positive and possible things you can do at home with your family or by yourself. You can reflect about the goals you have to accomplish in the coming year. Remember that remaining inside your home is a good way to protect yourself and your family.

ACTIVITY 1

READING COMPREHENSION

After reading several times, answer the following questions.

1. What is the title of the reading?

2. What activities are closed to avoid spreading the disease?

_____, _____,

_____, _____

3. What do you have to do during this particular time that you are at home?

4. How do you keep your physical distance?

5. Why do you need to keep physical distance?

ACTIVITY 2

COMPLETE THE CHART







Look up the meaning of **Social distancing** and **Physical distancing** in your dictionary, write examples of things you **Can Do** under the heading. You can add your own examples.

Social distance	Physical distance
<ul style="list-style-type: none">✓ SEND MESSAGES✓	<ul style="list-style-type: none">✓ STAY SIX FEET AWAY...✓

STRUCTURE		SIMPLE PRESENT STATEMENTS	
AFFIRMATIVE	NEGATIVE	YES / NO QUESTIONS	WH QUESTIONS
I make the bed.	I don't make the bed.	Do you make the bed? Yes, I do . / No, I don't .	What do you do at home?
You play bingo.	You don't play bingo.	Do you play bingo? Yes, I do . / No, I don't .	What do you do at home?
She cooks dinner.	She doesn't cook dinner.	Does she cook dinner? Yes, she does . / No she doesn't .	What does she do at home?
He does the laundry.	He doesn't do the laundry.	Does he do the laundry? Yes, he does . / No, he doesn't .	What does he do at home?
We watch movies.	We don't watch movies.	Do you watch movies? Yes, we do . / No, we don't .	What do you do at home?
They read books.	They don't read books.	Do they read books ? Yes, they do . / No, they don't .	What do they do at home?
contractions	Don't = do not	Doesn't = does not	

ACTIVITY 3 COMPLETE THE SENTENCES

What do they do at home? Use the pictures to write your sentences

 <p>Wash the dishes</p> <p>They _____ _____.</p>	 <p>Feed the dog</p> <p>He _____ _____.</p>
 <p>Do exercise</p> <p>She _____ _____.</p>	 <p>Play the guitar</p> <p>She _____ _____.</p>
 <p>Play board game</p> <p>They _____ _____.</p>	 <p>Cook</p> <p>She _____ _____.</p>

ABOUT YOU

What do you do for fun? I _____ for fun.



FIND THE WORDS BELOW

ACTION WORDS

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

Find the following words in the puzzle.

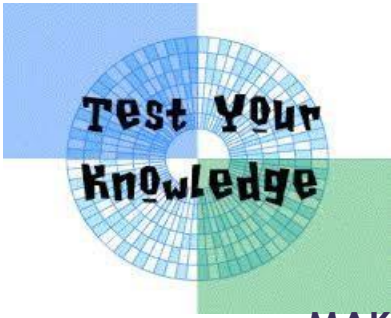
Words are hidden → ↓ and ↘ .

PREVENT
LISTEN
CREATE
SEARCH
WRITE
STUDY
CHECK
CLEAN

WATCH
BRUSH
READ
PLAY
TAKE
WASH
FEED
COOK

HAVE
WALK
WORK
LOOK
HELP
SAVE
MAKE
EAT

GET



FOLLOW THE INSTRUCTIONS TO MAKE THE FOLLOWING PROJECT

MAKE AN ONLINE SURVEY ABOUT BUSY WEEKENDS

Add two questions about routines to the survey. Then **circle** your answer.

ARE YOU BUSY?	Friend 1		Friend 2		You	
1. Do you study every weekend?	yes	no	yes	no	yes	No
2. Do you play video games on the weekend?	yes	no	yes	no	yes	No
3. Do you help your parents at home on the weekend?	yes	no	yes	no	yes	No
4. Do you listen to the radio on the weekend?	yes	no	yes	no	yes	No
5.	yes	no	yes	no	yes	No
6.	yes	no	yes	no	yes	No

SELF-ASSESSMENT CHECKLIST

Use the following checklist to make sure your Survey is well done.

- Write the names of friends.
- Circle the answer in the box
- Add two more questions to the list.
- Use the given structure correctly.
- Make an online survey to keep physical distance.
- Make an interview but taking care of health prevention.

Gathering: an assembly or meeting, especially a social or festive one.

Reinforce: increase.

Lifestyle: the way in which a person or group lives.

Spread: extend over a large or increasing area.

Disease: infection.

Quarantine: impose isolation on a person or group.

Pandemic: a disease prevalent over a whole country or the world.

Lonely: sad because one has no friends or company **Homeschool:** the education of children at home by their parents. **Chores:** a routine task, especially a household one.

I CAN...

CHECK (✓) THE THINGS YOU
LEARNED

I can describe how people can help at home

I can ask and answer questions about routines

I can describe the things my friends do on weekends

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

www.merriam-webster.com

<https://www.youtube.com/watch?v=xKMJcLQfM98>

FAMILY ISSUES



WEEKS 10, 11

FAMILY ISSUES

There is some recommendation for managing anxieties and worries during lockdown. Avoid anxiety keeping busy if you are at home, learning something new could be a possible alternative. Concentrate on your mental and emotional health doing exercise, keep social communication with your friends, through video messaging, texting, or phone calls and watch only positive news to be informed about local or national news

- ✓ Think positive, laugh and enjoy yourselves as much as you can.
- ✓ Think about possible solutions.

OBJECTIVES

1. To identify the main family issues during the pandemic time
2. To recognize the importance of having good mental health during the pandemic time.

**DID
YOU
KNOW?**

...that if you feel yourself getting angry you can take a deep breath in then breath out slowly; you will feel better?



How do you feel during the quarantine time?

WRITE FIVE WORDS THAT BEST DESCRIBE YOUR FEELING DURING THE PANDEMIC TIME:

1. _____
2. _____
3. _____
4. _____
5. _____

TOPIC EXPLANATION

READ CAREFULLY AND PRACTICE

FAMILY ISSUES



FATIGUE

He is overcome by *fatigue* after the long day.



ANXIETY

She suffers from chronic *anxiety*.



CONFINEMENT

He is alone during her *confinement*



HOPELESS

She feels hopeless and alone.



BREAKING THE SANITARY RULES

They break the sanitary rules.



STRESS

They feel the *stress* of working two jobs



ECONOMIC PROBLEM

He has economic problems because of COVID-19



ANGRY

The father is angry because the boy plays video games

VOCABULARY

Look up the meaning of these words in your English-Spanish dictionary.

- | | | | |
|---------------|-------------|------------|-----------------|
| ✓ young | ✓ everyone | ✓ healthy, | ✓ severity |
| ✓ coronavirus | ✓ stress | ✓ course | ✓ online |
| ✓ juggling | ✓ afraid | ✓ workload | ✓ uncertainties |
| ✓ fears | ✓ strategic | ✓ virtual | ✓ nervous |
| ✓ access | ✓ conflict | ✓ interact | ✓ manage |

READING COMPREHENSION

READ CAREFULLY

FAMILY ISSUES DURING THE PANDEMIC TIME



During the pandemic, families are on lockdown at home and they need to design a **strategic** plan that help all members to keep mental health and enjoy what they are doing at home. If there are young children or children with special needs it could be very **challenging**. There are large families with small spaces to **interact** and they don't have money to buy their foods and medicine. In the same way there are person alone at home and they can feel loneliness and sadness because they cannot go out.

People need to learn how to manage **conflict** specially in this time. Fortunately, if you live in the **countryside** and you have **access** to internet you can search different activities to follow or to do. Such as learning something new, learning on web sites **course** or simply reading **articles**. There are lots of great **virtual** online community get-together happenings.

Establish a flexible routine that help you work and study from home. If you live with your parents, it is important to share the **workload** with each other if they are working from home too. Create a healthy environment where you can share the chores and see that everyone is working together.

ACTIVITY 1

READING COMPREHENSION

After reading several times, answer the following questions.

1. What is the title of the reading?

2. What do the family do at home during the confinement?

3. What can you do if you live in the country side?

4. What can you learn at home during the pandemic time?

5. what can you do at home during the pandemic time?

ACTIVITY 2

COMPLETE THE CHART

WRITE THE FAMILY ISSUES. THINK POSITIVELY, ADD POSSIBLE SOLUTIONS

FAMILY ISSUES	POSSIBLE SOLUTIONS
✓ Economic problems	✓ Use the money correctly
1.	1.
2.	2.
3.	3.
4.	4.

Use adjectives with verb Be (am, is ,are)	She is sad because school is closed.
Use adjectives before nouns.	There are young children with special needs.
Be careful: don't add -S to adjectives.	They are whites dresses

Adjectives that describe emotions:

- | | | | |
|-----------------|------------------|---------------------|---------------|
| ✓ Afraid | ✓ Nervous | ✓ Aggressive | ✓ Calm |
| ✓ Angry | ✓ Obedient | ✓ Faithful | ✓ Happy |
| ✓ Lonely | ✓ Kind | ✓ Friendly | ✓ Healthy |

ACTIVITY 3

UNSCRAMBLE THE SENTENCES

1. **young** children / with special needs./ There are

2. with **small** spaces/ There are / to interact / **large** familie'

3. because they / can't go out / They can / feel **loneliness** and **sadness** /

4. work and study / a **flexible** routine / You can establish/ / that help you

5. **healthy** environment / She creates / share the chores / where she can



FIND THE WORDS BELOW

FAMILY ISSUES

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

Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

ACCESS
CHILDREN
CONFLICT
CORONAVIRUS
COURSE
EVERYONE
FEARS


HEALTHY
INTERACT
JUGGLING
MANAGE
ONLINE
SEVERITY
STRATEGIC

STRESS
UNCERTAINTIES
VIRTUAL
WORKLOAD
YOUNG

Test Your Knowledge

FOLLOW THE INSTRUCTIONS TO MAKE THE PROJECT

EXAMPLE

<p style="text-align: center;">A FRIENDLY PERSON</p>  <p>He is _____ He helps people with foods and medicines. He is a <u>friendly</u> person.</p>	<p>Make a poster about 3 KINDS of people in the community or a famous person.</p> <ul style="list-style-type: none">✓ Use pictures or drawings to illustrate your poster✓ Write three sentences for each example about good actions they do during quarantine.✓ Underline the <u>adjective</u> in each example.✓ Use the verb to be and personal pronouns.✓ Remember capital letters and punctuation marks.
--	--

SELF- ASSESSMENT CHECKLIST

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

- Write the numbers of sentences correctly.
- Use capital letters where needed.
- Select the appropriate adjective to describe people.
- Use the given structure correctly.
- Express his/her creativity.

Disagreement	the act of disagreeing.
Caretaker	one that gives physical or emotional care and support.
Fears	an unpleasant, often strong emotion caused by anticipation of danger.
Anxiety	mentally distressing concern or interest.
Stress	constraining force or influence.
Article	a document setting forth the terms of an agreement.
Environment	conditions by which one is surrounded.
Severity	the condition of being very bad, serious, unpleasant, or harsh.
Challenging	testing one's abilities.
Countryside	the land and scenery of a rural area.

I CAN...

CHECK (✓) THE THINGS YOU LEARNED

- I can search about kind people and write about him / her good actions
- I can identify family issues and give possible solutions.
- I can spend time learning from home.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<https://www.merriam-webster.com/dictionary//>

<https://www.youtube.com/watch?v=q9XRPOA7h-g>

<https://www.youtube.com/watch?v=BrP9UW9eOts>

PEOPLE AND PLACES IN THE SCHOOL



WEEKS 12, 13

PEOPLE AND PLACES IN THE SCHOOL

There are various individual groups of people that are invested in the welfare and vitality of a public school and its community. They are the school administrator, teachers and staff members who work in a school; the students who attend the school and their parents and families. Educators may also be working to improve the culture of a school and strengthen relationship between teachers and students.

- ✓ People
- ✓ Places in the school

OBJECTIVES

1. To recognize our school environment naming the school members and their jobs.
2. To describe school members and the places they work at school.

DID YOU KNOW?

*...that
continued
improvement
depends on
the quality of
time that you
invest?*




CAN YOU MENTION THE STAFF MEMBERS WHO WORK IN YOUR SCHOOL?

WRITE FIVE STAFF MEMBERS WHO WORK IN A SCHOOL


1. _____
2. _____
3. _____
4. _____
5. _____

TOPIC EXPLANATION


READ CAREFULLY AND PRACTICE




Janitor
What does he do?
He is the janitor.
He **works in the school**




Teacher /Professor
What does she do?
She is the teacher.
She works in a classroom.




Accountant
What does she do?
She is an accountant.
She works in an office




Secretary
What does she do?
She is a secretary.
She works in an office.



Security
What does he do?
He is a **security**
He **works** around the **school**.



Principal
What **does** she do?
She is the **principal**
She **works** in a **school office**.



Chef
What **does** she do?
She is a **chef**
She works in the **cafeteria**.

NOW YOU:
What do you do?
I am a _____

VOCABULARY

Look up the meaning of these words in your English-Spanish dictionary.

- | | | | |
|-------------|---------------|--------------|-----------|
| ✓ Skill | ✓ able | ✓ without | ✓ also |
| ✓ hidden | ✓ mastery | ✓ systematic | ✓ inborn |
| ✓ along | ✓ fulfill | ✓ task | ✓ ability |
| ✓ refined | ✓ effectively | ✓ unique | ✓ mastery |
| ✓ sustained | ✓ talent | ✓ right | ✓ efforts |

READING COMPREHENSION

READ CAREFULLY

TALENTED PEOPLE



Talent is an inborn ability or natural **aptitude** of a person which is often **hidden** and needs **recognition** at the right time. It means you can be good in a certain activity without learning or practicing it. On the other hand, every person possesses certain skills and talents, that makes us different from others.

Skill is a learned ability, and it can be developed in someone if a person puts his/her time and efforts in it. The efforts the person puts into it need to be voluntary, systematic and sustained to **acquire** a skill and satisfactorily perform various tasks and activities.

Talent is a special ability to do something possessed by a person naturally. It is an **inborn** quality within the person. It is something which you do the best without putting extra efforts into it. Also it can be improved over time if efforts are made in the right direction.

Everyone has **unique** gifts and talents. What you love is what you are gifted at. To be completely happy with your life, you need to do what you love the most. Talent **along** with skills are considered as refined abilities. If a person does mastery in his talent, then he will be able to **fulfill** his life goals easily and **effectively**.

ACTIVITY 1**READING COMPREHENSION**

After reading several times, complete the T – Chart.
You can use your own words.

TALENTS

SKILLS

Great at sport

Reading**ACTIVITY 2****COMPLETE THE CHART**

Complete the sentences using the words in the box. Watch and check your answers.

Chef	professor	janitor	secretary	principal
	librarian	accountant		

1. He cleans our school. He is **good at** keeping everything clean. He is a_____.
2. He is responsible for school money. He is **good at** recording account; he is an _____.
3. She writes letters. She is good at writing. She is a_____.
4. He works in the library. He **enjoys** reading books. He is a_____.
5. They prepare meals. They **love** cooking. They are_____.
6. They work at school. They **love** teaching. They are_____.
7. He works at school. He has his main office. He is the_____.

DISCUSSING JOBS PREFERENCES

Do you have a job?	Yes, I do . / no. I don't . I am a student
What do you do ?	I am a manager. I work in marketing
What is your job like ?	It is (really) fun It is (pretty) easy
What do you like about your job?	The pay is great
What don't you like about your job?	I don't like the hours. They are terrible
What kind of job would you like to have (someday)	I would like to be a computer engineer
Contraction : I would like = I' d like	

ACTIVITY 3

COMPLETE THE SENTENCES

COMPLETE THE SENTENCES WITH A JOB. GIVE REASON FOR YOUR CHOICES

1. Which job would you like to do?

I would like to be a _____ because _____.

