

# Guía de autoaprendizaje DE INGLÉS | 9º



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### MENSAJE PARA LOS ESTUDIANTES

Apreciado estudiante:

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

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

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

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

*Maruja Gorday de Villalobos*

Ministra de Educación

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## COVID 19 TIMES IN PANAMA

### WEEKS 1-2-3

#### COVID 19 IN PANAMA

##### INTRODUCTION TO THE TOPIC

During the last months the world has faced one the worst pandemic of the world's history, COVID 19, and Panama has faced it too. Everything has changed for everybody, for example we had changed our ways of:

- ✓ living
- ✓ work
- ✓ socialize
- ✓ dressing

#### LEARNING OBJECTIVES

- ✓ To recognize vocabulary related to COVID- 19.
- ✓ To identify aspects related to COVID- 19 to strengthen the family knowledge about the virus.

#### DID YOU KNOW?

Panama is the only country that men and women have specific days to go out and the time depends on the last number of their I.D.



### BRAINSTORMING

Can you list five (5) words that come to your mind when you think about COVID 19?

Write five words in English related to COVID 19

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

### TOPIC EXPLANATION

### READ CAREFULLY AND PRACTICE

Because of COVID 19 Panamanian families had taken some Health measures to avoid getting the virus.

	<b>Disinfection</b>		<b>Stay home</b>
	<b>Wash hands</b>		<b>Gratitude</b>
	<b>Social distance</b>		<b>Positive attitude</b>
	<b>Wear a mask</b>	<b>Staying home saves lives.</b>	

## VOCABULARY

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

avoid	use	strengthen
Panamanian	news	infect
vaccine	quarantine	measures
telecommuting	sanitizer	relatives

## READING COMPREHENSION

Read carefully the following passage



### PANAMANIAN FAMILIES IN COVID 19 TIME

In the beginning of March 2020, all Panamanian families' lives were going totally normal. The news talked about a virus named COVID 19 that was infecting many people in China, many of them were dying because of this and there was not any vaccine to control it. It was just another bad news for people in this side of the world.

Everything started changing in Panama by the middle of March, because the virus had reached the country. and the authorities ordered people to stay at home (quarantine). Nobody could not go to work, all shopping centers were closed, schools were also closed, it means Panamanian families lives started to change.

Nowadays, families have to follow some health measures to avoid getting the virus COVID 19. Some of these actions are:

Wear a mask, stay home, wash hands, use sanitizer everywhere, keep social distance, after coming from Super, wash all food, stop visiting relatives and friends, even start telecommuting from home.

Finally, even though that many people have lost a relative, or a job, Panamanian families strengthen their relationship, because of their positive attitude against adversity.

## ACTIVITY 1

Answer the following questions

After reading several times, answer the following questions.

1. What is the title of the reading?

\_\_\_\_\_.

2. What is the name of the virus?

\_\_\_\_\_.

3. What happened in Panama by the middle of March?

\_\_\_\_\_.

4. Mention three things that changes to Panamanians.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.







5. Mention three health measures Panamanians apply to avoid COVID 19.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

## ACTIVITY 2

Write a sentence for each picture using the words from the word bank.

**WORD BANK:** gratitude-social distance-stay home-wear mask-positive attitude-disinfection

## STRUCTURE

Review important aspects of the Simple Present Tense.

### Simple Present Affirmative

Regular Verbs		Exceptions	
You <b>walk</b> to school. I <b>drive</b> to work. She / he <b>takes</b> the metro. The dog <b>barks</b> at night.	You <b>do not</b> walk to school. I <b>do not</b> take bus. She <b>does not</b> walk to school. It <b>does not</b> like to be alone.	<b>I / you / we / they</b> I <b>have</b> a computer. I <b>do not</b> have a computer.  We <b>go</b> to out on Mondays. We <b>do not</b> go out on Tuesday.	<b>He / she / it</b> He <b>has</b> a new car. He <b>does not</b> have a new bike.  She <b>goes</b> to school with her mother. She <b>does not</b> go to school with her aunt.

## ACTIVITY 3

Read and practice the Simple Present tense. Follow the instructions carefully.

### A. CIRCLE THE CORRECT ANSWER

1. In Panama people **have/has** to stay at home.
2. My aunt **works/ work** hard during COVID 19.
3. The chief **leads/lead** the disinfection of the office.
4. Bus drivers **takes/take** risks every day.
5. Laura **goes/go** to the library on Fridays.

### B. COMPLETE THE SENTENCES USING THE NEGATIVE FORMS.

1. My mother \_\_\_\_\_ (not wear a mask) inside my house.
2. During quarantine, we \_\_\_\_\_ (not accept) visitors.
3. Children \_\_\_\_\_ (not play) in the parks in these days.
4. I \_\_\_\_\_ (not take) full busses to avoid the virus.
5. Elizabeth \_\_\_\_\_ (not have) any virus.

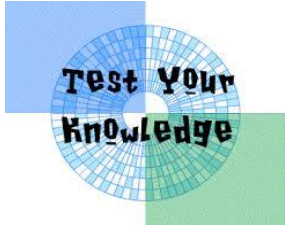


Find and circle each of the words from the word bank below.

Words may appear forwards or backwards, horizontally or vertically in the grid.

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

avoid	vaccine	relatives	strengthen	sanitizer	news
infect	quarantine	use	measures	Panamanian	telecommuting



**Follow the instructions to make the following project.**



**Example:**

***My family during COVID 19.***

***My family and I stay safe at home. We take many health measures. My mother asks us to wash our hands many times.***

**Write a paragraph about what you and your family do to be safe during COVID 19 with a minimum of five sentences.**

- ✓ Write your personal title.
- ✓ Use capital letters at the beginning of the paragraph.
- ✓ Use a period at the end of each sentence and immediately use capital letter to start the next sentence on the same line.
- ✓ Be sure to write each sentence using the given structure.
- ✓ Apply the learned vocabulary when need it.
- ✓ Do not forget to draw or paste a picture to illustrate your paragraph.

**SELF-ASSESSMENT CHECKLIST**

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

- Write your personal title.
- Use capital letter to start sentences.
- Use the given structured correctly.
- Use the given vocabulary.
- Use the final period at the end of each sentence.
- Illustrate your paragraph.

## GLOSSARY

## Read aloud

1. **Pandemic:** A disease prevalent over all countries of the world.
2. **Disinfection:** The process of cleaning something in order to destroy bacteria.
3. **Vaccine:** Is a substance that helps, protects against certain diseases.
4. **Quarantine:** It is to keep someone away from others.
5. **COVID 19:** A mild to severe respiratory illness that is caused by coronavirus.
6. **Strengthen:** To make something stronger or more effective.
7. **Heal Measure:** Actions taken to avoid getting infected with some virus.
8. **News:** Information about a recent event.
9. **Telecommuting:** To work at home by the use of an electronic device.
10. **Adversity:** Refers to challenges or misfortune.

## I CAN...

Check  list with achievement indicators.

- I can write sentences using the new vocabulary and the grammar structures, correctly.
- I can describe aspects that Panamanian family are facing during Covid -19 times.
- I can write a short paragraph about Covid- 19 times in Panama.

## SUPPLEMENTARY MATERIAL

Check this material for extra knowledge.