2. Which job would you NOT like to do?

I wouldn't like to be a _____ because _____.

3. Which job do you think is most difficult?

Being a _____ because _____.



FIND THE WORDS BELOW

TALENTED PEOPLE

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

Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

PHOTOGRAPHER
ACCOUNTANT
TECHNICIAN
SPECIALIST
SECONDARY
INSPECTOR
PRINCIPAL

SECRETARY
ENGINEER
MUSICIAN
SECURITY
PRIMARY
STUDENT
JANITOR

TEACHER
WORKER
DOCTOR
NURSE
CHEF

EXAMPLE

A DREAM JOB

MY DREAM JOB

DOG TRAINER

I work as a dog trainer. I love to teach dog to behave well and follow instructions. It is fun but challenging. I enjoy it because I love animal and I enjoy helping people and animal



Make a poster about your Dream Job.

Imagine you have your dream job

- ✓ **Use pictures or drawings of your dream job.**
- ✓ **Write sentences about what you do.**
- ✓ **Write sentences about why you like it.**
- ✓ **Use the word because to give reason.**
- ✓ **Remember capital letters and punctuation marks.**

Self-assessment checklist

**Use the following checklist to make sure
your project is well done.**

- Write the name of the dream job.**
- Use capital letters where needed.**
- Write the numbers of sentences suggested.**
- Use the given structure correctly.**
- Express his/her creativity.**

Refined: free from impurities.

Hidden: being out of sight.

Effectively: in an effective manner.

Fulfill: to put into effect.

Unique: being the only one.

Talent: natural aptitude.

Skill: the ability to do something well.

Raw: uncooked.

Showcase: exhibit; display.

Along: moving in a constant direction on a path.

I CAN...

CHECK (✓) THE THINGS YOU LEARNED

- I can talk about what I do.
- I can talk about types of jobs.
- I can talk about talents.

UPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<https://www.youtube.com/watch?v=xKMJcLQfM98>

<https://www.merriam-webster.com/dictionary/technician>



WEEKS 14, 15, 16

COMMUNITY AND COUNTRY

In my country, "Panama", there are different types of communities where we can find different places that we visit to complete any activity. There are two types of communities: Urban community, rural community.

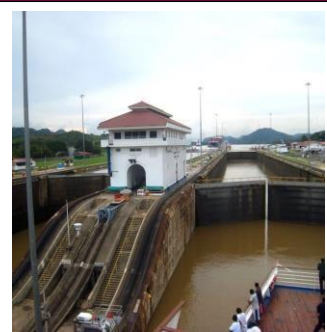
In our country or community, there are places such as:

- schools
- banks
- markets
- restaurants

OBJECTIVES:

1. To Use the vocabulary related to country and community
2. To identify different places in our community.

DID YOU KNOW?



...That the Panama Canal is an artificial 82 km. waterway in Panama.



Can you mention some of the places that you can find in your community?

Write five names of places you know in your community.

1. _____
2. _____
3. _____
4. _____
5. _____

TOPIC EXPLANATION

Read carefully and Practice

Look at the map and check the places you see. What other places do you know?



- _____ A Supermarket
- _____ An Outdoor café
- _____ An apartment building
- _____ A post office

- _____ Aa fast food place
- _____ A mall
- _____ A swimming pool
- _____ A movie theater

Write 5 sentences with activities you do in your neighborhood.

1. _____
2. _____
3. _____
4. _____
5. _____

VOCABULARY

Look up the meaning of these words in your English-Spanish dictionary.

- ✓ Neighborhood
- ✓ Peaceful
- ✓ Quiet
- ✓ New
- ✓ Apartment

- ✓ Buildings
- ✓ Streets
- ✓ Clean
- ✓ School
- ✓ Playground

- ✓ Swimming pool
- ✓ Garden
- ✓ Suburbs
- ✓ Spring
- ✓ Hospital

READING COMPREHENSION

Read Carefully

My neighborhood



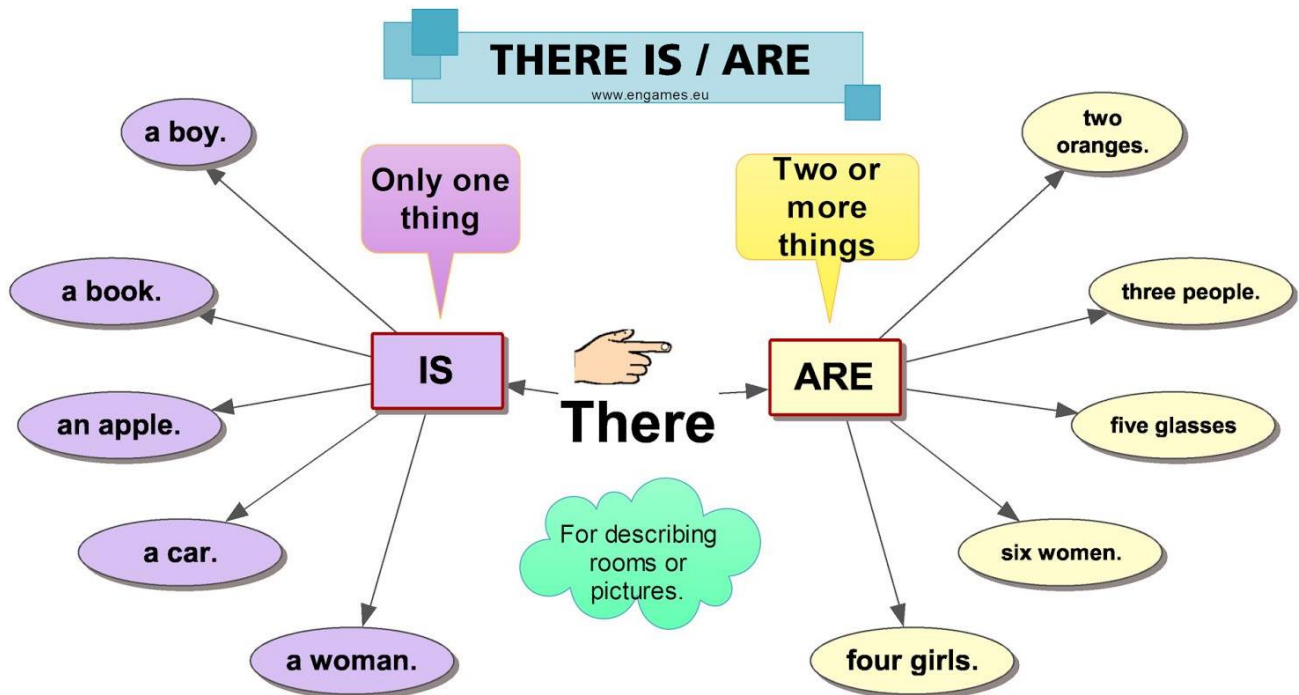
My **neighborhood** is very **peaceful** and **quiet**. It is a **new** neighborhood, and there are a lot of big houses and some **apartment buildings**. The **streets** are very **clean**, and there aren't many cars. My school is near my house. I can walk there in 10 minutes.

There's also a park, which has a small **playground** for children and a large field. I like to play baseball there with my friends after school. All of the houses have a small front yard but big back yards. Most of my neighbors have a **swimming pool**, and some even have a trampoline!

Everyone has a flower **garden**, and in the **spring**, it is very beautiful. My road is called Maple Road. It is not in the city. It's in the **suburbs**. There aren't any restaurants, bars or cinemas on my road. But, if you go to Main street, you can find a lot of things to do. My favorite store is there. It's called Knick-Knack, and they sell everything you can imagine.

I like my neighborhood because it is very safe. There is no crime, and all of my neighbors take care of each other. The police station is next to the school, which is very nice. However, the hospital is quite far. It is in the city, and we have to drive 30 minutes to get there.

My friends live near me, and we often meet up to play or just talk. We love playing hockey in the street because there isn't any traffic. I think I am lucky to live in my neighborhood.

**ACTIVITY 3**

Complete the paragraph with there is or there are.

Complete the following sentences with there is / there are in the affirmative.

My name is Annie and I live in a very big house. _____ twenty-three rooms in my house, but _____ only twelve bedrooms. I live in one of the rooms on the third floor. In my room, _____ a huge bed and _____ nine windows. My bedroom isn't small. On my bed _____ lots of pillows, and _____ my cat, Fluffy. In my closet _____ many toys, and _____ also many clothes. I do not have a bathroom in my bedroom, but _____ a bathroom next to my room. Also in my house

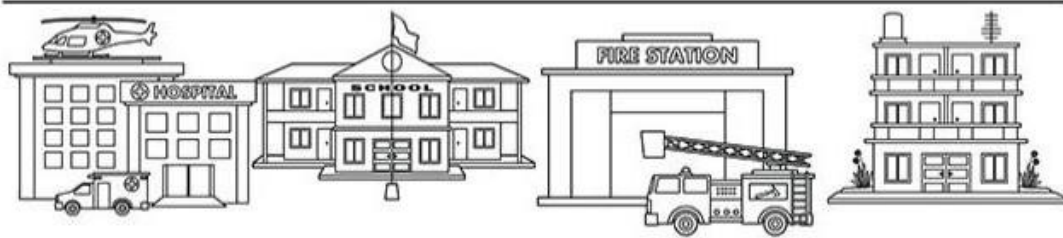
_____ two kitchens, a big dining room and three living rooms. The house is really big!

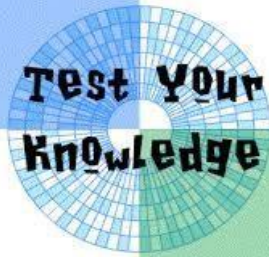


Write the building name in the space provided.

Find the words in the word search puzzle.

a	p	a	r	t	m	e	n	t	a	p
i	m	l	d	o	o	f	f	r	l	b
r	h	o	s	p	i	t	a	l	j	a
p	o	s	t	o	f	f	i	c	e	n
o	t	r	e	c	o	f	f	i	e	k
r	e	s	t	s	c	h	o	o	l	h
t	l	g	a	w	r	t	y	r	e	o
f	i	r	e	s	t	a	t	i	o	n





FOLLOW THE INSTRUCTIONS TO MAKE THE FOLLOWING PROJECT, "A PAINTING"



THE MODEL

- Make a model of your neighborhood or town near your school.
- To make the model you need the following material:
 - A cardboard base.
 - boxes, containers or pieces of cardboard
 - ice cream sticks or twigs
 - Glue paste
 - Adhesive paper tape
 - scissors

First, make a drawing of the streets and the location at the base of houses, shops or buildings, like a map.

Next, with the other material you will make the constructions, the trees, the people, etc., making the pieces

look like what they really are. Finally, glue everything in place, color and put the names of streets and buildings.

Organize an exhibition of their models, explaining and commenting on their elements, their functions, or inhabitants, or most interesting people ... Write down what has caught your attention the most and the things you didn't know before.

GLOSSARY

1. **Neighborhood:** the area of a town that surrounds someone's home, or the people who live in this area.
2. **Peaceful:** calm and quiet.
3. **Quiet:** making very little noise.
4. **New:** not existing before; made, introduced, or discovered recently or now for the first time.
5. **Apartment:** a suite of rooms forming one residence, typically in a building containing a number of these.
6. **Playground:** an outdoor area provided for children to play in, especially at a school or public park.
7. **School:** an institution for educating children.
8. **Garden:** a small piece of ground used to grow vegetables, fruit, herbs, or flowers.
9. **Spring:** the season of the year between winter and summer.
10. **Streets:** a road in a city or town that has buildings that are usually close together along one or both sides.

I Learned...

CHECK (✓) THE THINGS YOU LEARNED

I learned to identify different places in my community and country.

I learned to identify the function of each building in my community.

I learned to write short sentences about things in my community.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<https://www.youtube.com/watch?v=UdDXIL9u0vl>

<https://www.youtube.com/watch?v=EfD2k9beP-4>



WEEKS 17, 18, 19

People and their Economic Activities in Panama

INTRODUCTION

The economic activities of Panama are based on the services sector, the Panama Canal, banking, commerce, the Colón Free Trade Zone, insurance, container ports, flagship registry, and tourism. On the other hand, the agricultural products provide the main export of the nation. The primary crops are bananas, cocoa beans, coffee, coconuts, corn, potatoes, rice, soybeans, and sugar cane.

OBJECTIVES

- 🌐 *To classify economic activities in Panama.*
- 🌐 *To describe each economic activity in Panama.*

DID YOU KNOW?



... Panama's geographic location gives the country a great advantage on world commerce. We are "the bridge of the world and the heart of the universe"!



If you gain B/. 1000,00, and you have the opportunity to spend it on a weekend in Panama; how would you spend it? Where would you buy and where would you go?

If I gain B/. 1000,00, I would...

How e.g. Go to a river	Where e.g. "Zarati, Cocle"
Go:	
Buy:	
Save:	
Eat:	

TOPIC EXPLANATION OUR COUNTRY HAS BEEN ONE OF THE FASTEST GROWING ECONOMIES IN THE WORLD.

Activities that make our economy grows

- import
- export
- tourism
- agronomy
- banking

Activities that show our economy still growing

- banking
- construction
- hotels and restaurants
- commerce
- manufacturing industry
- social and personal service activities

VOCABULARY

-  exports
-  imports
-  finance
-  agriculture
-  tourism
-  banking
-  leadership
-  insurance
-  strengthening
-  commerce

Meaning:

What is.....?

Sentence:

Our country.....

Look for the meaning of the vocabulary words in the glossary and write the sentence that begins with "Our country....."

1. exports: _____
e.g. Our country exports hundreds of grains.
2. imports: _____
Our country _____
3. finance: _____
Our country _____
4. agriculture: _____
Our country _____
5. tourism: _____
Our country _____
6. banking: _____
Our country _____
7. leadership: _____
Our country _____
8. insurance: _____
Our country _____
9. strengthening: _____
Our country _____
10. commerce: _____
Our country _____

Look up the Spanish meaning to each of the English phrases:

- a. expansión del Canal de Panamá

- foreign capital
- financial center
- Panama Canal expansion
- Colon Free Trade Zone
- crude oil
- self-sufficient
- domestically-produced agricultural products
- world commerce

READING COMPREHENSION

READ CAREFULLY

Panama Economy Overview



Panama has been one of the fastest-growing economies in Latin America over the past decade. Panama attracts great amounts of **foreign capital**. It had become Latin America's largest **financial center**. The Panama Canal and the U.S. dollar have promoted the **strengthening** of a services economy. The **Panama Canal expansion** project has led an increase in imports of materials and machinery. Other important components of the service economy are the **Colon Free Trade Zone (CFTZ)**, which is the second largest free port in the world, and the Trans-Panama Pipeline, which allows for the transport of **crude oil** between the Pacific and Atlantic coasts. The main goods that Panama **exports** are medicines, petroleum products, ships, and agricultural

commodities. Export destinations are Germany, Costa Rica, China, Taiwan, and the Netherlands. While Panama is a net exporter of services, it is also a net importer of goods. Panama is **self-sufficient** in some **domestically-produced agricultural products** such as bananas, coffee, sugar, and rice, but **imports** large quantities of other foods like shrimp. In addition, Panamanian **tourism** sector brings income in the whole territorial extension, giving the opportunity of thousands of jobs. Panama has the most modern and successful international **banking** center in Latin America and has maintained **leadership** in the production of **insurance** and **reinsurance** in Central America; this attracts foreign, as well as domestic, clients. Panama is the bridge of the **world commerce**.

ACTIVITY 1

READING COMPREHENSION

Read again the “Panama Economy Overview” reading and respond by using the words in the box.

foreign capital Germany financial center China
Costa Rica ships medicines Panama Canal expansion
petroleum products Netherlands Taiwan Colon Free Trade Zone
agricultural commodities

1. What does Panama attract in a great amount? _____.
2. Panama had become Latin America’s largest _____.
3. What project has led an increase in imports of materials and machinery?
_____.
4. What is the meaning of this acronym **CFTZ**? **C** _____ **F** _____ **T** _____ **Z** _____.
5. The products that Panama exports are _____, _____, _____ and _____.
6. Mention the export destinations: _____, _____, _____, _____, and the _____.

ACTIVITY 2

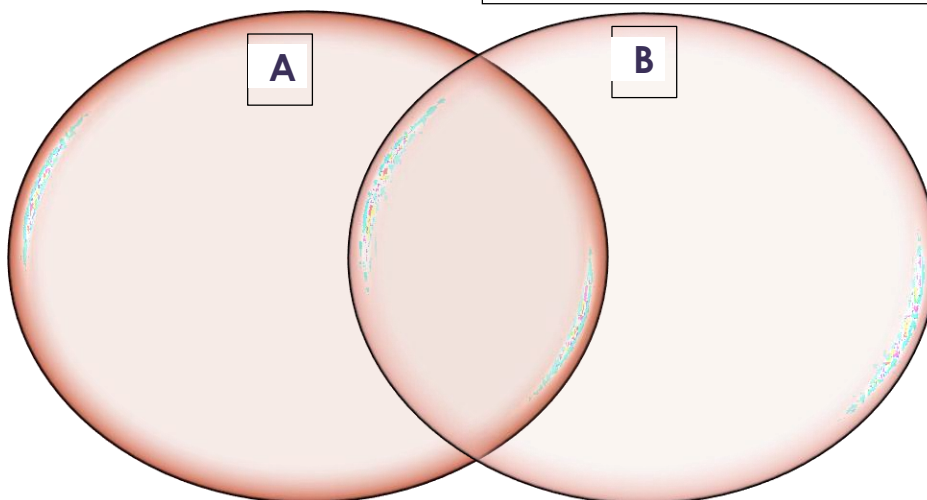
Read and write what crops or agricultural products are in the **A** and **B** paragraph and relate them in a Venn diagram.

A. From the introductory paragraph:

The primary crops are bananas, cocoa beans, coffee, coconuts, corn, potatoes, rice, soybeans, and sugar cane.

B. From the reading Panama Economy

Overview: Panama is **self-sufficient** in some **domestically-produced agricultural products** such as bananas, coffee, sugar and rice.



STRUCTURE**Grammar box: COMMON NOUNS and PROPER NOUNS**

COMMON NOUNS	PROPER NOUNS
A common noun is the generic name for a person, place, or thing in a class or group. It is not capitalized unless it either begins a sentence or appears in a title. Examples:	A proper noun is a specific name for a particular person, place, or thing . Proper nouns are always capitalized , no matter where they fall in a sentence. Examples:
Country	Panama, China, Costa Rica
Province	Colon, Veraguas, Bocas del Toro
Banana	Banana Cream Pie, Banana Almond Cake

ACTIVITY 3

Let's practice what we learn about common nouns and proper nouns.

I. Write **CN** for Common Nouns and **PN** for Proper Nouns.

1. Netherlands _____
2. Panama Canal _____
3. sugar _____
4. country _____
5. tourism _____
6. Taiwan _____
7. Colon _____
8. coffee _____
9. Latin America _____
10. Grand International Hotel _____

II. Read the sentences circle the common noun and underline the proper noun.

1. Cinnamon Latte is made of coffee, milk, cinnamon and sugar.
2. Colon Free Trade Zone is the second largest free port.
3. Panama exports shrimp and langoustine.
4. Some crops are corn, potatoes, soybeans, and tomatoes.
5. Banks are licensed and regulated by the Banking Supervisory Authority.



Economic Activities in Panama

Word Search Race

In your mark, get set, go.....

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

AGRICULTURE
AGRONOMY
BANKING
CAPITAL
COMMERCE
ECONOMY
EXPORTS
FINANCE
FOREIGN
IMPORTS
INSURANCE
LEADERSHIP
MANUFACTURING
STRENGTHENING
TOURISM

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

Project:

Export your crop, from Panama to the world.

Think about this: What if you own a land, what crop would you plant, having the possibility to export your product?

- ✓ Use a picture or a drawing of the province where you would have your crop. Take into consideration, that is must be true that the crop you would choose can be planted in that province.
- ✓ Use pictures or drawings of the crop you are going to export.
- ✓ Write a sentence using the province name (proper noun), where you would have the crop (common noun).

E.g.: I would plant my _____ crop in the province of _____.

- ✓ Write a sentence about where are you going to export the crop you chose.

E.g.: I would export my _____ crop (common noun) to _____ (proper noun). Use a world map to show the country you chose.

- ✓ Write a recipe name (proper noun) about your crop, write the ingredients of your recipe (common noun).

Underline the common nouns and circle the proper nouns.

- ✓ Remember the rules for common nouns and proper nouns. (Look at the chart or grammar box).



Self-assessment:

Use the checklist to assess your project.

- I write the common nouns and proper nouns, according to the rules using capital letter when it is necessary.
- I write the name of the recipes with capital letter.
- I write the ingredients with lower case.
- I use correctly the common noun and proper noun according to the given structure.
- I use my creativity to show the drawings or pictures of what I am going to export.
- My crops can be planted in the province I choose.
- I draw the world map with the right place where I am going to export.

I CAN...

	I can use capital letter with proper nouns.
	I can make the difference between a proper noun and a common noun.
	I can mention different economic activities in Panama.

GLOSSARY

Read aloud.

1. **agriculture:** noun/'æɡ·rɪ, kəl·tʃər/ the work of growing plants and taking care of animals.
agricultura.
2. **banking:** noun/'bæŋkɪŋ/ the business of operating or the services of a bank.
banca.
3. **commerce:** noun/'kɑ·mɜrs/ the activities involved in buying and selling things.
comercio.
4. **exports:** verb/ek'spɔrt/to send goods to another country in order to sell them there.
exportar.
5. **finance:** noun/'faɪ·næns/the control of how large amounts of money are spent.
finanzas.
6. **imports:** verb/ɪm'pɔrt/ to bring something, made in another country into your country.
importar.
7. **insurance:** noun/ɪn'ʃʊər·əns/an agreement that provide protection against eventualities.
seguro.
8. **leadership:** noun /'li·dər ,ʃɪp/ the job of being in control of a group of person or country.
liderazgo,
9. **strengthening:** verb gerund/strenk·θən-ɪŋ/ to make or become stronger.
fortalecimiento.
10. **tourism:** noun/'tʊr,ɪz·əm/ the business services, as transportation, hotels, or entertainment. turismo.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE.

<https://youtu.be/RQIGKs0U9BQ>

<https://youtu.be/pU0lp0LbQOs>

<https://www.youtube.com/watch?v=C0w6HQDH-Po>

<https://www.youtube.com/watch?v=Yv7CA7UhRI0>



WEEKS 20, 21, 22

Panamanian ethnicities

In Panama, we have different social groups or categories of the population that, in a larger society, is set apart and bound together by common ties of race, language, nationality, or culture. Examples.

Caucasian: a common word to refer to people of European origin or people who are White.

Indigenous: a person who is native to a region or who naturally belongs there.

Asian: a person of an Asian country descent.

Afro-Panamanian: a common word to refer to people of African descent who were born in Panama.

OBJECTIVE

1. Identify the different ethnic groups in Panama by their origin.

DID YOU KNOW?

...that indigenous ethnics are groups that live in a specific area into our country.





Can you remember some names of ethnic groups in Panama?

Write 5 ethnic groups you know in Panama:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

TOPIC EXPLANATION

READ CAREFULLY AND PRACTICE

Let's take a look at some of the Panamanian ethnic group combinations we can find in our Country.

Caucasian → **European descent** → **England, Germany, France, Spain.**

Indigenous → **Native from Panama** → **Ngabes, Guna, Embera, Teribes**

Asian → **Asian countries descent** → **China, Japan, Korea**

Afro- Panamanian → **African descent** → **Afro-colonials, Afro-antillans**

Choose her ethnic group:

Caucasian

Indigenous

Asian

Afro-Panamanian



VOCABULARY

Look up the meaning of these words in your English-Spanish dictionary

- ✓ Country
- ✓ Region
- ✓ Large
- ✓ Indigenous
- ✓ Population

- ✓ Tribes
- ✓ Traditional
- ✓ Lifestyle
- ✓ Massive
- ✓ Pristine

- ✓ Condition
- ✓ Tourism
- ✓ Community
- ✓ Survive
- ✓ Colorful

READING COMPREHENSION

READ CAREFULLY

Early Cultures and Traditions in Panama



Panama is one of the only **countries** in the Central and South America **region** with a **large indigenous population**. Seven major **tribes** continue to live **traditional lifestyles** here, and the largest rule autonomously in **massive** reserves. Small groups of visitors are welcomed to visit and learn about the tribes and their efforts to keep their lands in **pristine condition**.

The Guna possess what may be some of Panama's most spectacular real estate, as many of them make their homes on the jewel-like Caribbean isles of Guna Yala. Here there is a focus on sustainable **tourism**. Tourists enjoy the simplicity of white-sand beaches, turquoise waters, and seafood plucked fresh from the ocean.

Tours to the Emberá-Wounaan **communities**, are also popular. Along with the Guna and the Ngäbe-Buglé tribes that inhabit the scenic Chiriquí and Bocas del Toro regions, the Emberá are known for their artistic handicrafts.

Notable traditions that have **survived** into modern times include ancestral hunting, fishing, and the custom of living in elevated huts. Embera women still tend to go bare-chested and wear **colorful** cloths from the waist down, with flowers in their hair. Another trademark is their ebony "temporary tattoos." For these they use a dye made from the juice of the jagua fruit. Much like Indian henna or mehndi, the stain lasts a couple of weeks.

ACTIVITY 1

Reading Comprehension

1. What is the title of the reading?

2. How many tribes live in Panama?

3. Where do the Guna's live in our country?

4. What do the tourists enjoy?

5. Why do Embera women wear colorful clothes?

6. Write two indigenous groups that live in Panama:

_____, _____

ACTIVITY 2

Construct sentences

Write sentences with the following terms. Use the simple present tense.

1. Panama: _____

2. Indigenous: _____

3. Traditions: _____

4. Colorful: _____

5. Community: _____

6. Tourism: _____

7. Culture: _____

8. Lifestyle: _____

9. Ancestral: _____

STRUCTURE

Verb to be/Simple Present

Sentences with The Verb to Be in Simple Present				
	Structure	Examples		
		For "I" use 'am'	For "He, She, It" use 'is'	For "You, We, They" use 'are'
Affirmative (+)	☺ Verb to be + (am/is/are) + C	I am Mexican I' m from Mexico	He is Korean He' s from Korea	They are New Zealanders They' re from New Zealand
Negative (-)	☺ Verb to be + (am/is/are) + <u>not</u> + C	I am not Canadian I' m not from Canada	She is not Japanese She' s not from Japan She isn't Japanese	We are not Australians We' re not from Australia We aren't Australians
Interrogative (?)	Verb to be (am/is/are) + ☺ + C + ?	Am I American?	Is the panda from China? Is it Asian?	Are you European?

ACTIVITY 3

Grammar practice

Complete the sentences with the missing form of verb to be.



She _____ from England.

She _____ Caucasian.

She _____ English.



She _____ from Panama.

She _____ indigenous.

She _____ Panamanian.



I _____ from Panama.

I _____, _____

I _____, _____



He _____ from USA.

He _____ Afroantillian.

He _____ American.



He _____ from China.

He _____ Chinese.

He _____ Asian.



You _____ from _____

You _____, _____

You _____, _____



Race and Ethnicity

Find the different words.

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

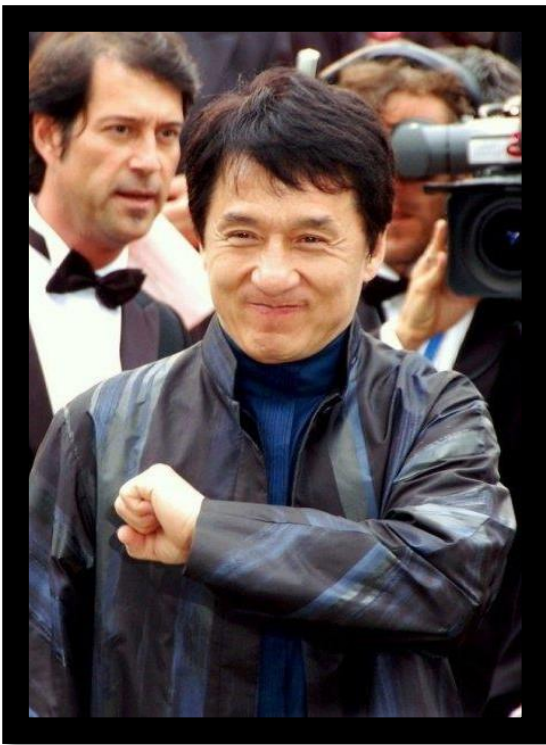
acculturation assimilation discrimination dominant group ethnic
group genocide individual discrimination minority pluralism
prejudice racial ethnic group racial group racism scapegoats
segregation stereotype



**Test Your
Knowledge**

FIND 5 PEOPLE AND SAY WHERE SHE/HE IS FROM, HIS/HER NATIONALITY AND HIS/HER ETHNICITY

Example



He is Jackie Chan.
He is a famous actor.
He is from China.
He is Chinese.
He is Asian.

Self-assessment Checklist

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

- Write the names of each person and nationality correctly.
- Use capital letters where needed.
- Select the appropriate ethnic group according to the aspect of the person.
- Use the given structure correctly.
- Express his/her creativity.

1. **Country:** an area of land that has its own government, army, etc
2. **Region:** a particular area or part of the world, or any of the large official areas into which a country is divided.
3. **Large:** of considerable or relatively great size, extent, or capacity.
4. **Indigenous:** originating or occurring naturally in a particular place; native.
5. **Population:** all the inhabitants of a particular town, area, or country.
6. **Tribes:** a social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect, typically having a recognized leader.
7. **Traditional:** existing in or as part of a tradition; long-established.
8. **Lifestyle:** the way in which a person or group lives.
9. **Tourism:** the commercial organization and operation of vacations and visits to places of interest.
10. **Colorful:** having much or varied color; bright.

I Can...

CHECK (✓) THE THINGS YOU LEARNED

	I can identify different ethnic groups.
	I can write sentences in simple present tense.
	I can use the verb to be in a correct way.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<https://www.youtube.com/watch?v=8pUUhxiTkDc>

<https://www.youtube.com/watch?v=Y6T4pVGCTtc>

Main Occupations of People in Panama



WEEKS 23, 24, 25 Main Occupations of People in Panama

INTRODUCTION

Panama has industries such as tourism, financial services, and manufacturing. Several organizations maintain a strong presence in Panama, which promotes the existence of professionals.

The country's hospitality industry depends greatly on bilingual professionals. Above all, English is a tool in Panama for finding employment. Even though there are many informal jobs, this opens door to Panamanians financial growth in micro, small, and medium enterprises.

OBJECTIVE

1. To recognize the different ethnicities in our country.

DID YOU KNOW?

...That there are artists in visual arts, painters, musicians, poets, writers and athletes in Panama, who are recognized worldwide?



Do you know the occupation of your relatives?

Fill the chart with your relative's information. Example:

Uncle	Pablo	police officer
-------	-------	----------------

Relatives	Name	Occupations
Mother		
Father		
Grandmother		
Grandfather		
Aunt		
Uncle		
Aunt		
Uncle		

Topic Explanation

Main Occupations of People in Panama.