<https://www.youtube.com/watch?v=W5roFzk0pOo>



**THE ROLE OF THE PANAMANIAN FAMILY IN SCHOOL AND COMMUNITY**

**WEEKS 4-5**

**THE ROLE OF THE PANAMANIAN FAMILY IN SCHOOL AND COMMUNITY**

**INTRODUCTION OF THE TOPIC**

TO FACE THE PANDEMIC IS RESPONSIBILITY OF EVERYBODY AND SPECIALLY OF THE FAMILY WITH:

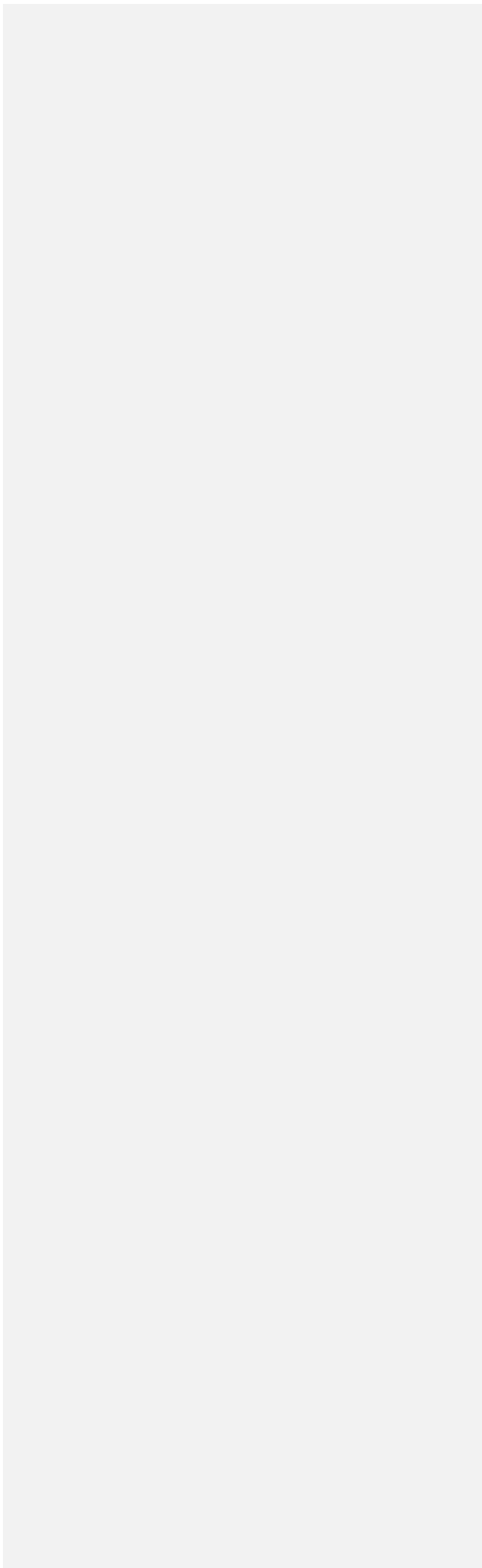
- ✓ The school
- ✓ The community

**OBJECTIVES**

- To analyze the role of the family during COVID 19 times.
- To use grammar in context.

**DID YOU KNOW?**

*Panamanian families have around four months without going to work either to school.*





Can you mention some of the words that you think when people talk about family's responsibilities during COVID 19?

Write 5 words about Family's Responsibilities.

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

## TOPIC EXPLANATION

## READ CAREFULLY

### FAMILY'S RESPONSIBILITY DURING COVID 19 .

#### Family's responsibility in school

- Be in contact with teachers
- Take participation in children's education.

#### Family's responsibility in the community

- Follow all authorities rules.
- Enforce the law in all the members of the family.

During COVID 19, Panamanian families have many responsibilities. The authorities have stated some laws to keep the wellbeing of all Panamanians. Some of them are: keep physical distance, self-isolation, wear a mask, use sanitizer when go out, and only go out when it is necessary allowed and according to the last I.D number (some days for women and others for men),

## VOCABULARY

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

- ✓ Law
- ✓ responsibility
- ✓ wellbeing
- ✓ self-isolation
- ✓ positive attention
- ✓ praising

- ✓ Spread
- ✓ Santizer
- ✓ Genre
- ✓ Assignment

## READING COMPREHENSION

Read carefully the following passage.

### FAMILIES RESPONSIBILITIES DURING COVID 19



Because of COVID 19, many private companies are closed as well as government agencies. All schools are closed, and students start studying from home. Telework is in most houses.

National authorities have stated some clear rules to prevent the spread of the lethal virus COVID 19, these rules have to be with the keeping of social distance, personal isolation, wear mask everywhere people go, use sanitizer, go out according to the genre and to the final number of the I.D., keep two meters' distance from others, when getting to any public place, someone takes people's temperature and gives them alcohol or sanitizer.

If people do not follow the law, authorities arrest them or give them a penalty, or make them do social work just to remember people the seriousness of the situation.

Every family has the big responsibility to keep all members at home, avoiding getting out if it is not necessary. Also family is responsible of keeping all the health measures to prevent getting the virus as well as spreading it.

As all schools are closed, parents are responsible of their children's education, they have to be sure children are following teachers' instructions and doing all their assignments.

Being safe and healthy is everyone's business.

## ACTIVITY 1

Answer the following questions.

After reading several times, answer the following questions.

1. What is the title of the reading?  
\_\_\_\_\_.
2. What happen to private companies, government agencies, and to schools?  
\_\_\_\_\_.
3. Mentions some of the rules authorities stated.  
\_\_\_\_\_.
4. What do authorities do if people do not follow the rules?  
\_\_\_\_\_.
5. Mention three responsibilities of the family during COVID 19.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## ACTIVITY 2

### VOCABULARY IN CONTEXT

Use the words to fill in the blank.

Genre, self-isolation, assignment,  
Sanitizer, positive attitude.

1. Every time you get into a public place, a person gives you \_\_\_\_\_ for your hands.
2. If a person is COVID positive has to be in \_\_\_\_\_ for fourteen days.
3. Kids have a lot of \_\_\_\_\_ to do when they study from home.
4. In Panama City and in West Panama people go out according to their \_\_\_\_\_.
5. To have a \_\_\_\_\_ is the key to overcome adversities.

## STRUCTURE

### W-H QUESTIONS + PRESENT PROGRESSIVE

**Wh-** + an auxiliary verb **Be** + **subject** + **main verb + ing**+ **object**

**Where** are children taking classes ? They are taking classes at home.

**What** is she doing to avoid COVID 19? She is washing her hands many times.

What: refers to things; where: refers to place; Why: refers to reason,

When: refers to time; How: refers to manner

## ACTIVITY 3

Read and practice the W-H questions. Follow instructions carefully.

Put the words in order to make questions and answer them.

1. What/? /during/ you/ pandemic/are/the

---

---

2. Taking care/ the/ Who/ patients/is/hospitals/of/? /in

---

---



Find and circle each of the words from the word bank below.

Words may appear forwards or backwards, horizontally or vertically in the grid.

### FIND THE WORDS

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

ASSIGNMENT

LAW

PRAISES

SELF-ISOLATION

TEMPERATURE

ATTITUDE

LOCKDOWN

RESPONSIBILITY

SPREAD

VIRUS

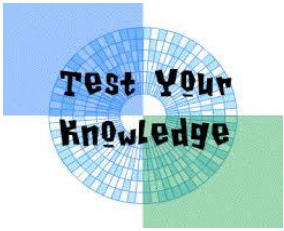
AUTHORITIES

POSITIVE

SANITIZER

TELEWORK

WELLBEING



Follow the instructions to make the following project.

READ EACH SENTENCE AND WRITE TWO WH-QUESTIONS FOR EACH ONE. Write question mark at the end of each question.

1. Coronavirus is affecting many people in the world by damaging their lungs.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
2. Scientists are searching for a vaccine to cure the virus, because many people are dying with this.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

## Self-assessment Checklist

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

- Use Wh- question words correctly.
- Writes the language appropriately. (Present progressive)
- Write capital letter to start all questions.
- Finish each question with a question mark.

## GLOSSARY

## READ ALOUD

- ✓ **Lockdown:** an official order to control the movement of people or vehicles because of a dangerous situation.
- ✓ **Pandemic:** An epidemic that has spread over several countries/continents, usually affecting a large number of people.
- ✓ **Self-isolation:** means staying home and avoiding situations
- ✓ **Telework:** work from home using an electronic device.
- ✓ **Wellbeing:** the condition of an individual or group.  
Where you could come in contact with others.

## I LARNED...

Check (✓) the things you learned.

- I learn to successfully identifies words related to COVID 19 in Panama
- I learn to describe tips for families during COVID -19.
- I learn to write sentences and answer questions about COVID 19 with the given structure.

## SUPPLEMENTARY MATERIAL

Check this material for extra knowledge

[https://www.tvn-2.com/pass/produccion/conectate\\_con\\_la\\_estrella/ingles/noveno\\_grado/Conectate-Estrella-Ingles-Role-the\\_2\\_5597460267.html](https://www.tvn-2.com/pass/produccion/conectate_con_la_estrella/ingles/noveno_grado/Conectate-Estrella-Ingles-Role-the_2_5597460267.html)

## Family on quarantine.



## WEEKS 6-7-8

### THE ROLE OF THE FAMILY IN SCHOOL AND COMMUNITY

#### INTRODUCTION TO THE TOPIC

In this topic, we are going to learn how the families are facing the pandemic time at home and also the importance of keeping a good environment with school and community to make them stronger.