Read the characteristic of each occupation and how they are related:

paramedic
nurse
doctor

Paramedics assist **patients** in **emergency** situation on the **way to a hospital**.
Nurses take over **patient** care when they **arrive at the hospital**.
Doctors who determine **medical procedure**.

cashier
sellers
accountant

Cashiers must be **diligent** in keeping their **cash register** balanced.
Sellers have to be **diligent** in attending **customers**.
Accountants are required to be diligent in examining financial records.

lawyer
judge

Lawyers work in office **preparing legal materials** to defend their clients.
Judge **hears arguments** from the defense and prosecutor.

security guard
police officer

Security guards are responsible to **keep private property** from criminal, or emergency risks.
Police officers oversee the **protecting of communities** through law application.

VOCABULARY

Match with the correct response.



1. accountant _____ **Who** assists **patients** in an **emergency** situation on the **way to a hospital**?
2. cashier _____ **Who** determines **medical procedure**?
3. doctor _____ **Who** is required to be **diligent** in examining **financial records**?
4. judge _____ **Who** takes over **patient** care when they **arrive at the hospital**?
5. lawyer _____ **Who** hears **arguments** from the defense and prosecutor?
6. nurse _____ **Who** has to be **diligent** in attending to **customers**?
7. paramedic _____ **Who** works in an office **preparing legal materials** to defend their clients?
8. police officer _____ **Who** oversees the **protecting communities** through law application?
9. security guard _____ **Who** must be **diligent** in keeping their **cash register** balanced?
10. sellers _____ **Who** is responsible to **keep private properties** from criminal, or emergency risks?

Reading Comprehension

DANGEROUS JOB OR PASSION FOR YOUR JOB



There are **dangerous jobs** in every industry, and there is a very **high risk of injury where** service providers are a concern such as **police officers, security guards, and firefighters; there is also a high risk for transportation and shipping workers including construction workers.** Even **farmers** who work with machinery are at risk. People who work in these types of **dangerous environments** are more susceptible to accidents, by slipping and/or falling, which could go from breaking a limb to losing the person's life in the line of duty.

The workers are not afraid even to get slightly dirty and will **risk it all for a job well done.** Now, at this moment we are facing the danger of the Covid- 19, where **paramedics, nurses, doctors, and police officers** are exposed to a high level of risks. They can get **contaminated** and compromise their **health**; and worst. even die. Nevertheless, if you love what you do, then your job will be one of the most important things you will do for your **community.**

Activity 1

Reading Comprehension

Respond after reading "DANGEROUS JOB OR PASSION FOR YOUR JOB"

1. Which occupation has the highest risk?

_____.

2. What could happen to workers in dangerous environments?

_____.

3. Who are exposed to Covid-19, that compromise their health to help the community?

_____.

Activity 2

Occupations and places in Panama.

Mention a place in Panama, where this person work.

Occupation (common noun)	Place (common noun)	Name of the place in Panama (proper noun)
1. accountant	bank	Credit Corp Bank
2. cashier	supermarket	
3. doctor	hospital	
4. judge	court	
5. lawyer	office	
6. nurse	clinic	
7. paramedic	paramedic station	
8. police officer	police station	
9. security guard	factory	
10. sellers	mall	

Structure

What is an adjective?

Adjectives describe or modify. They limit or restrict the meaning of nouns and pronouns. **Descriptive adjectives** are also called **qualitative adjectives**. They may name qualities of all kinds: **huge, red, angry, tremendous, unique, rare, etc.**

An adjective usually comes right before a noun: “**a red dress,**” “**fifteen people,**” “**imaginative artist.**”

Adjectives that describe the positive character of our Panamanian worker.

Careful	Enthusiastic	imaginative	Patient
Caring	Expert	intelligent	Polite
compassionate	Flexible	kind	Positive
Considerate	Generous	motivated	Respectful
Dedicated	Hard-working	observant	responsible
Empathic	Helpful	optimistic	
	Honest	organized	

ACTIVITY 3

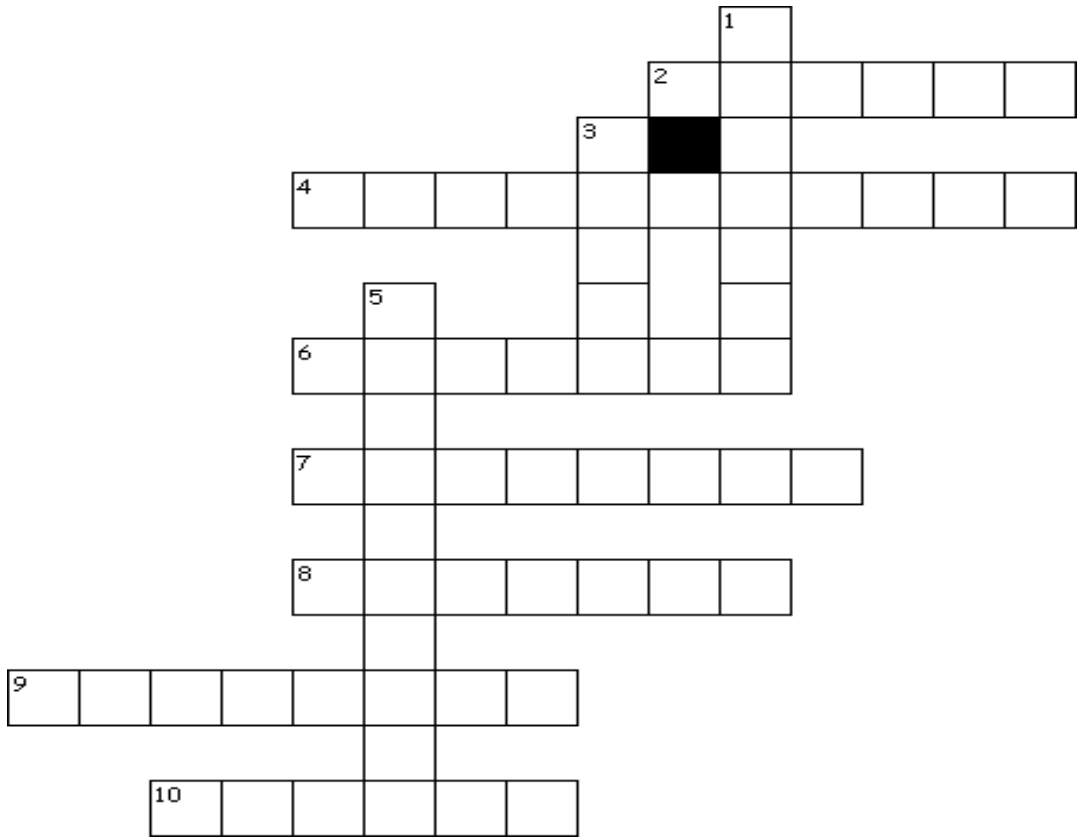
Let's practice what we learned about adjectives.

Describe each occupation with a positive character, that is in the chart.

1. He is an honest judge.
2. She is a _____ nurse.
3. They are _____ doctors.
4. We are _____ police officers.
5. He is a _____ lawyer.
6. My dad is a _____ security guard.
7. My oldest sister is _____ seller.
8. I will be a _____ accountant.
9. I will be a _____ paramedic.
10. My mom is a _____ cashier.



Occupation in Panama Cross Puzzle
 Read carefully to fill the cross puzzle, use your vocabulary words at the beginning of this topic.



Across

- 2. officers protect communities through law application.
- 4. diligent in examining financial records.
- 6. prepare legal materials to defend their clients.
- 7. diligent in keeping their cash register balanced.
- 8. diligent in attending to customers.
- 9. guards keep a private property from criminals.
- 10. take over patient's care.

Down

- 1. determine medical procedures.
- 3. hears arguments from the defense and prosecutor.
- 5. assist patients in an emergency on the way to a hospital.

A circular logo with a grid pattern, divided into blue and green quadrants. The text "Test Your Knowledge" is written across the center in a stylized font.

Write about a person in Panama, who you admire for his or her passion in his or her job. Use descriptive adjectives or qualitative adjectives, (from the chart of positive characteristics of our Panamanian

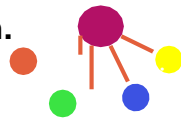
Checklist to take into consideration for this project:

- ✓ Use pictures or drawings of the person you admired because of his or her work.
- ✓ Write five sentences in a paragraph that describe this person using qualitative adjectives.

E.g.: Olga Sinclair is a famous painter. She is an imaginative artist. She is an enthusiastic lady. She is a hard-working woman, and she is also a responsible person.

- ✓ Write three descriptive adjectives that you have in common with your selection. Do a radial diagram.

E.g.: Olga Sinclair and I are dedicated, helpful, polite and compassionate women.



Self-assessment:

Use the checklist to assess your project.

- I wrote the paragraph with five sentences that describe the famous person I admire.
- I used a qualitative adjectives before nouns.
- I wrote the sentences correctly using the three adjectives that describe the famous person I chose and myself.
- I used my creativity to show my radial diagram about a famous person I admire.
- I used my creativity to show the picture or drawing of a famous Panamanian.

1. **Accountant:** /ə'kaʊn.tənt/ worker that is diligent in examining financial records.
2. **Cashier:** /kæʃ'ɪr/ worker who is diligent in keeping their cash register balanced.
3. **Doctor:** /'dɔ:k.tə/ worker who determine medical procedure.
4. **Judge:** /dʒʌdʒ/ worker that hears arguments from the defense and prosecution.
5. **Lawyer:** /'lɔ:.jə/ worker that prepares legal materials to defend their clients.
6. **Nurse:** /nɜ:s/ worker who takes over patient care.
7. **Paramedic:** /per.ə'med.ɪk/ worker that assists patients in an emergency on the way to a hospital.
8. **Police officer:** /pə'li:s ,ɑ:.fɪ.sə/ worker that protect communities through law application.
9. **Security guard:** /sɪ'kjʊr.ə.tj ,gɑ:rd/ worker who keeps a private property from criminals.
10. **Seller:** /'sel.ə/ worker who is diligent in attending to the customers.



I can...



	I can use adjectives to describe a person.
	I can name different occupations of people in Panama.
	I can use adjective in a sentence.

https://www.youtube.com/watch?v=x9ofeV_nCUQ

<https://www.youtube.com/watch?v=xghGq87MNtY>



Educational System Authorities



WEEKS 26, 27

EDUCATIONAL SYSTEM AUTHORITIES

INTRODUCTION

Educational System Authorities in our nation are important because they are the entities responsible for the maintenance and operation of public and private schools. They must be involved in the establishment, selection, and regulation of curriculum, teaching methods, and instructional materials in the schools. Our constitution requires it to provide a school system, where children may receive an education.

OBJECTIVES:

- 🌐 To analyze the importance of educational authorities.
- 🌐 To describe the authorities' roles in our educational system.

DID YOU KNOW?

that...
educational system authorities always ponder about how to provide students a good education?

Write the correct underlined word of each question, in the blank space, that relate the word with their



meaning and sentence.

1. What is organization?
2. What is management?
3. What is accreditation?
4. What is delegation of authority?

1. The activity of controlling something.

The government is trying to restore public confidence in its _____ of the education.

2. The fact of being officially recognized.

The school district gains its _____ last year.

3. The act of giving an official responsibility, duty, to someone.

The Minister applies _____ and responsibility as part of job management.

4. The planning of an activity or event.

He didn't want to be involved in the _____ of the conference, but he will attend.

**Check your answer with the glossary.*

TOPIC EXPLANATION

Read carefully and practice.

The Educational Authority is responsible for:

- The **development, preparation, and organization** of the schools in the entire territory.
- **Coordinating, operation,** and management of the national evaluation. The **assessment and monitoring** system of the education and its pupils, and publishing reports on the implementation and the overall results.
- The **Coordination** of professional supervision of public education institutions, and the participation in the legal control and administrative **inspection procedures**.
- The **accreditation** of framework curricula that serve as the basis for school-level educational programs.
- The **accreditation** of in-service teacher training programs.
- **Ensuring** the production of school certificates.

VOCABULARY

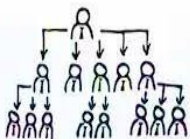
Discover and match the word with the correct pronunciation.

1. National Authorities
2. Minister of Education
3. Academic Vice-Minister of Education
4. Regional Authorities
5. Regional Director of Education
6. Organization
7. Management
8. Accreditation
9. Delegation of authority
10. Supervision

- ☞ ,su: .pə- 'vɪʒ.ən
- ☞ 'ri:dʒ(ə)nəl ə 'THôredē ɪz
- ☞ 'ri:dʒ(ə)nəl daɪ 'rek.tə- əv ejə 'kāSH(ə)n
- ☞ nɑSH(ə)n(ə)l ə 'THôredē ɪz
- ☞ minəstər əv ejə 'kāSH(ə)n
- ☞ 'mæn.ədʒ.mənt
- ☞ ə ,kred.ə 'teɪ.fən
- ☞ ,del.ə 'geɪ.fən əv ə 'THôredē
- ☞ ,ɔ: r.gən.ə 'zeɪ.fən
- ☞ ,ækə 'demɪk vaɪs minəstər əv ejə 'kāSH(ə)n

READING COMPREHENSION

Delegation of Authority



What is Delegation of Authority?

It is a stepwise principle in which authority is delegated **downwards** to other authorities that are also at a **subordinate level**. It follows a top-down approach, in which responsibilities are divided and tasks are allocated to other employees. It makes and gets the work done in **lesser time**. The three major elements of Delegation of Authority are **responsibility, accountability, and authority**.

Why is the Delegation of Authority important in our educational system? It is important, because the highest authority of education, the Minister of Education, can receive support from different departments and delegate different function to be precise and specific in different situations he or she may have to solve. That is why there are different roles and **hierarchical order** of educational authorities.

ACTIVITY 1

READING COMPREHENSION

✓ Write a checkmark in the true statements and **X** in the false statements.

- Delegate means you must do everything to solve different situations.
- Responsibilities are divided so the work is done in lesser time.
- The Minister of Education delegates downwards to other authorities to be precise in different situations, that he or she may solve.
- The hierarchical order of educational authorities has diverse tasks for different roles and works as a team.
- The order alone that the Minister of Education downwards to lower authorities must expect he or she to solve educational issues.
- The three major elements that are compelled when someone receives Delegation of Authority are: responsibility, accountability, and authority.

ACTIVITY 2

Write numbers from 1 to 8 in a hierarchical order of the educational system authority.

- Academic Vice-Minister of Education
- Administrative Sub-Director
- Administrative Vice-Minister of Education
- Infrastructure Vice-Minister of Education
- Minister of Education
- Regional Authorities
- Regional Director of Education
- Teaching Technical Sub-Director

STRUCTURE

WH-questions are questions starting with Wh-words including: what, who, why, when, which, where, and how. Question words are used to ask about specific qualities, times, places, people, and reason.

Wh-question	Asking for	
What	for a thing or abstract idea.	What is authority?
Who	for a person	Who is the highest authority of the Ministry of Education?
Why	for a reason	Why are educational authorities important?
When	for a time or date	When do the Regional Authorities usually visit your school?
Which	for a choice	Which Vice-Minister is in charge of infrastructure?
Where	for a place	Where is the Ministry of Education located?
How	for an amount or the way	How often are the teachers and professors supervised?

ACTIVITY 3

Respond to Wh-question you read in the grammar chart; do it in a complete sentence.