#### LEARNING OBJECTIVES

- ✓ To establish family's and school's roles within a community.
- ✓ To share the role that family and school have in the society.

#### DID YOU KNOW?

In these days of quarantine we have had to adapt to virtuality to do work and school.



Can you mention things you do with your family in school and community during quarantine?

Write three things you do with your family in the school.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

Write three things you do with your family in the community.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

**TOPIC  
EXPLANATION**

**Read carefully and practice**

When families and schools work together learners do better.

	Look out		Communicate
	Explore learning		Play
	Empower parents		Respect
	Together		Love
	Share		Eat

## VOCABULARY

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

role	empower	through
pandemic	facilitator	keep
society	flourish	welfare
virtuality	community	parents

## READING COMPREHENSION

Read carefully the following passage.



### Families and schools working together.

The role of the family and the school is changing nowadays, due to the pandemic we are facing all over the world, but it does not mean that everything has to stop, on the contrary, we as a society are looking for the best way to keep working and go back to school through the virtuality.

Many things have been changing during the last times, parents empower themselves to guide their children to follow actions such as: keep social rules, food security, respect the law, sanitary rules, and children's welfare. Schools will start virtually and here are some things students have to do: share, communicate, and stay in contact with their facilitators. Parents have to be supportive of their children.

Some places are now open in some communities and there are some rules families must follow such as: respect, love and, communicate, they must follow the rules according to the law in order to stay safe.

When families and schools improve together the community flourish.

## ACTIVITY 1

Answer the following questions.

After reading several times, answer the following questions.

1. What is the title of the reading?

\_\_\_\_\_.

2. Why family and school are changing nowadays?

\_\_\_\_\_.

3. What is the society looking for with the virtuality?

\_\_\_\_\_, \_\_\_\_\_.

4. What are some actions parents' guide their children to follow?






\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

5. Mention some rules families must follow in the community.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

## ACTIVITY 2

Write a sentence for each picture using the words from the topic explanation.

**STRUCTURE****Possessive pronouns**

Personal Pronoun	Possessive Pronouns	Example
He	His	The cellphone is <b>his</b> .
She	Hers	The car is <b>hers</b> .
It	Its	These toys are <b>its</b> .
I	Mine	This laptop is <b>mine</b> .
You	Yours	These books are <b>yours</b> .
We	Ours	Those pages are <b>ours</b> .
They	Theirs	The dog is <b>theirs</b> .

**ACTIVITY 3**

Read and practice the Possessive Pronouns. Follow instructions carefully.

**A. Write the correct possessive pronoun in each sentence.**

1. Maya talks to \_\_\_\_\_ mother every day. (his / hers / its)
2. Luis sells \_\_\_\_\_ old car. (hers / ours / his)
3. They buy \_\_\_\_\_ new house in the village. (ours / theirs / their)
4. Peter, this laptop is \_\_\_\_\_ (his / ours / mine). Yours is over there.
5. My father mentions he lost \_\_\_\_\_ cellphone. (his / its / mine)

**B. Underline the correct possessive pronoun in each sentence.**

1. Is this car **your** / **yours**?
2. The new house is **our** / **ours**.
3. Are these **hers** / **her** books?
4. The cat is **my** / **mine**.
5. That is **our** / **ours** new apartment.

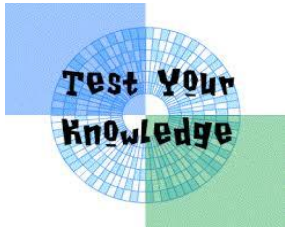


Find and circle each of the words from the word bank below.

Words may appear forwards or backwards, horizontally or vertically in the grid.

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

role	empower	through
pandemic	facilitator	keep
society	flourish	welfare
virtuality	community	parents



**Follow the instructions to make the following project.**

**Makes comparisons between the role that the family and the school have in the society in a written form.**

- ✓ Write your personal title for the comparisons.
- ✓ Write a minimum of five comparisons about the role that the family and school have in the community.
- ✓ Use a period at the end of each sentence and immediately use capital letter to start the next sentence on the same line.
- ✓ Apply the use of the given structure as much as you can.
- ✓ Use the learned vocabulary when need it.
- ✓ Do not forget to draw or paste a picture to illustrate your paragraph.

### **SELF-ASSESSMENT CHECKLIST**

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

- Write your personal title for the comparisons.
- Write a list five comparisons.
- Use capital letter to start sentences.
- Use the given structured correctly.
- Use the given vocabulary.
- Use the final period at the end of each sentence.
- Illustrate your comparisons.

## GLOSSARY

## READ ALOUD

1. <b>Pandemic:</b>	A prevalent disease over the whole country or the world.
2. <b>Society:</b>	People living together in a community.
3. <b>Welfare:</b>	It is the state of good health, happiness and comfort.
4. <b>Flourish:</b>	Develop in a vigorous way, as the result of a favorable environment.
5. <b>Keep:</b>	To maintain in a position with no changes.
6. <b>Community:</b>	A group of people living in the same place and having characteristics in common.
7. <b>Empower:</b>	Make someone stronger and more confident.
8. <b>Role:</b>	A function assumed by a person in a particular situation.

## I CAN...

## Check list with achievement indicators

- I can answer questions about the role of the family in school and community.
- I can summarize family's and school's roles within a community in a written form.
- I can make comparisons between the role that the family and the school have in the society.

## SUPPLEMENTARY MATERIAL

## CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

[https://www.tvn-2.com/pass/produccion/conectate\\_con\\_la\\_estrella/ingles/noveno\\_grado/Conectate-Estrella-Ingles-Role-the\\_2\\_5597460267.html](https://www.tvn-2.com/pass/produccion/conectate_con_la_estrella/ingles/noveno_grado/Conectate-Estrella-Ingles-Role-the_2_5597460267.html)

Moral Values in  
Pandemic times



## WEEKS 9-10-11

### INTRODUCTION TO THE TOPIC

In this topic we are going to learn about moral values that we have to practice during our whole life but especially during this pandemic time.

### LEARNING OBJECTIVES

1. To value the impact that family and school have in students' life.
2. To express their own ideas about moral values in pandemic times.

**DID  
YOU  
KNOW?**

#### Curious fact

Pandemic has been a hard time for all the people; nevertheless, some moral values such as solidarity and compassion have emerged among the population. You can see this fact in high level society groups and low level as well.



Can you write five moral values that you are practicing during this time?

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

## TOPIC EXPLANATION

Read carefully and practice

Solidarity is the willingness to give psychological and/or material support when another person is in difficult position or needs affection.

During Pandemic time, in the Panamanian society, solidarity has flourished and the following actions are part of it:



**Talking**



**Forgiving**



**Helping**



**Caring**



**Giving**



**Sharing**

## VOCABULARY

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

- ✓ prioritizing
- ✓ clarity
- ✓ generosity
- ✓ affection
- ✓ apologizing
- ✓ helping others

## READING COMPREHENSION

Read carefully the following passage



HELP OTHERS MATTERS

### SOLIDARITY IS A GREAT VALUE

It is already known that values are the bases of a society, and in COVID 19 time values are represented in almost all our daily actions. Moral values have emerged among people during the pandemic time. Many companies have closed and a lot of people are without jobs and money to support their families. With this situation, depression and desperation also have emerged, but at the same time, feelings of giving a hand to those who need, of helping each other, no matter if we are wealthy or not, have also emerged. It is very common to see solidarity everywhere, neighbors helping neighbors, young people going shopping for old people, or going to pay their bills, friends working together to raise money to buy food to families that need it. Some restaurants that are closed, are preparing food with their employees to help people in the community, others are collecting food to share.

Values have created a strong bond among people's relationships, it is now clear that society's behavior will not be the same after this pandemic. People start being more sensible to others and also start thinking twice before spend their money in unnecessary things. This Pandemic has taught people that thinking in others and sharing is necessary to live in peace.

## ACTIVITY 1

### Answer the following questions

After reading several times, answer the following questions.

1. What kind of values are mentioned in the Reading?  
\_\_\_\_\_
2. What other feelings are people facing in the pandemic?  
\_\_\_\_\_
3. Can you mention three examples of solidarity people are practicing during pandemic?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. According to the Reading what changes have the pandemic created in people?  
\_\_\_\_\_
5. What do you think people have learned from the pandemic?  
\_\_\_\_\_

## ACTIVITY 2

### Write a sentence to each picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## STRUCTURE

### Simple Present

## Let's Review the Simple Present Tense

Complete the chart. Use: **make, clean, wash, study**

AFFIRMATIVE	NEGATIVE
<b>Most verbs: add-s</b>	
He / She / It <b>helps</b> with cooking.	He / She / t <b>doesn't help</b> with cooking.
He / She / It _____ the bed .	He / She / It _____ the bed
<b>verbs ending -o, -x, -sh, and -ch: add -es</b>	
He / She /It <b>goes</b> to bed early.	He / She / It <b>doesn't go</b> to bed early.
He / She / It _____ the dishes.	He /She / It _____ the dishes.
<b>Verbs ending -y: change to -i and -es</b>	
He / She/ It <b>studies</b> music.	He / She / It <b>doesn't study</b> music.

### ACTIVITY 3

**READ CAREFULLY ALL THE INSTRUCTIONS.**

**WRITE THE CORRECT FORM OF THE VERB IN PARENTHESIS**

Jessy Mendez, 15, is from La Chorrera, West Panama. She \_\_\_\_\_ (go) to the skate park every day after school and she skateboards for hours. She \_\_\_\_\_ (go) home at 6 or 7 p.m. and she \_\_\_\_\_ (have) dinner. Then she \_\_\_\_\_ (watch) skateboarders online. And on the weekend, she is on her skateboard all day! Why?

"Skateboarding \_\_\_\_\_ (be) addictive. I \_\_\_\_\_ (love) it!" says Jessy. But what about homework and chores?

"I \_\_\_\_\_ (make) my bed and \_\_\_\_\_ (clean) my room. I \_\_\_\_\_ (do) my homework like other kids. But I \_\_\_\_\_ (not spend) all day messaging and shopping - I skateboard!"



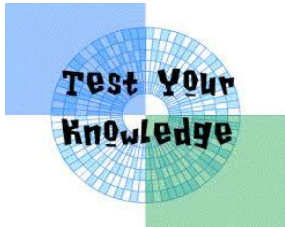
Find and circle each of the words from the word bank below.

Words may appear forwards or backwards, horizontally or vertically in the grid.

## SOLIDARITY

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

AFFECTION	APOLOGIZING	CARE
CLARITY	COMPASSION	FORGIVE
GENEROSITY	GIVE	HELP
HELPING	OTHERS	PRIORITIZING
SHARING	SOLIDARITY	TAKE



**Follow the instructions to make the following project.**

**Write at least five sentences using the learned vocabulary and the grammar structure.**

- ✓ Write your personal title for your paragraph.
- ✓ Write a minimum of five sentences explaining how you would help others during COVID 19 time.
- ✓ Remember to include values in your sentences.
- ✓ Apply the use of the given structure as much as you can.
- ✓ Use the learned vocabulary when need it.
- ✓ Do not forget to draw or paste a picture to illustrate your paragraph.

### **SELF-ASSESSMENT CHECKLIST**

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

- Write your personal title for your paragraph.
- Write at least five sentences.
- Use values in the sentences.
- Use the given structured correctly.
- Use the given vocabulary.
- Illustrate your sentences.

## GLOSSARY

## Read aloud

1. Affection: feeling of liking or love.
2. Apologizing: to excuse for some fault, insult or injury.
3. Care: feel affection or liking.
4. Compassion: quality of understanding the suffering of others.
5. Forgive: stop being angry with someone.
6. Help: to give assistance or support to.
7. Share: have a portion of something to another or others.

## I CAN...

## Check the things you learned

I can identify the impact of Pandemic times using the new vocabulary.

I can write the values they have to practice during pandemic times.

## SUPPLEMENTARY MATERIAL

Check this material for extra knowledge.

[https://www.tvn-2.com/pass/produccion/conectate\\_con\\_la\\_estrella/ingles/noveno\\_grado/Conectate-Estrella-Ingles-Keeping-social\\_2\\_5601209833.html](https://www.tvn-2.com/pass/produccion/conectate_con_la_estrella/ingles/noveno_grado/Conectate-Estrella-Ingles-Keeping-social_2_5601209833.html)



## WEEKS 12-13-14

### VALUES IN SOCIETY

#### INTRODUCTION TO THE TOPIC

Students need to practice values for having a good relationship. Through the development of this topic, we will see the great importance of practicing values within our society which make us grow as a wonderful country.

#### LEARNING OBJECTIVES

- ✓ To predict the positive elements among relatives, classmates, friends and other people.
- ✓ To analyze the values practiced at home and at school.

DID YOU KNOW?

Practicing values in our society makes it stronger.



Can you mention values that you practice in the society?

A. Write five values that you have practiced in the society.

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

**TOPIC EXPLANATION**

Read carefully and identify the values that appears in the picture below.

Relationship values reflect how we relate to other people in our life, such as friends, family, teachers. Relationship values include **openness, trust, generosity and caring.** Social values reflect how we relate to society. Social values include **justice, freedom, respect, community, and responsibility.**



## VOCABULARY

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

values	beliefs	attitudes
embody	moral	treat
behavior	honesty	empathy
responsibility	kindness	integrity

## READING COMPREHENSION

Read carefully the following passage

### Values in Society



Values are basic and fundamental beliefs that guide or motivate attitudes or actions. They help us to determine what is important to us. Values describe the personal qualities we choose to embody to guide our actions, the manner in which we treat ourselves and others, and our interaction with the world around us.

Personal values are personal beliefs about right and wrong and may or may not be considered moral. Cultural values are values accepted by religions or societies and reflect what is important in each context.

Value specifies a relationship between a person and a goal. It is relational in the sense that what one person values may not be what another person values even in the same situation.

Some values stand up well over the test of time; they are always good or rightful behavior. Honesty and kindness are two such examples. It is difficult to imagine having a satisfying relationship without them because they build trust in relationships.

## ACTIVITY 1

## Answer the following questions

After reading several times, answer the following questions.

1. What are values?  
\_\_\_\_\_.
2. Who has been most important in your life in helping you establish your values?  
\_\_\_\_\_.
3. What are the three most important values for you?  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
4. What is the title of the reading?  
\_\_\_\_\_.
5. What are cultural values?  
\_\_\_\_\_.

## ACTIVITY 2

## Vocabulary in context

Use the words to fill in the blank.

Personal values	attitudes	guide	person
Actions	cultural values	goal	beliefs

1. Values are fundamental beliefs that \_\_\_\_\_ or motivate \_\_\_\_\_ or \_\_\_\_\_.
2. Value specifies a relationship between a \_\_\_\_\_ and a \_\_\_\_\_.
3. Personal values are personal \_\_\_\_\_.
4. Values accepted by religions or societies and reflect what is important in each context \_\_\_\_\_.
5. Personal beliefs about right and wrong and may or may not be considered moral \_\_\_\_\_.

## STRUCTURE

## W-H QUESTIONS

### W-H Questions structure.

WH questions in the simple present use "do" or "be". Take a look at the structure for each of these verbs.

Do	Be
WH + DO/DOES + SUBJECT + VERB	WH + BE + SUBJECT
Take a look at some examples: <ul style="list-style-type: none"><li>✓ Where do you work?</li><li>✓ When does she wake up?</li><li>✓ Who is your brother?</li></ul>	Here are the examples: <ul style="list-style-type: none"><li>✓ Where are you from?</li><li>✓ Who is that man?</li><li>✓ When is your class?</li></ul>

## ACTIVITY 3

Read and practice the W-H QUESTIONS. Follow instructions carefully.

Put the words in order to make questions and answer them.

1. has been / Who / the most / your values? / establish / help you / that / important / life / your / in / person

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2. Reading? / what / the / of / title / is / the.

---

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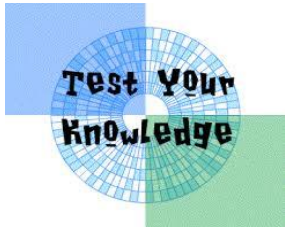


Find and circle each of the words from the word bank below.