1 What	
2 Who	
3 Why	
4 When	
5 Which	
6 Where	
7 How often	



Ask your professor to answer questions 3 and 7

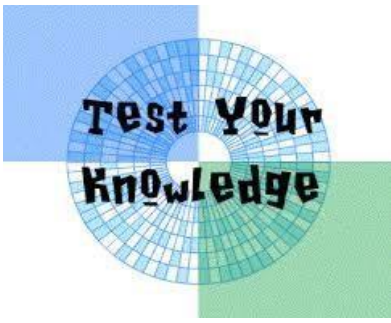


Word Search

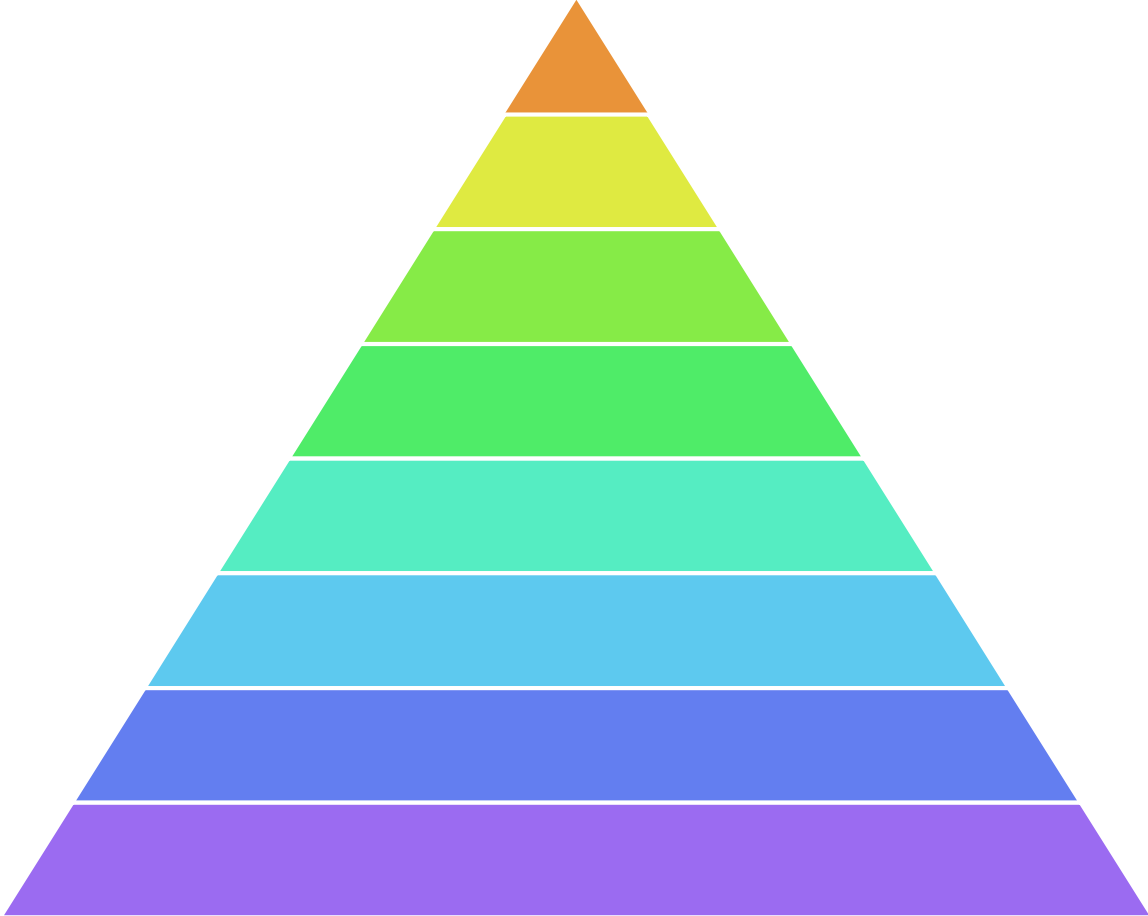
Educational System Authorities

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

ACADEMIC
ACCREDITATION
AUTHORITIES
DELEGATION
DIRECTOR
MANAGEMENT
MINISTER
NATIONAL
ORGANIZATION
REGIONAL
SUPERVISION
VICE-MINISTER



Establish in a pyramid the hierarchical order of educational authorities with their names.



Self-assessment:

Use the checklist to assess your project.

- I established the hierarchical order of educational authorities' correctly.
- I labeled each educational authority with their names.
- I used my creativity to show the Educational System Authorities' Pyramid.

1. Academic: based on a formal study, especially at an institution of higher learning.
2. accreditation: The fact of being officially recognized.
3. delegation of authority: The act of giving an official responsibility or duty to someone.
4. downwards: movement or focus directed towards a lower place or a lower level.
5. Infrastructure: the system of public works of a country, state, or region.
6. management: The activity of controlling something.
7. Minister of Education: a person appointed to head the government departments of education.
8. organization: The planning of an activity or event.
9. subordinate level: submissive to or controlled by authority.
10. supervision: the act of watching a person or activity and making certain that everything is done correctly, safely, etc.



I can...



	I can answer and formulate questions with to WH-questions .
	I can mention the importance of delegations of authority.
	I can pronounce vocabulary words correctly.

Supplementary material

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE.

<https://dictionary.cambridge.org>

<https://www.scholaro.com/pro/Countries/Panama/Resources/Republic-of-Panama-Ministry-of-Education-67>

http://www.meduca.gob.pa/estructura_organizational



WEEKS 28, 29

Educational System in Panama

Education is fundamental to the development of a country. For this reason, there must always be an education system to offer the socio-economic and political structure that will provide for the needs and challenges to develop a strong nation.

OBJECTIVES

1. To discuss the different levels of education in the public and private sectors.
2. To compare the characteristics of public and private education.

DID YOU KNOW?

The Covid-19 pandemic has provoked school closures impacting 90% of the student population. In our region, this corresponds to 160 million students at all levels. Very quickly countries shifted to online distance education, which revealed the fragility of education systems.



Can you relate to the boy in this picture?

- Yes! he was afraid.
- No, he was not happy.

What can you remember about your kindergarten?

Blank purple box for writing a response.

In your opinion, what's the ideal age to start school?

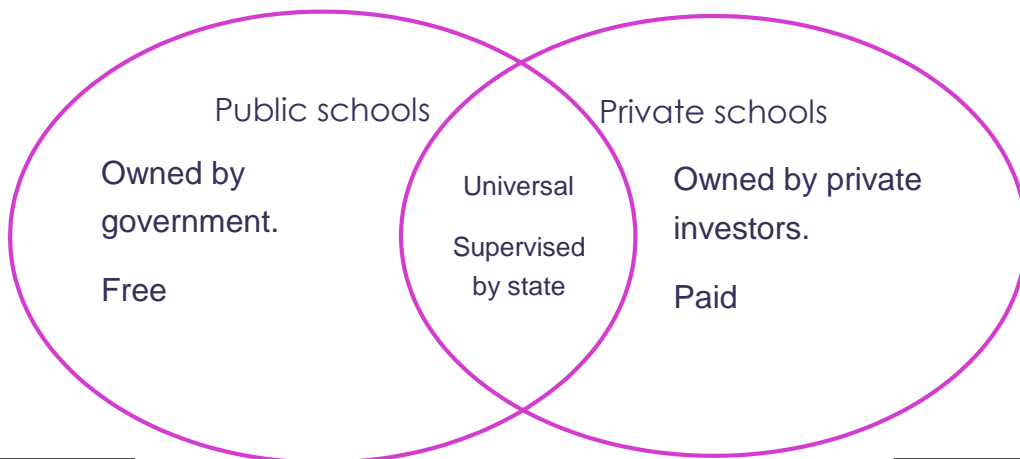
TOPIC EXPLANATION

Characteristics of public and private schools.

Public schools are administered and funded by the local, or national **government**.

Private schools are funded wholly or partly by students' tuition and administered by a **private** body.

Characteristics



Write the name of 2 Panamanian public schools:

Two blank lines for writing school names.

Write the name of 2 Panamanian private schools:

Two blank lines for writing school names.

VOCABULARY

With the help of a dictionary, find the meaning of the following terms.

1. private school
2. public school
3. school curriculum
4. academic curriculum
5. enriching curriculum
6. educational guidelines
7. do well
8. limiting
9. wider range

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

READING COMPREHENSION

Read this brief excerpt about some differences between public and private schools. Underline the vocabulary terms.



Public school curriculums are governed by strict state educational guidelines, and while these guidelines are designed to help ensure that students get the basic education they need in order to do well in life, they can also be limiting. They may, for example, fail to provide more enriching curriculum. Private school curriculums are not governed by strict state educational guidelines, which means that they have more room to address a wider range of subjects, to their students' great benefit. More specifically, here are some key differences between public and private school curriculums:

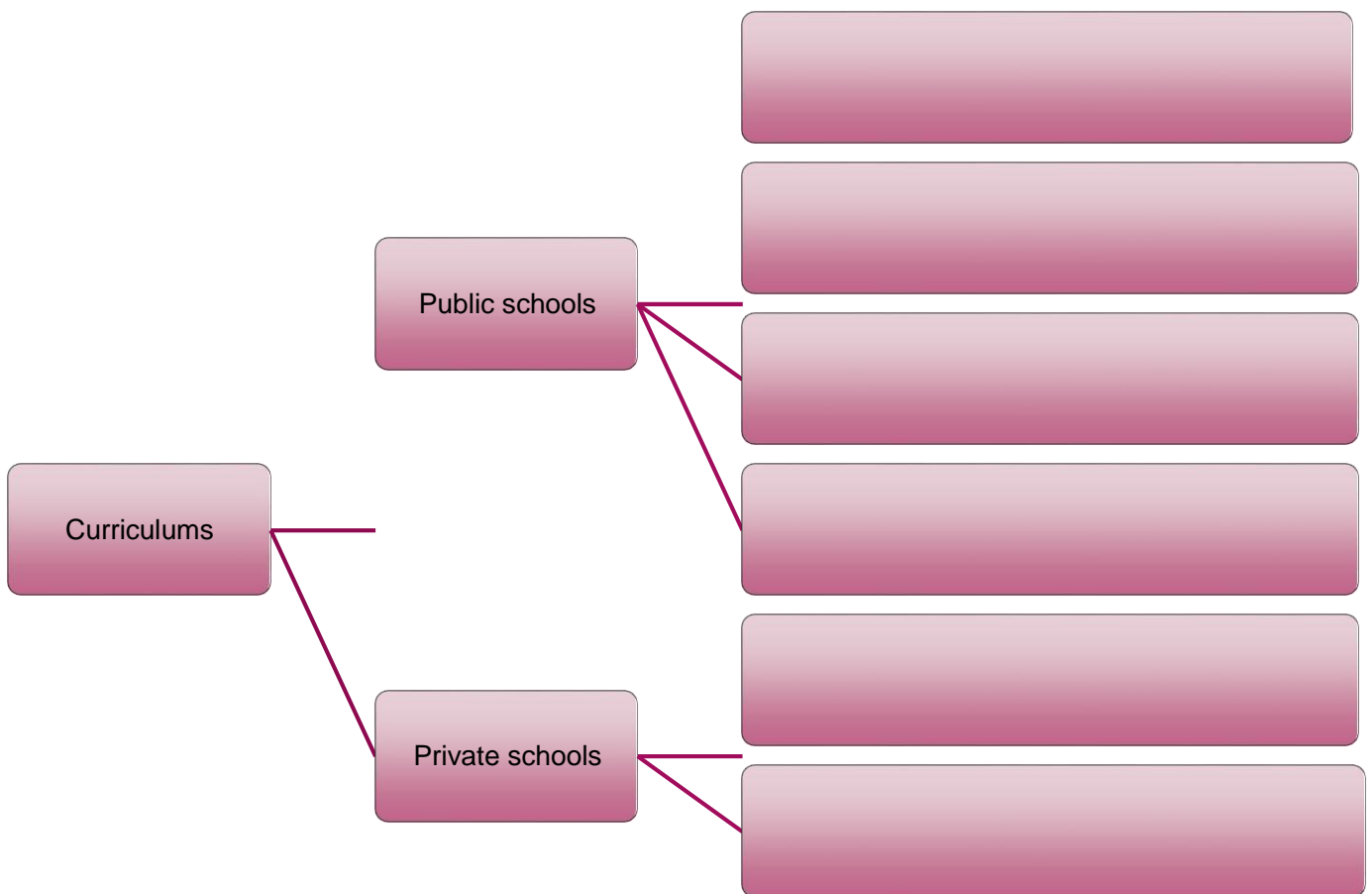
1. The success of public schools is based on average grades, test scores, and graduation rates.
2. Private school curriculums, tend to focus on each individual student and what subjects they need in order to succeed.

ACTIVITY 1

Check the reading again and classify the characteristics of public and private schools

READING COMPREHENSION

Focus on individuals – are limiting – strict guidelines – wider range of subjects – success is based on average grades – fails to provide enriching curriculum



ACTIVITY 2

Write sentences about public and private schools in Panama (check the example).

Example: In Panama, public schools are owned by the government.

In Panama, private schools are _____.

In Panama, public schools are _____

Private and public schools _____

STRUCTURE

Check the use of Wh question words **How much** and **How many**. Go to <https://madridingles.net/how-much-how-many-countable-e-incountable/> for more information about this.

HOW MUCH ...? - (Price)

How much can be used when we want to know the PRICE of something.

Example: *How much does it cost to study in a private school?*

HOW MANY ...? - (Quantity)

How many is used when we want to know the QUANTITY of something

It is only used with plural countable nouns

Example: *How many private schools are there in your community?*

ACTIVITY 3

Look at the picture then ask and answer questions using *How much...?* and *How many...?* (Remember: ask questions about quantities (*How many*) and prices (*How much*))

Interesting Facts

Public School

- Traditional public schools in the United States
 - 87,190
- Average class size
 - 20.3 students per class
- Average salary
 - \$49,600 per year
- 63 % of staff employed with academic specialist or coaching assignments

Private School

- Private schools in the United States
 - 28,220
- Average class size
 - 18.1 students per class
- Average salary
 - \$36,300 per year
- 37 % of staff employed with academic specialist or coaching assignments

Examples: **How many traditional public school are there?**

There are 87,190.

How much is an average salary in private schools?

\$36,300 per year.



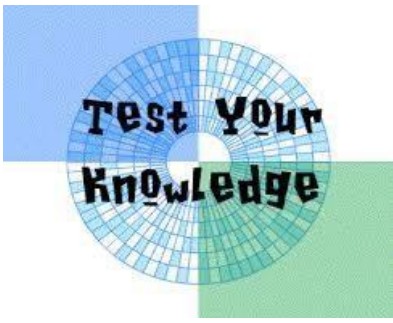
Find the terms related to public and private schools in the grid.

Public vs Private Schools

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

PAID TUITION
 WIDE CURRICULA
 EXPENSIVE
 LOWER SALARY
 PRIVATELY OWNED
 BETTER SALARY
 LESS INCLUSIVE
 MORE INCLUSIVE
 CHEAP
 FREE TUITION

Play this puzzle online at : <https://thewordsearch.com/puzzle/1300051/>



Project: What about schools near me?

Choose a private school and a public school in your area (community). Fill in the table below with your answers to the following questions:

1. How much does it cost to enroll?
2. How much is the tuition?
3. How many levels do they offer in their curricula?
4. How many subjects do they teach during covid19 pandemic?
5. How are students receiving instruction due to covid19? (tools, approach)

Questions	Answers	
	Public school name: _____	Private school name: _____
1. Cost to enroll		
2. Tuition		
3. Educational levels		
4. Subjects taught		
5. Instructional approach		

What can you conclude?

1	Curricula	The courses offered by an educational institution.
2	Enroll	Officially register as a member of an institution or a student on a course.
3	Grades	A mark indicating a degree of accomplishment in school.
4	Guidelines	An indication or outline of policy or conduct.
5	Subject	A branch of knowledge studied or taught in a school, college, or university.
6	Tuition	A sum of money charged for teaching or instruction by a school, college, or university.

I CAN...

Checklist with achievement indicators. century 16 (Instructions)

- I can tell the difference between public and private schools.
- I can differentiate the curricula of private and public schools.
- I can ask and answer questions with **How much...?** to compare prices.
- I can ask and answer questions with **How many...?** to talk about quantities.