Words may appear forwards or backwards, horizontally or vertically in the grid.

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

values	beliefs	attitudes
embody	moral	treat
behavior	honesty	empathy
responsibility	kindness	integrity



**FOLLOW THE INSTRUCTIONS TO MAKE THE FOLLOWING PROJECT.**

**Writes a simple paragraph using the learned vocabulary and the grammar structure.**

- ✓ Write your personal title for your paragraph.
- ✓ Write a minimum of five questions about the topic.
- ✓ Give answers for each question.
- ✓ Apply the use of the given structure as much as you can.
- ✓ Use the learned vocabulary when need it.
- ✓ Do not forget to draw or paste a picture to illustrate your paragraph.

### **SELF-ASSESSMENT CHECKLIST**

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

- Write your personal title for your paragraph.
- Write a list five questions.
- Give five answers.
- Use the given structured correctly.
- Use the given vocabulary.
- Illustrate your paragraph.

## GLOSSARY

## READ ALOUD

- 1. Values:** A person's principles or standards of behaviors.
- 2. Moral** Rules of right conduct or the distinction between right or wrong.
- 3. Behavior:** The way in which a person acts in response to a particular situation.
- 4. Honesty:** Tells the truth or be able to be trusted and not likely to lie.
- 5. Goal:** A purpose or something you want to achieve.
- 6. Guide:** A person who advice or show the way to others.
- 7. Attitude:** A feeling or opinion about something or someone.
- 8. Empathy:** The capacity to understand or feel what another person is experiencing.

## I CAN...

## CHECK THE THINGS YOU LEARNED

- I can identify positive elements of relationships at home and at school.
- I can write values students need to practice for having good relationships.
- I can use adequate vocabulary and grammar structures for writing a simple paragraph, and messages.

## SUPPLEMENTARY MATERIAL

## Check this material for extra knowledge

<https://www.ethicssage.com/2018/08/what-are-values.html>

[https://www.tvn-2.com/pass/produccion/conectate\\_con\\_la\\_estrella/ingles/noveno\\_grado/Conectate-Estrella-Ingles-People-society\\_2\\_5606459307.html](https://www.tvn-2.com/pass/produccion/conectate_con_la_estrella/ingles/noveno_grado/Conectate-Estrella-Ingles-People-society_2_5606459307.html)



## WEEKS 15-16

### RELATIONSHIPS

#### INTRODUCTION TO THE TOPIC:

Through this topic we will see different kinds of relationships and the importance they have in our daily life.

#### LEARNING OBJECTIVES

1. To analyze the importance of good relationships among relatives, classmates, and friends.
2. To analyze the types of marriages through readings.

**DID  
YOU  
KNOW?**

**Absence of  
Friends in your life  
can be dangerous  
to your health?**



Can you mention different relationships we as individuals have?

Write five names of relationships you know:

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---

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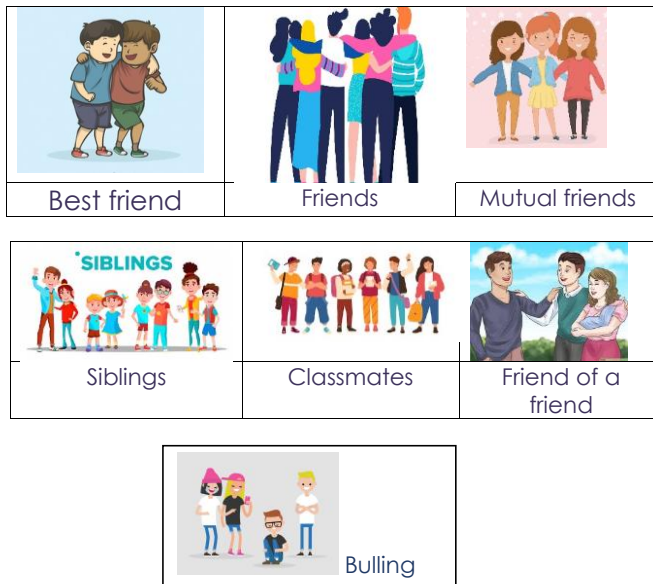
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## TOPIC EXPLANATION

### Brief explanation of the topic

We will experience different kinds of relationship through our lives and friendship is one of them. But there are different kinds of friends and each one has a special place in our feelings and in our life. Also there are relationships that are not good, one of these is Bullying, which unfortunately affects negatively in people's relationships.



## VOCABULARY

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

- ✓ Friendship
- ✓ Siblings
- ✓ Best friend
- ✓ Mutual friends
- ✓ Classmates
- ✓ Friend of a friend
- ✓ Friend
- ✓ Bulling

## READING COMPREHENSION

Read carefully the following passage

### TYPES OF MARRIAGES

There is one type of relationship that demands the practice of relevant values to succeed, this is marriage. Marriage is described as a social institution between a man and a woman with the purpose of found a family together. As it represents a fundamental relationship based on confidence, it is necessary that the couple shows themselves empathetic, supportive, respectful and caring each other.

The following are two types of marriages.

**Civil marriage:** It is a union between a man and a woman stated in a formal agreement about rights and duties which is performed in front of a justice authority for the purpose of living and sharing life together and forever.

**Religious marriage:** It is a ritual that makes union between a man and a woman acceptable before God's eyes. As the civil marriage, the couple swears love, respect, support, and caring each other till death separates them before the sight of a priest representing God and also with the participation of family and friends as witnesses. This marriage is usually carried out in a church with special outfit in a wedding ceremony.

Marriage is a beautiful relationship that bears beautiful fruits, children; but for keeping it safe, it is necessary that the couple cares it with love and respect.



## ACTIVITY 1

### Answer the following questions

After reading several times, answer the following questions.

1. What is the title of the Reading?

\_\_\_\_\_

2. What is marriage?

\_\_\_\_\_

3. Mention the two types of marriages?

\_\_\_\_\_ and \_\_\_\_\_

4. What is the Civil marriage?

\_\_\_\_\_

5. What is Religious marriage?

\_\_\_\_\_

## ACTIVITY 2

### VOCABULARY PRACTICE

A. FIND AND CIRCLE ALL THE VOCABULARY WORDS IN THIS PARAGRAPH

#### My Best Friend

My best friend is Graciela. She lives in my neighborhood and she studies with me at school. She is 16 and she lives with her parents and siblings. We have been friends since we were 8 years old. When we were kids she used to bully me and two of my classmates. But after some time, we knew each other better and we became real friends. Graciela started helping me and our mutual friends with math classes and after the days, we shared a nice and beautiful friendship.

B. CHOOSE TWO WORDS AND WRITE A SENTENCE WITH EACH ONE.

1. \_\_\_\_\_

2. \_\_\_\_\_

## STRUCTURE

### Simple Present and Present Continuous tense

Subj. + verb + complement. I read an article every morning.	Subj. + verb Be + verb + ing + complement I am reading an article right now.
--	---

SIMPLE PRESENT	PRESENT CONTINUOUS
My friend <b>plays</b> video games <b>every night</b> .	My friend <b>is playing</b> video games <b>now</b> .
Some of my classmates <b>walk</b> to school <b>every morning</b> .	Some of my classmates <b>are walking</b> to school <b>in this moment</b> .
Susy, a friend of my friend Katy, <b>bakes</b> delicious cakes <b>every month</b> .	Susy, a friend of my friend Katy, <b>is baking</b> delicious cakes <b>this night</b> .
Pedro <b>takes</b> math classes <b>every Tuesday</b> .	Pedro <b>is taking</b> math classes <b>right now</b> .

## ACTIVITY 3

### Use the simple present or present continuous correctly.

WRITE THE CORRECT FORM OF THE VERB IN PARENTHESIS.