SUPPLEMENTARY MATERIAL

Check the links below to learn a little bit more about Panamanian Public and Private Schools.

<https://www.panamaequity.com/exploring-living-in-panama/private-vs-public-schools-panama/>

<https://www.youtube.com/watch?v=zhD6nO1T1wg>

Secondary Educational System



WEEKS 30, 31

EDUCATIONAL SYSTEM IN PANAMA

One of the stages in the Panamanian education, is the pre-media cycle with a duration of 3 years, aimed at students between 12 and 15 years of age. At the end of this level the student receives the Certificate of General Basic Education. The objective is to favor that all students of school age reach, according to their potential, the full development of their abilities and skills to be able to follow their professional or work path.

OBJECTIVES

- To identify the different high schools' studies options.
- To value the importance of education in the different high schools 'degrees.

DID YOU KNOW?

...that Public education began in Panama soon after separating from Colombia in 1903. In 1906, the Panama College was found by Methodists?



Think about your school or schools in your area

List at least 5 academic and technical degrees your school and other schools offer.

- 1- _____
- 2- _____
- 3- _____
- 4- _____
- 5- _____

TOPIC EXPLANATION

TECHNICAL AND ACADEMIC DEGREES

Humanity degree:

designed for students who have some of the following abilities: good verbal skills, well organized, good imagination and others.

Business and

accounting degree:

designed for students who have some of the following abilities: collaborative, well organized, persuasive,

Science:

allows to acquire knowledge and skills in the scientific skills so that at the end of the course the students have the fundamental tools.

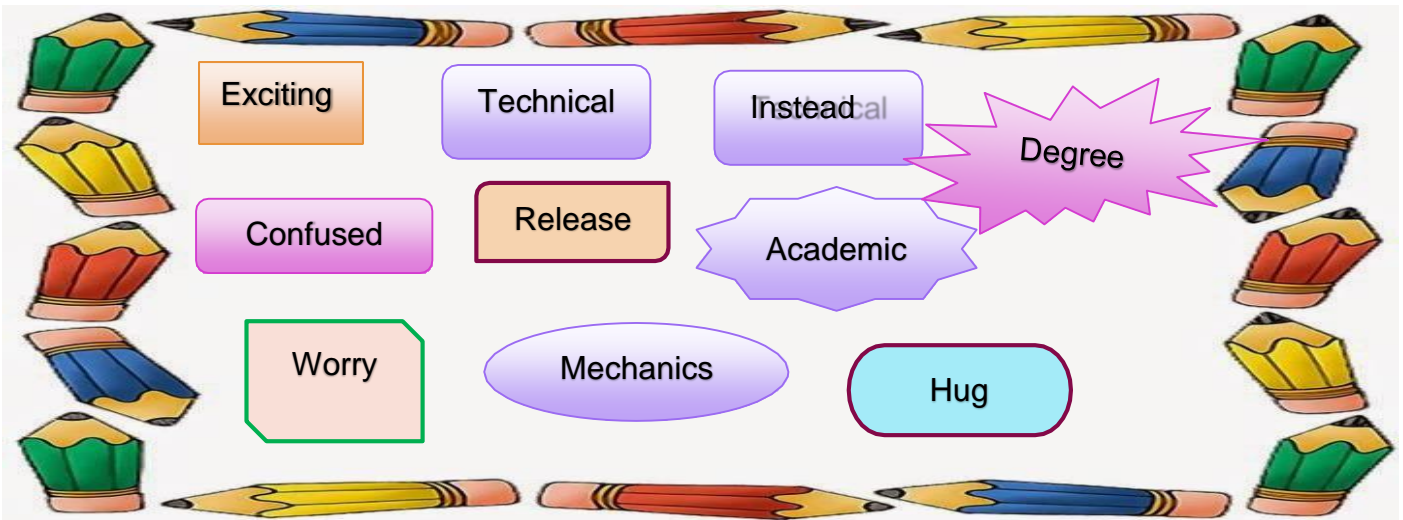
Agricultural degree:

Agricultural degree:

Is designed for students who have the following characteristics: being a researcher, observer, plant and animal lover, patient and introvert.

VOCABULARY

Look at the meaning of the following words in your English – Spanish dictionary



READING COMPREHENSION

READ CAREFULLY

A SHORT STORY ABOUT JULIO



This is the story of a boy named Julio. He is 14 years old. He is a very happy boy. He is from Colombia, but he lives here in Panama with his parents. When he came he did not know anything about education in Panama. So, he was really confused as he did not have enough information that helps him to decide where to study.

One day he started to look for information on the Internet and he found out that there were some big schools near his house. He got very excited because he also discovered that the schools offered a variety of degrees. But, he got even happier when he learned that he had the opportunity to study mechanics. This was the dream of his life!! He could not believe it! Then he called his friends and family in Colombia to tell them that he had decided to study a technical degree instead of an academic one.

Finally, that day, he shared the good news with his parents at dinner. They were so relieved as they were worried before. They hugged and kissed him to show him support.

ACTIVITY 1

READING COMPREHENSION

After reading several times, answer the following questions.



What is the boy's name?



Where is he from?



What was the dream of his life?

1. _____

2. _____

3. _____

ACTIVITY 2

COMPLETE THE STORY

Instructions

Change the last paragraph of the story using your own words.

Finally,

Verbs

STRUCTURE

DECIDE ----- LIKE

Decide

Use:

- to solve or conclude (a question, controversy, or struggle) by giving victory to one side: The judge **decided** the case in favor of the plaintiff.
- to determine or settle (something in dispute or doubt): to **decide** an argument.
- to bring (a person) to a decision; persuade or convince: The new evidence **decided** him.

Like

Form: like + noun phrase

I **like** Sarah but I **don't like** her brother much.

Yes/ no questions

Do you like pasta?

She really **likes** the singing of Luciano Pavarotti. (he, she, it likes)

like + -ing

I **like swimming** before breakfast.

He **likes telling** jokes.

like + to-infinitive

She **likes to go** and see her parents at the weekend.

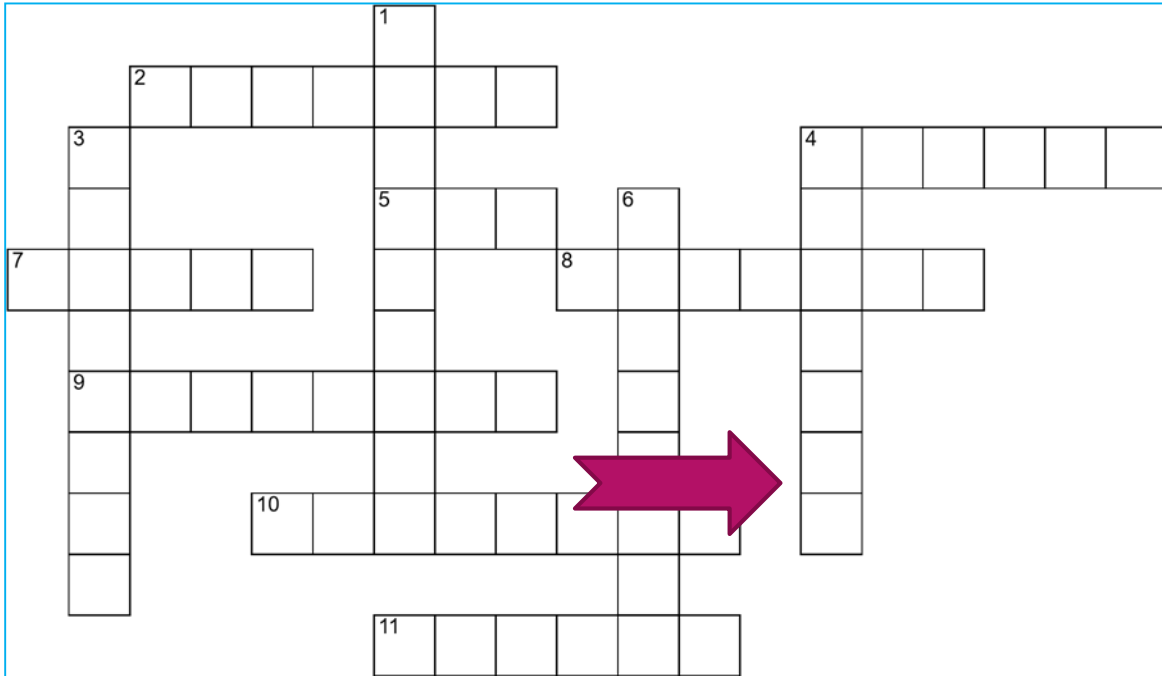
I **don't like to cycle** in the dark.

ACTIVITY 3

COMPLETE THE PRACTICE WITH THE CORRECT ANSWERS

1. Peter _____ academic degrees. 2. Laura _____ carrot cakes.
3. Tom and Jonathan _____ Math and Science.
4. We _____ fruits and vegetables. 5. Maggie _____ to study plants.
6. I _____ hamburgers' from Mac Donald's.
7. Walter and Linda _____ their new school.
8. Jack and I _____ cold water. 9. Jackie _____ to study business!
10. You _____ hot dogs and soda.

Look at the vocabulary and glossary sections and complete the crossword with the correct



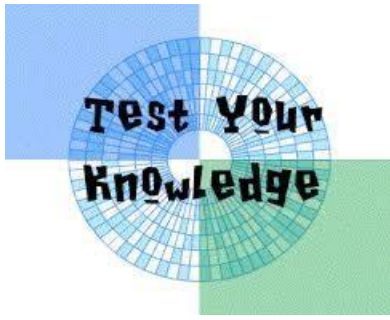
ACROSS

- 2 what you study in school
- 4 building
- 5 love
- 7 content
- 8 very concerned
- 9 very happy
- 10 companies and industries
- 11 make a decision

DOWN

- 1 fixing things
- 3 opposite of technical
- 4 deep study of different areas
- 6 not clear mind





FOLLOW THE INSTRUCTIONS TO MAKE YOUR PROJECT

About you!

Technical degrees are designed to prepare students to be: mechanic, electrician, carpenter and others. The schools that offer this types of degrees are known as IPT (Professional-technical institutes).

Academic Degrees are oriented to linguistic, business and scientific abilities.

Students acquire knowledge about subjects that require analysis, critical thinking and reasoning

About you Future

Which Academic or Technical degrees does your school offer?

Think positively

Choose a carrier

Decide what do you want to be in the future

Write your own sentences about your choice

SELF ASSESSMENT CHECK LIST

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

- Write the names of Academic Degree.
- Use capital letters where needed.
- Select the appropriate Degree according to the skills.
- Use the given structure correctly.
- Express his/her creativity.

Exciting (ik 'sɪdɪŋ): causing great enthusiasm and eagerness.

Agricultural (agrə 'kæɪlCH(ə)rəl): relating to agriculture.

Mechanics (mə 'kaniks): the machinery or working parts of something.

Science: a systematically organized body of knowledge on a particular subject.

Technical ('teknək(ə)l): 'of, involving, or concerned with applied and industrial sciences.

Degree (də 'grē): an academic rank conferred by a college or university after examination or after completion of a course of study.

Humanity (hyü- 'ma-nə-tē) : the branches of learning (such as philosophy, arts, or languages)

Business (biz-nəs) : a commercial or sometimes an industrial enterprise.

Ability (ə- 'bi-lə-tē) : physical, mental, or legal power to do something

Skill ('skil) : the ability to use one's knowledge effectively and readily in execution or performance.

I CAN...**CHECK () THINGS YOU LEARNED**

- I can recognize the importance of education.
- I can list the most important characteristics of each High School Degree
- I can write sentences using the verbs like and decide.

SUPPLEMENTARY MATERIAL**CHECK THIS MATERIALS FOR EXTRA KNOWLEDGE**

<https://youtu.be/CYqt4xHXJOE>



WEEK 32, 33, 34

Pollution

With the evolution of mankind and the great advances in science and technology, the environment has been greatly affected by the increase in pollution. This has motivated thousands of people, including environmentalists, to intensify the work of educating new generations to create a habit of protecting and loving nature. 12 para todas las secciones de texto

OBJECTIVES

1. To describe air, water, soil, and noise pollutants and ways to diminish their effects.
2. To show interest in finding ways to protect and maintain free pollutants environments.

**DID
YOU
KNOW?**

...that
Air pollution levels have dropped significantly since measures such as quarantines and shutdowns were put into place to contain COVID-19?

What do you know?

Let's see what you know about pollution. Read the following clues and write down the type of pollution it produces.



1

Pesticide used on crops

_____ Pollution



2

car horns cause:

_____ Pollution

Carbon dioxide from cars causes:



3

_____ Pollution



4

Industrial chemicals cause:

_____ Pollution

TOPIC EXPLANATION

Read carefully and practice.

Pollution

It is the alteration of the environment by pollutants.

There are different types of pollution but we will focus on just four of them:

Air Pollution

It is caused by the burning of fossil fuels, such as coal, oil and gas.

Water Pollution

It is affected by the dumping of industrial waste; by rising temperatures, which alter the water by reducing the oxygen in its natural composition.

Soil Pollution

It is commonly caused by the implementation of harmful agricultural technology (use of sewage or polluted river water; indiscriminated use of hazardous pesticides and fertilizers in

Noise Pollution

It is caused by human activities (traffic, industries, leisure premises, airplanes, ships, among others) that produce negative effects on the hearing, physical and mental health of living beings.

VOCABULARY

Look up the meaning of these words in your English-Spanish dictionary.

1. Environmentalists
2. decrease
3. restore
4. dump on
5. crowd
6. breathe
7. around
8. ozone layer
9. low
10. undertake

READING COMPREHENSION

READ CAREFULLY



For a long time, we have heard about the consequences of the steady deterioration of the environment. We have also experienced the effects of climate change not only on our planet but also on our way of life.

These environmental changes and their drastic effects have caused hundreds of educators and environmentalists to undertake continuous tasks to decrease the destruction of the ozone layer and increase actions to restore the balance of our ecosystem.

Due to COVID-19, the planet earth has breathed in so many gases produced by cars. Industries have had to stop their functions; and because of this, the land and the sea have been somewhat liberated from so many chemicals and toxic substances that were continually being dumped on them.

Some of the most crowded cities have also lowered their noise pollution levels and there is no doubt that the air that is breathed, is less polluted than before.

Seeing the positive effects of a world with less movement of people makes us reflect on our actions, and that as human beings, we have a responsibility to improve the climatic conditions of our planet. In short, pollution can be gradually reduced if humanity transforms its way of life and nourish love for what is around it. No doubt, planet earth will thank us immediately.

ACTIVITY 1

Read the statements and select the correct answer with a check ✓ to complete the sentences.

READING COMPREHENSION

- The effects of climate change have affected:
 - ___The planet and human beings
 - ___Technology
 - ___The sale of cars
- They intensify actions to recover the balance of the ecosystem.
 - ___Farmers
 - ___Ecologists and Educators
 - ___Journalists
- COVID-19 causes positive effects on the environment such as:
 - ___The planet is resting from so much gas caused by cars.
 - ___Farmers do not use as many fertilizers and pesticides.
 - ___People stay at home.
- They have a responsibility to take care of the environment
 - ___Animals
 - ___People
 - ___Plants
- Pollution can be reduced if
 - ___We don't go out
 - ___We avoid watching TV
 - ___Humanity transforms its way of life and nourish love for what is around it.

ACTIVITY 2

Create a collage showing the positive effects of a world with less movement of people.

Look at the picture and make your collage.



STRUCTURE

Use Should and Shouldn't.

- We use **should** and **shouldn't** to give advice or to talk about what we think is right or wrong.
- **You should** means something like **I think it is a good idea for you to do it.**
- **You shouldn't** means something like **I think it is a bad idea for you to do it.**
- **Should** is used to express the opinion of a speaker and often follows **I think** or **I don't think**.

Examples:

You should take care of the environment.

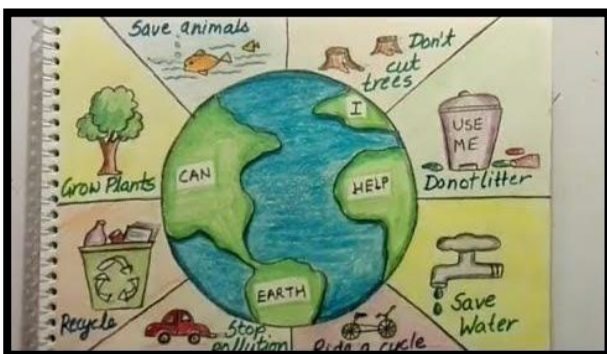
There's a lot of trash in the rivers. You shouldn't throw garbage in the rivers.

The earth is suffering from pollution. You shouldn't use chemicals on your crops.

ACTIVITY 3

Write 5 sentences with measures that we can initiate to contribute to the care of the environment using **Should** or **Shouldn't**.

Example: I shouldn't use plastic bags.



1. _____
2. _____
3. _____
4. _____
5. _____



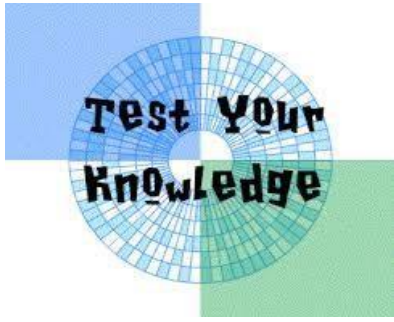
Find the words related to the topic in the word search.

Pollution

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

TRASH
 OZONE LAYER
 WATER
 ECOSYSTEM
 NATURE
 PREVENTION
 SOIL
 HUMAN BEINGS
 POLLUTION
 SOLUTION
 WORLD
 TOXIC
 AIR
 EFFECTS

Play this puzzle online at : <https://thewordsearch.com/puzzle/1301612/>



Make a list of Polluted areas and the possible solutions according your knowledge. Then draw a picture or stick some images on the page below.

FOLLOW THE INSTRUCTIONS TO MAKE YOUR PROJECT.
WRITE THE LIST OF POLLUTED AREA. THINK POSSIBLE
SOLUTION. EXAMPLE:
Don't catch fish with poison. Take care of rivers.



SELF-ASSESSMENT CHECKLIST.

- Write the name of a polluted area.
- Use the given structure correctly.
- Use a capital letter.
- Give positives solutions.
- Express your creative ideas.

GLOSSARY

1. Ozone layer: The ozone layer is a deep layer in the stratosphere, encircling the Earth, that has large amounts of ozone in it.

2. Ecosystem: a system, or a group of interconnected elements, formed by the interaction of a community of organisms with their environment.

3. Toxic substances: Toxic substances are chemicals that will cause harm to human health when they enter the body through inhalation, skin absorption, or ingestion.

4. Restore: to cause a particular situation to exist again, especially a positive one.

5. Climate conditions: meteorological circumstances that would prevent a complying installation of a manufactured home, including, but not limited to, frost, extreme rains, or flooding.

I CAN...

Mark with a check ✓ the learning objective that best matches your ability.

I can use the modal **should** to give suggestions and recommendations.

I can describe the different ways of Pollution.

I can identify how to avoid Pollution.

SUPPLEMENTARY MATERIAL

To reinforce your knowledge and skills you can review the link activities below.

<https://www.youtube.com/watch?v=OqHp03RRTDs>

<https://en.islcollective.com/english-esl-worksheets/vocabulary/environment/pollution-reading/68638>



WEEK 35, 36, 37

Sports

Panamanians have stood out in a variety of sports, driven only by their dreams and hopes to represent their country and show the love they feel for different sports. The dream of becoming a great national or international figure has provided the necessary strength to thousands of young people, who had become great women and men worthy of imitation.

OBJECTIVES

- To recognize the importance of famous athletes in Panama.
- To identify the most popular sports in Panama.

DID YOU KNOW?

...that
with a long jump of 8.34 meters, Irving Saladino became the only Panamanian athlete to win a gold medal at the Olympic Games (Beijing, August 18th , 2008).



Challenge!

Could you identify the athletes in the previous page?
Match their names to the numbers!

___ Rod Carew

___ Mariano Rivera

___ Roberto Durán

___ Irving Saladino

___ Eileen Coparropa

___ Román Torres

___ Laffit Pincay Jr.

___ Leonardo González

___ Danilo Pinnoch

___ Yvette Lewis



TOPIC EXPLANATION

Popular Sports in Panama

Traditionally, Panama is a country where people are true fans and passionate about sports. As a country, Panamanians enjoy packing up the stadiums to cheer for their favorite teams as well as for wearing their colors. There are many sports that are practiced in Panama, but **the most popular** are: baseball, soccer, boxing, basketball, volleyball, athleticism, martial arts, and swimming. Sports are also one of the best ways of staying fit and healthy, and Panama offers the opportunity to practice them for enjoyment as well as an organized activity.

Some interesting facts about sports in Panama are:

- **The most popular** sport in Panama are baseball and soccer.
- Baseball has produced **more professional athletes than** any other sport in Panama.
- **The best** boxer in Panamanian history is Roberto “Manos de Piedra” Durán.
- People who practice sports **are healthier than** those who do not.
- Playing soccer **is less expensive than** playing baseball.
- Karate requires **more concentration than** most sports.
- **The most famous** Panamanian baseball player is Mariano Rivera.
- **The fastest** Panamanian baserunner in the Big Leagues was Rodney Carew.

VOCABULARY

These words Will help you understand the reading and other activities. Try to infer their meaning or look them up in a dictionary. Use the space below each word to write the meaning.

Packing up
(pakin op)

Staying fit
(steiin fit)

Healthy
(jeltzy)

Expensive
(ecspensiv)

Leadership
(liderchip)

Failure
(feiliur)

Fitness
(fitnes)

Accountability
(accountability)

Dedication
(dedikeichon)

Life skills
(laif skills)

READING COMPREHENSION

Sports are good for you!

Sports are a very important part of students' healthy development. There are two key benefits of practicing sports at school: mental health and physical fitness.

Team sports are even better because they teach accountability, dedication, leadership, and other life skills.

Sports help students to increase their confidence to talk, thus improving their communication skills. They bring discipline in life, because they teach the values of dedication and patience. Sports even teach people how to handle failure.



ACTIVITY 1

Read the selection again. Use words from the reading to complete each statement.

READING COMPREHENSION

1. Practicing sports is beneficial to develop two important things: _____ and _____.
2. Some of the life skills that students can gain from practicing team sports are:
 - a. _____
 - b. _____
 - c. _____
3. Students who practice sports increase their _____ to talk and this helps improve their _____ skills.
4. Sports teach people how to handle _____ and some values like:
 - a. _____
 - b. _____
 - c. _____

ACTIVITY 2

Baseball or soccer?. Use the words in the box to describe these two sports! Write the letters on the lines.

- | | | | |
|---------------------------|-------------------|-------------------|-----------------|
| a. more expensive | b. less expensive | c. think fast | d. strong legs |
| e. hands-eye coordination | f. strong arms | g. more equipment | h. no equipment |
| i. foot-eye coordination | | | |



Comparative Adjectives

Irregulars

Good	→ better	→ the best
Bad	→ worse	→ the worst
many	→ more	→ the most

We use **comparative adjectives** to show change or make comparisons:

- The **hardest** sport is boxing.
- The **easiest** sport is running.

We use **than** when we want to **compare one thing with another**:

- Swimming **is safer than** karate.
- Tennis requires **more skills than** soccer.

Comparative Superlative

tall	→ taller	→ the tallest
short	→ shorter	→ the shortest
nice	→ nicer	→ the nicest
big	→ bigger	→ the biggest
hot	→ hotter	→ the hottest
funny	→ funnier	→ the funniest
expensive	→ more expensive	→ the most expensive
interesting	→ more interesting	→ the most interesting

Superlative Adjectives

We use **the** with **superlative adjectives**:

- Soccer requires **the least** skills.
- Baseball is **the most** mentally challenging sport.

ACTIVITY 3

Use the comparative or superlative of the adjective in parentheses to complete the sentences.

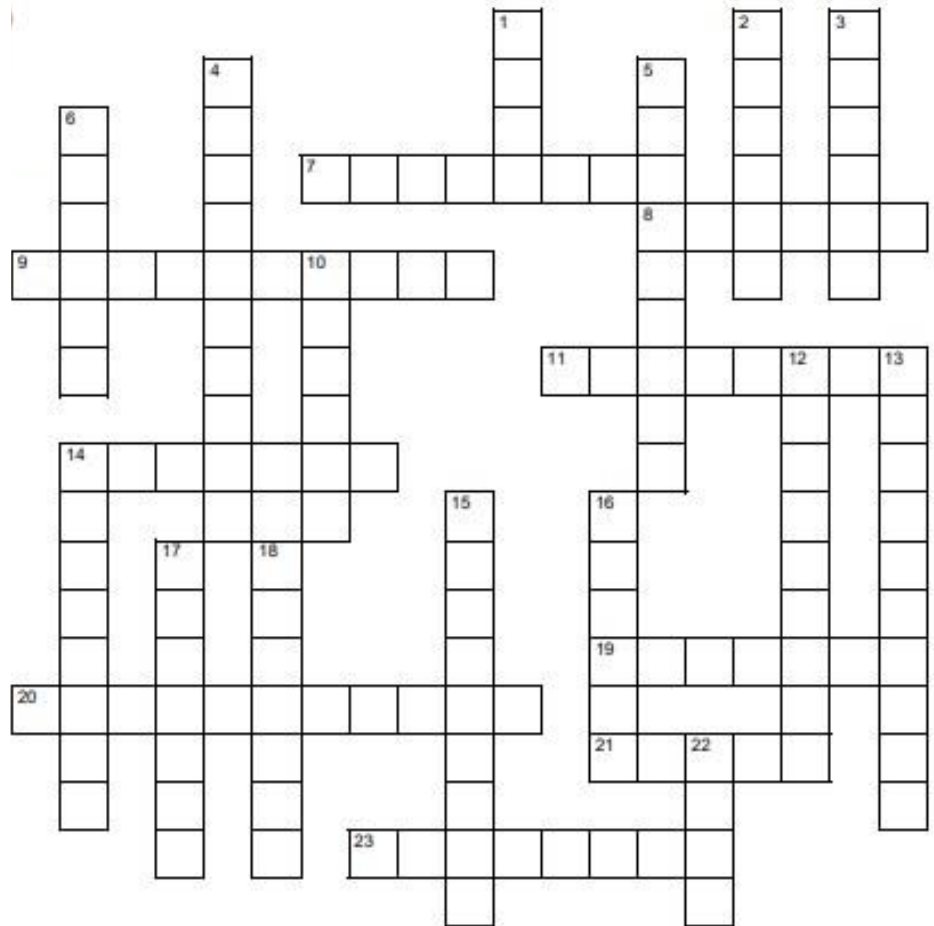
1. Eileen Coparropa was the _____ (young) athlete to represent Panama in Olympic Games.
2. Yvette Lewis got the _____ (good) mark in 110 mts. hurdle in Beijing 2016.
3. Volleyball is _____ (hard) to play than basketball.
4. Basketball is _____ (intense) than volleyball.
5. A soccer team is _____ (big) than a baseball team.
6. In Panama, baseball and soccer are the _____ (popular) sports.
7. Boxing is _____ (dangerous) than Karate.
8. Running is the _____ (easy) sport to practice.
9. Basketball players are usually _____ (tall) than boxers.
10. Baseball has produced _____ (many) professional athletes than any other sport in Panama.



Let's see how much you know about sports!!!

Sports Challenge

Crossword



Across

- 7. Oldest organized sport in North America.
- 8. You need snow for this sport.
- 9. Players score by throwing a ball through a hoop.
- 11. You need water for this sport.
- 14. Played on an indoor alley.
- 19. Bat and ball sport AND the name of an insect.
- 20. Another name for ping-pong.
- 21. Game with scrums and an oval ball.
- 23. It involves hiking, throwing, catching and

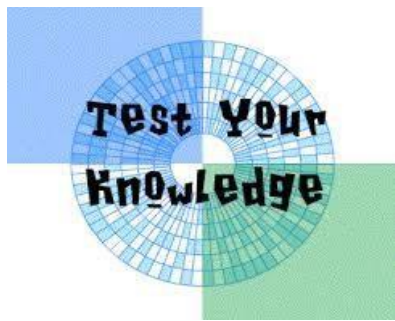
Down

- 1. Unarmed combat sport using holds and leverage.
- 2. Played with rackets.
- 3. Waling in the countryside.
- 4. Might be played on the beach.
- 5. Graeco-Roman contact sport.
- 6. Unarmed combat sport using the hands and feet to deliver blows.
- 10. Fist fighting.
- 12. Played by two teams on ice skates.

- 13. Might be done on parallel bars.
- 14. Played on a "diamond".
- 15. Played with a shuttlecock.
- 16. The US name for a sport the rest of the world calls football.
- 17. The Tour de France features this sport.
- 18. Might be done on concrete or ice.
- 22. Played with clubs.

Word Bank

Badminton	Golf	Skating
Baseball	Gymnastics	Skiing
Basketball	Hiking	Soccer
Bowling	Ice Hockey	Swimming
Boxing	Judo	Table Tennis
Cricket	Karate	Tennis
Cycling	Lacrosse	Volleyball
Football	Rugby	Wrestling



Project:
Create your own sport!
(follow the guidelines)

GUIDELINES:

1. What kind of sport do you want? (field, water, tract, etc.)
2. Give your sport a name (make it interesting!)
3. Design the field (place) where it will be played in and the implements (things) needed to play it.
4. Write the basic rules to play it
 - a. How many players.
 - b. Objective.
 - c. How to score/gain points or win.
 - d. Draw the implements necessary to play. (be creative!)
 - e. Share your sport with your family. (get them to play with you!)

Paste a picture or draw the design and implements here.

GLOSSARY

1. Baserunner: a baseball player of the team at bat who is on a base or is attempting to reach a base.
2. Accountability: an obligation or willingness to accept responsibility.
3. Leadership: the power or ability to lead other people.
4. Failure: lack of success in some effort.
5. Challenging: arousing competitive interest, thought, or action.
6. Hurdle: an artificial barrier over which racers must leap.
7. Field: an area constructed, equipped, or marked for sports.

I CAN...