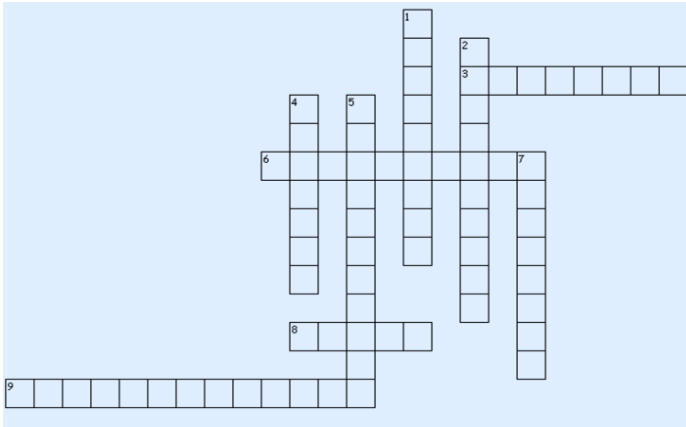
1. My friends and I \_\_\_\_\_ (go) to the movies every fifteen days.
2. Carlos \_\_\_\_\_ (tutor) me in the guitar classes now.
3. My best friend \_\_\_\_\_ (love) to text me at night.
4. In this moment, the principal of my school \_\_\_\_\_ (try) to avoid bullying among students.
5. Every morning, my siblings \_\_\_\_\_ (run) around the neighborhood.



## CRIS-CROSS PUZZLE

WRITE THE CONCEPT OF THE FOLLOWING MEANINGS.

### RELATIONSHIPS

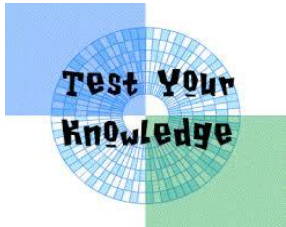


#### Across

3. describe a social institution between a man and a woman.
6. people who study in the same classroom.
8. to make a solemn promise.
9. a friend of me and you.

#### Down

1. the state of being in accord.
2. showing an ability to understand others.
4. unwanted aggressive behavior.
5. a person who you love and share everything with.
7. brothers and sisters.



Follow the instructions to make the following project.

LET'S SEE IF YOU ARE A GOOD FRIEND OR NOT  
ANSWER THE YES/ NO QUESTIONS WITH A CHECK MARK.

**FRIENDOMETER**

**YES NO POINTS**

	YES	NO	POINTS
Do you celebrate your friend's success?	<input type="checkbox"/>	<input type="checkbox"/>	2 PTS.
Do you respect your friend's opinion?	<input type="checkbox"/>	<input type="checkbox"/>	2 PTS.
Do you call or text your friends to know how they are?	<input type="checkbox"/>	<input type="checkbox"/>	2 PTS.
Do you help your friends when they need you?	<input type="checkbox"/>	<input type="checkbox"/>	2 PTS.
Do you accept your friends the way they are?	<input type="checkbox"/>	<input type="checkbox"/>	2 PTS.

The most yes you get means you are a good friend, but if you get more no's, start changing your attitude and enjoy to have friends!

## GLOSSARY

### Read aloud

1. Marriage: is described as a social institution between a man and a woman with the purpose of found a family together.
2. Neighborhood: group of houses or buildings that are together in an area or that are group together as a unit.
3. Friendship: a relationship between people who like each other and enjoy each other's company.
4. Agreement: the state of being in accord.
5. Witness: a person who sees an event happening
6. Empathetic: showing an ability to understand and share the feelings of another.
7. Swear: to make a solemn promise.

## I CAN...

Check  the things you learned.

I can describe aspects of good relationships.

## SUPPLEMENTARY MATERIAL

Check this material for extra knowledge

[https://www.tvn-2.com/pass/produccion/conectate\\_con\\_la\\_estrella/ingles/noveno\\_grado/Conectate-Estrella-Relationships\\_2\\_5610958900.html](https://www.tvn-2.com/pass/produccion/conectate_con_la_estrella/ingles/noveno_grado/Conectate-Estrella-Relationships_2_5610958900.html)

[https://www.freepik.com/premium-vector/siblings-cheerful-brothers-sisters-banner\\_7232955.htm](https://www.freepik.com/premium-vector/siblings-cheerful-brothers-sisters-banner_7232955.htm)



## WEEKS 17-18-19

### HUMAN RIGHTS

#### INTRODUCTION TO THE TOPIC

In this topic we will learn that Human Rights reflect the minimum standards necessary for people to live with dignity and equity.

#### LEARNING OBJECTIVES

- ✓ To analyze social and individual responsibilities related to human rights.
- ✓ To identify discriminative actions.

#### DID YOU KNOW?

Everyone has the right to life, liberty and security.



Can you mention Human Rights that you know?

A. Write five Human Rights that you know.

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

**TOPIC EXPLANATION**

Read carefully and identify the human rights that appears in the picture below.

**Human rights** have been present throughout history in many different societies and religions. However, the idea that there are basic rights that belong to all people was internationally recognized after World War II, with the creation of the Universal Declaration of Human Rights.



**VOCABULARY** Look at the meaning of this words in your English – Spanish dictionary.

everyone	born	free
dignity	rights	treat
care	healthy	against
harm	bother	grow

**READING COMPREHENSION** Read carefully the following passage.



**HUMAN RIGHTS**

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death.

The Universal Declaration of Human Rights recognizes that everyone is born free and equal in dignity and rights. We should all be treated in the same way.

As well as the rights set out in the Universal Declaration of Human Rights, children have extra rights that place a responsibility on adults to make sure children receive the special care and protection they need to grow up healthy and happy. These rights are written down in the United Nations Convention on the Rights of the Child.

Human rights belong to everyone, whatever our differences. You should never be discriminated against for any reason, including your race, skin color, sex, language, religion, political opinion, nationality or social status.

You have the right to ask for protection if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.

## ACTIVITY 1

Answer the following questions.

After reading several times, answer the following questions.

1. What are Human Rights?  
\_\_\_\_\_.
2. Who recognizes that everyone is born free and equal in dignity and rights?  
\_\_\_\_\_.
3. Mention three rights that you have.  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
4. What is the title of the reading?  
\_\_\_\_\_.
5. What are the extra rights children have?  
\_\_\_\_\_.

## ACTIVITY 2

### VOCABULARY IN CONTEXT

Use the words to fill in the blank.

religion skin color race everyone  
free equal Human Rights education

1. Human Rights belongs to \_\_\_\_\_.
2. You should never be discriminated against for any reason, including your \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
3. The Universal Declaration of Human Rights recognizes that everyone is born \_\_\_\_\_ and \_\_\_\_\_.
4. Are the basic rights and freedoms that belong to every person in the world \_\_\_\_\_.
5. Is a Human Right?  
\_\_\_\_\_.

**STRUCTURE****PLURAL NOUNS**

Rules		Ex amples	
		Singular	Plural
General rule	Most nouns are made plural by adding -s to the end of the singular form.	Car Bag Table	Cars Bags Tables
Nouns ending in 's', 'x', 'z', 'ch', 'sh', 'ss'	Adding -es	Bus Bench Box	Buses Benches Boxes
Nouns ending in 'f' or 'fe'	Changing the ending to -ves.	Calf Shelf Wolf	Calves Shelves Wolves
Nouns ending in 'o'	Nouns that end in 'o' preceded by a vowel are made plural by adding -s.	Radio Stereo Video	Radios Stereos Videos
	Nouns that end in "o" preceded by a consonant are made plural by adding -es.	Potato Hero Domino	Potatoes Heroes Dominoes
Nouns ending in 'y'	When the 'y' follows a consonant, changing 'y' to 'i' and adding -es.	City Candy Lady	Cities Candies Ladies
	When the 'y' follows a vowel, the plural is formed by retaining the 'y' and adding -s	Day Toy Donkey	Days Toys Donkeys

**ACTIVITY 3**

Read and practice the Plural nouns. Follow instructions carefully.

Fill in the blank with the correct plural noun.

1. You have three (table) \_\_\_\_\_ in your house.
2. There are four (wolf) \_\_\_\_\_ in the field.
3. In these (box) \_\_\_\_\_ are the Human Rights copies.
4. These are wonderful (city) \_\_\_\_\_.
5. The (bus) \_\_\_\_\_ are in the parking.

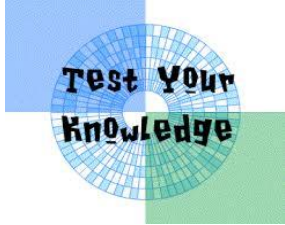


**Find and circle each of the words from the word bank below.**

**Words may appear forwards or backwards, horizontally or vertically in the grid.**

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

<b>everyone</b>	<b>born</b>	<b>free</b>
<b>dignity</b>	<b>rights</b>	<b>treat</b>
<b>care</b>	<b>healthy</b>	<b>against</b>
<b>harm</b>	<b>bother</b>	<b>grow</b>



**Follow the instructions to make the following project.**

**Writes a short paragraph about Human Rights using the learned vocabulary and the grammar structure.**

- ✓ Write your personal title for your paragraph.
- ✓ Write a minimum of five sentences about the topic.
- ✓ Write the capital letter at the beginning of each sentence and a period at the end.
- ✓ Apply the use of the given structure as much as you can.
- ✓ Use the learned vocabulary when need it.
- ✓ Do not forget to draw or paste a picture to illustrate your paragraph.

### **SELF-ASSESSMENT CHECKLIST**

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

- Write your personal title for your paragraph.
- Write a list five sentences.
- Use of the capital letter and the period in each sentence.
- Use the given structured correctly.
- Use the given vocabulary.
- Illustrate your paragraph.

## GLOSSARY

## READ ALOUD

- 1. Dignity:** A value owed to all humans, to be treated with respect.
- 2. Discrimination:** When a person is treated less favorably than another person in a similar situation because of a particular personal characteristic such as their age, sex, race, nationality, or beliefs.
- 3. Children's rights:** are special rights that belong to all children under the age of 18.
- 4. Equality:** is an important value in human rights and is the central idea behind all human beings.
- 5. Respect:** Taking into account the views and desires of others in how you treat people.

## I CAN...

## Check the things you learned

- I can identify the differences between a right and a responsibility.
- I can classify rights and responsibilities.
- I can write about discrimination that our society is facing.

## SUPPLEMENTARY MATERIAL

## Check this material for extra knowledge

<https://www.tvn->

[2.com/pass/produccion/conectate con la estrella/ingles/noveno grado/Conectate-Estrella-Ingles-Human-Rights 2 5616958256.html](https://www.tvn-2.com/pass/produccion/conectate%20con%20la%20estrella/ingles/noveno%20grado/Conectate-Estrella-Ingles-Human-Rights%205616958256.html)

[https://humanrights.gov.au/introhumanrights/resources/lesson\\_2.pdf](https://humanrights.gov.au/introhumanrights/resources/lesson_2.pdf)



## WEEKS 20-21-22

### RIGHTS AND DUTIES OF A CITIZEN

#### INTRODUCTION TO THE TOPIC:

We are all members of a society and to make us live better, there are different rights and also different rules to follow. In this topic we are going to see some of them.

#### LEARNING OBJECTIVES

1. To appreciate rights and responsibilities people have to practice in our society.
2. To show respect to others.

DID  
YOU  
KNOW?

Human rights  
are universal,  
they are the  
same  
everywhere?



Can you mention three rights and three duties you have as a student?

**RIGHTS**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**DUTIES**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**TOPIC EXPLANATION**

Read carefully and identify the rights and the duties that are mentioned below.

When we talk about rights and duties, we also need to mention Norms, they are rules that manage an individual's behavior in a country or society. In our country we can mention some rules, for example:

1. Respect the law
2. Follow the rules of our Constitution
3. Ensure the health of everyone

If we talk about Human Rights, we can divide them into:

**Human Rights**

1. Right to equality
2. Right to life
3. For education
4. To good nutrition

**Students' rights**

1. Free expression
2. Healthy wellbeing
3. Technology
4. Respect your opinion and participation

Duties are responsibilities that you as a person in a society have to develop.

**Citizen's Duties**

1. Maintaining the Public order in the community.
2. Respect the beliefs and opinions of others.
3. Participate in your local community.

**Student's Duties**

1. Go to school regularly.
2. Respect your teachers and classmates.
3. Be responsible with your assignments.

## VOCABULARY

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

- ✓ Duties
- ✓ Responsibilities
- ✓ Equality

- ✓ Norms
- ✓ Rights
- ✓ Beliefs

## READING COMPREHENSION

Read carefully the following passage.



### RIGHTS AND DUTIES OF A CITIZEN

As citizens of a country, we have rights and duties. Rights are described as individual freedom and benefits that citizens deserve and that are usually provided and supported by the nation. For example:

Right to get an education: It allows us to acquire knowledge to reach a full social life.

Right to freedom of speech: Right to express our opinions without restraint.

On the other hand, citizens have also duties to do. Duties are the set of responsibilities that we have in and with our country; e.g., comply with the country law and be respectful to other citizen's rights.

When citizens recognize rights and duties and live according to them, they will be able to act more fairly.

## ACTIVITY 1

Answer the following questions.

Read carefully and answer the questions.

1. What is the reading about?  
\_\_\_\_\_
2. How are rights described?  
\_\_\_\_\_
3. What are duties?  
\_\_\_\_\_
4. Do you consider rights and duties necessary in a society? Why?  
\_\_\_\_\_

## ACTIVITY 2

### VOCABULARY IN CONTEXT

Use the words to fill in the blanks.

Universal – citizen – duties – rights – norms - discrimination –  
participate - education

1. Every \_\_\_\_\_ has rights and \_\_\_\_\_ in the society.
2. Human \_\_\_\_\_ are \_\_\_\_\_.
3. As citizen, you have the responsibility to actively \_\_\_\_\_ in your local community.
4. \_\_\_\_\_ are rules that manage individual's behavior.
5. All students have the right to receive \_\_\_\_\_.

## STRUCTURE

### WH-QUESTIONS WHY                  WHAT

SIMPLE PRESENT WH-QUESTIONS WITH BE

WH + BE + SUBJECT

Why are human rights important?

What are students' rights?

## ACTIVITY 3

Read and practice WH-Questions. Follow instructions carefully.

Put the words in order to form questions and answer them.

1. Some/duties/students'/are/which/?

\_\_\_\_\_

\_\_\_\_\_

2. ?/rights/why/important/human/are

\_\_\_\_\_

\_\_\_\_\_

3. Students'/?/which/some/rights/are

\_\_\_\_\_

\_\_\_\_\_



Find and circle each of the words from the word bank below.

Words may appear forwards or backwards, horizontally or vertically in the grid.

**RIGHTS AND DUTIES**

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

- |                 |            |                 |
|-----------------|------------|-----------------|
| assignment      | beliefs    | dignity         |
| education       | freedom    | free-expression |
| good-nutrition  | humanity   | maintain-order  |
| norms           | peace      | respect-others  |
| respect-the-law | technology | universal       |



## Test Your Knowledge

**Follow the instructions to make the following project.**

**Write a short paragraph about your duties at home using the grammar structure.**

- ✓ Write your personal title for your paragraph.
- ✓ Write a minimum of five sentences about the topic.
- ✓ Write the capital letter at the beginning of each sentence and a period at the end.
- ✓ Apply the use of the given structure as much as you can.
- ✓ Use the learned vocabulary when need it.
- ✓ Do not forget to draw or paste a picture to illustrate your paragraph.

### **SELF-ASSESSMENT CHECKLIST**

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

- Write your personal title for your paragraph.
- Write at least five sentences.
- Use of the capital letter and the period in each sentence.
- Use the given structure correctly.
- Use the given vocabulary.
- Illustrate your paragraph.

## GLOSSARY

## Read aloud

1. Norm: rules that manage individual's behavior in a country or society.
2. Duties: responsibilities you have in a society.
3. Rights: legal, or ethical principles of freedom.
4. Universal: applicable everywhere or in all cases.
5. Freedom: the power or right to act, speak, or think without restraint.

## I CAN...

## Check the things you learned

I can describe different types of responsibilities people must practice as citizens

I can describe rights and responsibilities.

## SUPPLEMENTARY MATERIAL

## CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

[https://www.tvn-2.com/pass/produccion/conectate\\_con\\_la\\_estrella/ingles/noveno\\_grado/Conectate-Estrella-Ingles-Human-Rights\\_2\\_5616958256.html](https://www.tvn-2.com/pass/produccion/conectate_con_la_estrella/ingles/noveno_grado/Conectate-Estrella-Ingles-Human-Rights_2_5616958256.html)



## WEEKS 23-24

### HEALTH AND NUTRITION

#### INTRODUCTION TO THE TOPIC

In this topic, we will learn about the importance of keeping a good nutrition will benefit our health.

#### LEARNING OBJECTIVES

- ✓ To present recipes with good nutritional balance.
- ✓ To prepare healthy food.