Checklist with achievement indicators. century 16 (Instructions)

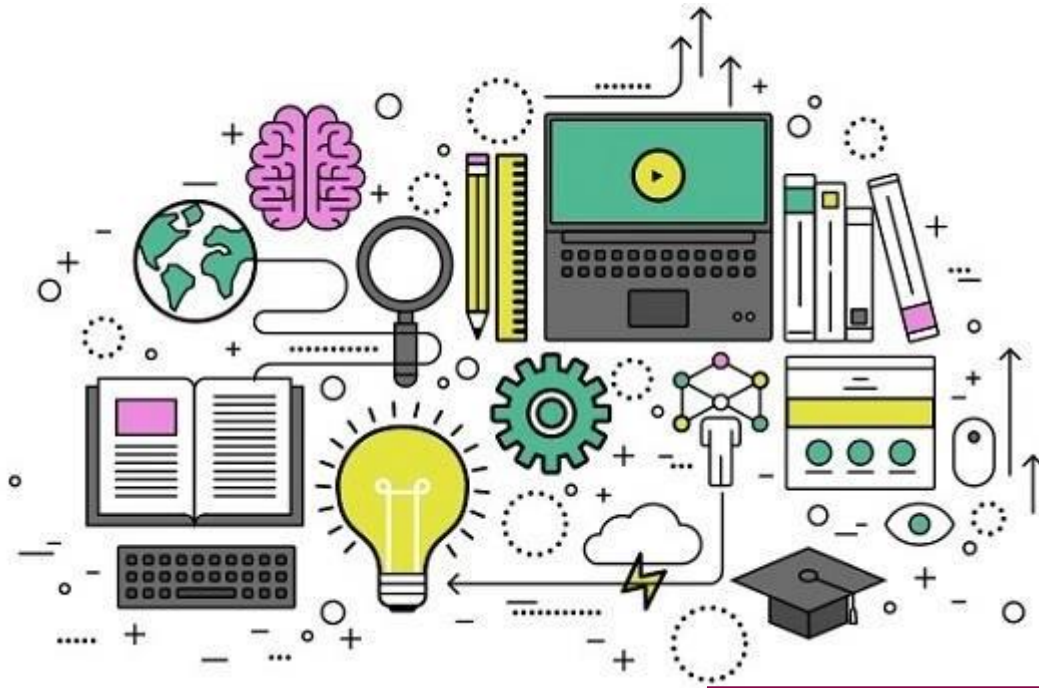
- recognize famous Panamanian athletes.
- identify the most popular sports in Panama.
- compare different sports using comparative adjectives.
- use superlatives to describe sports.

SUPPLEMENTARY MATERIAL

Check the links below to find out more about sports and comparisons.

<https://www.lewolang.com/gramatica-inglesa/7/comparatives-and-superlatives>

<https://eucbeniki.sio.si/ang1/3149/index1.html>



Topics 38, 39, 40

Technology

Technology has come to make everything much easier for us, from long-distance calls to video conferences, including devices that count our steps and warn us of a possible heart attack. All that and more is offered by new technological devices. It will be interesting to see what technology has in store for us in a couple of months.

Objectives:

- To describe technological devices.
- To recognize different technological devices.

**DID YOU
KNOW?**








That... Lately, artificial intelligence has become a popular topic as it is intended to be implemented in the classroom and in about fifteen years we could see this become a reality. Can you imagine having a robot teaching in the classroom?

What do you know?

Look at the picture and guess the device, then write down the names of each one.



TOPIC EXPLANATION Description of Technological Devices

Laptop	A laptop computer is a portable personal computer powered by a battery, or an AC cord plugged into an electrical outlet, which is also used to charge the battery.	
Cellphone	a cellphone is a mobile telephone or a handheld two-way communication device that you can talk on over a cellular network.	
Smart TV	A smart TV is a digital television that is, essentially, Internet-connected, storage-aware computer specialized for entertainment.	
Air Pods	Apple AirPods are wireless Bluetooth earbuds designed specifically to work with iPhone and iPad.	
iPad	It is smaller than a typical laptop, but significantly larger than the average smartphone. The iPad does not include a keyboard or a trackpad, but instead has a touchscreen interface, which is used to control the Device	
Printer	A printer is a device that accepts text and graphic output from a computer and transfers the information to paper, usually to standard size sheets of paper.	
Scanner	A scanner is an input device that scans documents such as photographs and pages of a text.	

VOCABULARY

Look at the words inside the cloud, they are part of the text you will read later. Research in your dictionary if you don't know the meaning of a word.



READING COMPREHENSION

Devices changes the way of our life.



Hello! I'm Kate. I want to write about my technological devices. First, I have a *smartphone*. I got it from my parents for Christmas two years ago. I like it very much because you can also connect the phone to a *smartband* similar to a watch and answer the calls. I think it's sometimes good to have my smartphone in my bag.

I always listen to music in my *mp3 player*, I like it because it makes me feel relaxed. Sometimes I use my *laptop* to do my homework and I save my files in my *flashdrive*, so I always able to take them with me. When I feel bored at home, I can use my *smart tv* to connect to the Internet and watch movies or series on Netflix or play video games, using my *virtual glasses*; which make them look real. Isn't it fantastic?

Last year, I was cycling on a holiday with my friend. We went cycling to take pictures with my *cam* but the weather wasn't good. It was cold and windy. It started to rain and it got dark. Suddenly my friend had an accident and she broke her leg. At first I didn't know what to do, but then I remember that I had my smartphone. It was in my pocket, so I telephoned for help. After fifteen minutes an ambulance arrived.

Sometimes, smartphones become real problem because they often ring at the wrong moment. I'm not crazy about my mobile phone but I feel safe when I have it with me.

ACTIVITY 1

Answer the following questions related to the reading.

READING COMPREHENSION

1. Where does Kate keep her mobile? _____.
2. When was she on a cycling holiday? _____.
3. What happened there? _____.
4. How did Kate solve the problem? _____.

ACTIVITY 2

Read the statements and correct each one taking into account the information in the reading.

1. She got her smartphone in January.
2. Her parents bought her the smartphone one year ago.
3. She usually listens to music on her smart TV.
4. She plays video games when she is tired at school.
5. She doesn't like virtual glasses.

STRUCTURE

Simple Present

TO BE

VERBS

+

S + am/is/are + predicate...

S + verb + object...

-

S + am/is/are + not + predicate...

S + don't/doesn't + verb + object...

?

Am/Is/ Are + S + predicate?

Do/ Does + S + verb + object?

Usage: To express habits, general truths, repeated actions or unchanging situations, emotions and wishes.

frequency	adverbs	examples
100%	always	You're always late.
90%	usually	We usually go to the cinema on Sunday.
70%	often	He often cooks pasta.
50%	sometimes	We sometimes order pizza for dinner.
10%	hardly ever rarely	She hardly ever smiles.
0%	never	They are never at home when we call.

ACTIVITY 3

Answer the questions with the information that fits with you. Your statements could be in affirmative or negative form.

HOW OFTEN?

- Does your mother use the cellphone? _____
- Do you surf on internet from your laptop? _____
- Does your brother save information in his flashdrive? _____
- Do you scan important documents? _____
- Does your sister chat from her Ipad? _____



Let's play. Try to guess the following riddles.

a

What is a frog's favorite electronic device?

b

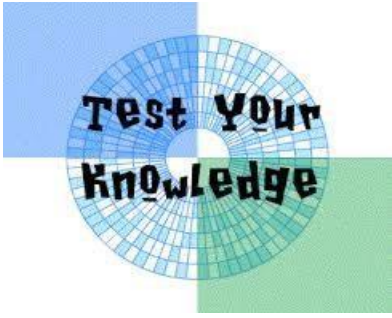
What do you get when you cross a hamburger with a computer?

c

I'm in your phone. Sometimes I laugh. Sometimes I cry. I even flip you off from time to time. What am I ?

d

I have many keys but usually only two or three locks. What am I?



Choose a technology device, draw it in the box. Write down how often you use the device and how useful is this device for you.

Technology Device

A large, empty, rounded rectangular box with a dashed red border, intended for drawing a technology device.

How often?
How useful?

A large, empty, rounded rectangular box with a dashed red border, intended for writing the frequency of use and how useful the device is. The text "How often?" and "How useful?" is written in the top left corner of this box.

Project Checklist

After doing the project, put a check ✓ to each statement if it fits with you.

<input type="checkbox"/>	Draw and paint a technological device.
<input type="checkbox"/>	Describe the usefulness of that technological device.
<input type="checkbox"/>	Describe how often you use the technology device.
<input type="checkbox"/>	Use the present simple correctly to express ideas.

GLOSSARY

1. **Virtual Reality Glasses:** Virtual reality glasses or goggles are a type of eyewear which functions as a display device.
2. **Smartband:** A mobile device worn on the wrist, often with a display that can be used to control a smartphone or to keep track of information such as fitness levels.
3. **Device:** a thing made or adapted for a particular purpose, especially a piece of mechanical or electronic equipment.
4. **Flashdrive:** a small electronic device containing flash memory that is used for storing data or transferring it to or from a computer, digital camera, etc.
5. **Internet:** It is a worldwide system of computer networks.

I CAN...

Read the sentences and mark a check on the box if they match with your achievement.

- describe technological devices.
- recognize different technological devices.
- write sentences in simple present.
- express how I use the technology devices.

SUPPLEMENTARY MATERIAL

The following links will help you to support your learning.

Worksheet

<https://en.islcollective.com/english-esl-worksheets/vocabulary/computer-games/future-computer-games/73855>

Video

<https://www.eslgamesplus.com/present-simple-tense-action-verbs-interactive-monkey-game/>

ANSWER KEY

WEEK 1: Activity #1

1. The title of the reading is **Traditional Families**.
2. The role of the families is to provide love, economic support, values and social support.
3. They are large families with uncle, aunt, parents and children living together.
4. They are small families with one or two children, the children can be biological or adopted.
5. There are nuclear families, extended families, single families, childless family, grandparent family and step family.

Activity #2: Answer will vary.

Activity #3: have, has, has.

WEEK 2: Activity #1

1. The title of the reading is Adopting Good Habits. 2. Answer will vary
3. They will learn or adopt the values of others. 4. During the first 10 years.
5. Will vary

Activity #2: Answer will vary.

Activity #3 Is taking.

are working

WEEK 3: Activity #1

1. The title of the reading is Keeping Physical Distance
2. Sport events, gathering, schools, cruiser and others are closed to avoid to spread disease.
3. I have to take care of myself. 4. Answer will vary. Answer will vary.

Activity #2. Answer will vary

Activity #3: washes the dishes, feeds the dog, does exercise, plays the guitar, play board game, cooks dinner.

WEEK 4: Activity #1= 1. The title is Family Issues during the Pandemic Time. 2. Answer will vary.

3. Answer will vary. 4. Answer will vary. 5. Answer will vary. Activity #2: Answer will vary.

Activity #3: 1. There are **young** children with special needs. 2. There are **large** families with small spaces to interact. 3. They can feel **loneliness** and **sadness** because they can't go out. 4. You can establish a **flexible** routine that help you work and study. She creates **healthy** environment where she can share the chores.

WEEK 5:

Activity #1 Answer will vary. Activity #2: 1. Janitor, 2. Accountant, 3. Secretary, 4. Librarian, 5. Chef, 6. Professor, 7. Principal.

Activity #3: Answer will vary.

Topic 6

7. There are
 8. There are
 9. There is
 10. There are
- Activity 7

Activity 1

1. Restaurants
2. Gas station
3. School
4. Bank
5. School

Activity 2

- ✓ a supermarket
- ✓ a fast food restaurant

Activity 3

Answer will vary

Activity 4

Reading Comprehension

True or False

1. False
2. True
3. False
4. False
5. False

Activity 5

Choose the correct answer

1. There ´s
2. There are
3. There ´s no
4. Restaurants
5. Theaters

Activity 6

1. There are
2. There is
3. There is
4. There are
5. There are
6. There is

1. CN
2. CN
3. CN
4. PN
5. PN
6. CN
7. PN
8. PN

I.

1. Cinnamon Latte, coffee, milk, cinnamon, sugar
2. Colon Free Trade Zone, port
3. Panama, shrimp, langoustine
4. crops, corn, potatoes, soybeans, tomatoes
5. Banking Supervisory Authority banks

Topic 8

Activity 1

1. Caucasian
2. Indigenous
3. Asian
4. Afro-panamanian
5. Afro-antillians

Activity 2

Read carefully and practice

✓ Afro Panamanian

Activity 3

1. Early cultures and traditions in Panama.
2. There are 7 major tribes
3. They live around Caribbean isles of Guna Yala.
4. Tourists enjoy the simplicity of white sand beaches, turquoise waters, and seafood plucked fresh from the water. Embera women still tend to go bare chested and wear colorful

1. clothes from the waist down, with flowers in the hair.
2. Ngobe Bugle, Guna

Activity 4

Use the words to write sentences.

Answers will vary.

Activity 5

- | | |
|-------|-------|
| a. Is | a. is |
| b. Is | b. is |
| c. Is | c. is |

- | | |
|-------|-------|
| a. Is | a. is |
| b. Is | b. is |
| c. Is | c. is |

- | | |
|--------------|---------------|
| a. Am | a. are, _____ |
| b. Am, _____ | b. are, _____ |
| c. Am, _____ | c. are, _____ |

Activity 5

Word search- Race and Ethnicity

acculturation assimilation discrimination
 dominant group ethnic group genocide
 individual discrimination minority pluralism
 prejudice racial ethnic group racial group

Topic 9

Activity 1

1. Police officers, security guards, firefighters, transportation and shipping workers, construction workers, and farmers.
2. Susceptible accidents; slip and falls, breaking limb or lose life.
3. Paramedic, nurses, doctors, and police officers.

Activity 2

Answers vary

Activity 3

Answers vary

Topic 10

Activity 1

- X .
- ✓ .
- ✓ .
- ✓ .
- X .
- ✓ .

Activity 2

Match

- 2
- 8
- 3
- 4
- 1
- 5
- 6
- 7

Activity 3

1. Dictionary meaning

Authority is a person or organization having power or control in political or administration sphere.

- 2. Minister of Education: Maruja Gorday de Villalobos.
- 3. Educational authorities are important because they are entities responsible for the maintenance and operation of public and private school.
- 4. Answer varies
- 5. Infrastructure Vice Minister of Education.
- 6. Corozal, Cardenas.
- 7. Answer varies.

ANSWERS KEYS

WEEK 11

Activity 1 = Public schools: *are limiting / strick guidelines / fail to provide enriching curriculum / success based on average grades.*

Private schools: *wider range of subjects / focus on individuals.*

Activity 2 = a. Is governed by strict state educational guidelines.

b. Is not governed by strict state educational guidelines.

WEEK 12

Activity #1 : a: Julio, b: Colombia. C: opportunity to study mechanic.

Activity #2: a: Science; Business Ac, Humanities. b: yes, I am happy. C:yes...

Activity #3: 1. like, 2.like, 3.decide,4.like,5.decide,6.like,7.decide,8:like,9.decide,10 like.

WEEK 13 = Activity : 1 = 1-a; 2-b; 3-c; 4-b; 5-c. Activity:3 = ANSWER WILL VARY

WEEK 14:

Activity 1= 1. mental health and physical fitness. 2. a. accountability b. dedication c. leadership. 3. confidence - communication

4. failure / a. discipline b. dedication c. patience

Activity 2

Baseball= more expensive, think fast, strong arms, hands-eye coordination. more equipment

Soccer = less expensive, strong legs, think fast, foot-eye coordination, no equipment

Activity 3 = youngest, 2. Best, harder, more intense, bigger. 6. Most popular, more dangerous, 8. Easiest, 9. Taller, 10. more

WEEK 15

Activity 1 : 1. She keeps her Smartphone in her pocket. 2. She was on a cycling holiday last year. 3. Her best friend broke her leg. 4. She called an ambulance.

Activity 2: 1. She got her smartphone in December. 2. Her parents bought her the smartphone two year ago. 3. She usually listens to music on her MP3 player. 4. She plays video games when she feels bored at home. 5. She likes virtual glasses.

Riddles: An iPad. A big mac. An emoji. A Keyboard

INFOGRAPHY

<https://www.youtube.com/watch?v=OqHp03RRTDs>

<https://en.islcollective.com/english-esl-worksheets/vocabulary/environment/pollution-reading/68638>

<https://madridingles.net/how-much-how-many-contable-e-incontable/>

<https://www.panamaequity.com/exploring-living-in-panama/private-vs-public-schools-panama/>

<https://www.youtube.com/watch?v=zhD6nO1T1wg>

<https://youtu.be/CYqt4xHXJ0E>

<https://dictionary.cambridge.org/es/>

<https://www.youtube.com/watch?v=xKMJcLQfM98>

www.merriam-webster.com

<https://www.merriam-webster.com/dictionary//>

<https://www.youtube.com/watch?v=q9XRPOA7h-g>

<https://www.youtube.com/watch?v=BrP9UW9eOts>