#### DID YOU KNOW?

Keeping good nutrition combined with physical exercise maintains a healthy lifestyle.



## What kind of food are healthy for us?

Mention five foods you consider are important to keep a good nutrition.

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

### TOPIC EXPLANATION

### Brief explanation of the topic

FOOD GROUPS	
First Group (Bread and Cereals)	 
Second Group (Fruits and vegetables)	 
Third Group (Dairy Group)	 
Fourth Group (Meat, poultry, and fish)	 
Fifth Group (Fats and sugars)	 

**VOCABULARY** Look at the meaning of this words in your English – Spanish dictionary.

lifestyle	malnutrition	overweight
healthy	suffer	poultry
diet	fiber	unhealthy
food	vitamins	dairy

**READING COMPREHENSION**

**READ CAREFULLY**

**Healthy Lifestyle**



A healthy diet is a balanced combination of food for growth and repair, energy- giving food, and vitamins and minerals. You also need food that contains fiber. You cannot digest fiber, but it helps move food through your digestive tract. The amount of food you need depends on how active you are and how much you are growing. If you eat too little, you can suffer from malnutrition because your body is not getting the nutrients it needs. If you eat too much, you can become overweight, which can lead to health problems such as diabetes.

**There are five food groups:**

- ✓ First Group (cereals and bread)
- ✓ Second Group (fruits and vegetables)
- ✓ Third Group Dairy (milk, cheese, yogurt)
- ✓ Fourth Group (meat, poultry, and fish)
- ✓ Fifth Group (Fats and sugars)

It is important to eat the correct amount of foods from all the food groups.

The most common unhealthy foods include highly-processed items "such as fast foods and snack foods.

- ✓ Chips
- ✓ Pizza
- ✓ Sugar cereals

**ACTIVITY 1****READING COMPREHENSION**

After reading several times, answer the following questions.

1. What is a healthy diet?  
\_\_\_\_\_.
2. What is the title of the reading?  
\_\_\_\_\_.
3. What help you move food through your digestive tract?  
\_\_\_\_\_.
4. Mention the five food groups.
  - ✓ \_\_\_\_\_.
  - ✓ \_\_\_\_\_.
  - ✓ \_\_\_\_\_.
  - ✓ \_\_\_\_\_.
  - ✓ \_\_\_\_\_.
5. Write three unhealthy food.
  - ✓ \_\_\_\_\_.
  - ✓ \_\_\_\_\_.
  - ✓ \_\_\_\_\_.

**ACTIVITY 2****VOCABULARY**

Write in the following chart three examples in each group of foods.

First Group	Second Group	Third Group	Fourth Group	Fifth Group
✓	✓	✓	✓	✓
✓	✓	✓	✓	✓
✓	✓	✓	✓	✓

**STRUCTURE****YES / NO QUESTIONS**

How can you form 'yes/no' questions? Study the boxes below

**Am/Are/Is: Yes-No Questions**

Am Are Is	subject	noun verb + ing preposition adjective
Am Are Is	I you we they he/she/it	a student? studying? at school? busy?
Yes,	I you we they he/she/it	am. are. is.
No,	I you we they he/she/it	am not. are not. is not.

**Do / Does: Yes-No Questions**

Do/Does	subject	verb
Do Does	I you we they he/she/it	study?
Yes,	I you we they he/she/it	do. does.
No,	I you we they he/she/it	don't. doesn't.

**ACTIVITY 3****YES / NO QUESTIONS**

Answers the following questions applying the grammar structure.

- Does Mrs. Sanjur eat healthy food? **Yes,** \_\_\_\_\_.
- Are Mr. Castellero and Mrs. Sanjur healthy? **Yes,** \_\_\_\_\_.
- Do you like to eat sugars? **No,** \_\_\_\_\_.
- Is she eating sugars all day long? **No,** \_\_\_\_\_.
- Do we like healthy food? **Yes,** \_\_\_\_\_.

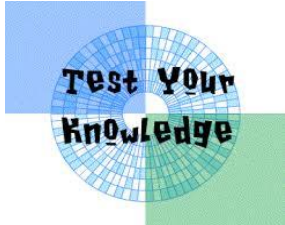


Find and circle each of the words from the word bank below.

Words may appear forwards or backwards, horizontally or vertically in the grid.

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

- lifestyle
- healthy
- diet
- food
- malnutrition
- suffer
- fiber
- vitamins
- overweight
- poultry
- unhealthy
- dairy



**FOLLOW THE INSTRUCTIONS TO MAKE THE FOLLOWING PROJECT.**

**Prepare a recipe with a good nutritional balance.**

- ✓ Prepare a recipe according to the topic.
- ✓ Write the three benefits of eating healthy food and disadvantages of eating unhealthy food.
- ✓ Write the capital letter at the beginning of each sentence and a period at the end.
- ✓ Apply the use of the given structure as much as you can.
- ✓ Use the learned vocabulary when need it.
- ✓ Do not forget to draw or paste a picture to illustrate your recipe.

**SELF-ASSESSMENT CHECKLIST**

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

- Prepare a recipe.
- Write advantages and disadvantages of good and bad nutrition habits.
- Use of the capital letter and the period in each sentence.
- Use the given structured correctly.
- Use the given vocabulary.
- Illustrate your recipe.

## GLOSSARY

## READ ALOUD

- |                     |   |
|---------------------|---|
| <b>1. Healthy:</b>  | In a good physical or mental condition.                               |
| <b>2. Diet:</b>     | Food and drink regularly provided or consumed.                        |
| <b>3. Fiber:</b>    | Filament from which a vegetable tissue is formed.                     |
| <b>4. Vitamins:</b> | Group of organic compounds essential for normal growth and nutrition. |
| <b>5. Suffer:</b>   | To experience physical or mental pain.                                |

## I CAN...

## CHECK THE THINGS YOU LEARNED

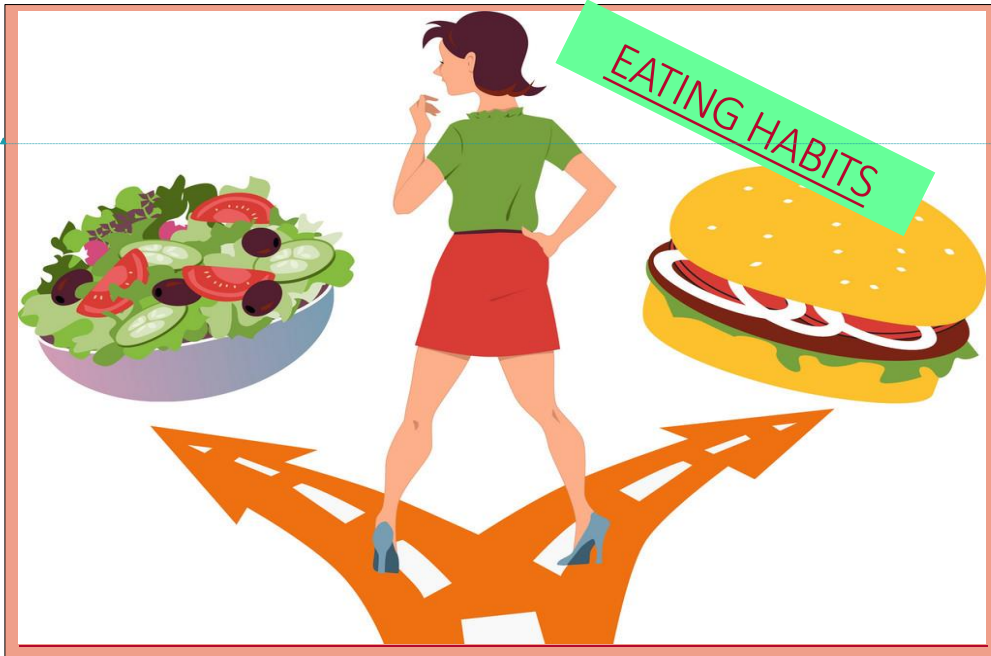
I can describe the advantages and disadvantages of good and bad nutritional habits.

I can prepare a recipe with a good nutritional balance.

## SUPPLEMENTARY MATERIAL

Check this material for extra knowledge

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



**Con formato:** Fuente: (Predeterminada) Century Gothic, 28 pto, Negrita, Color de fuente: Color personalizado(RGB(179;17;102)), Mayúsculas, Espacio ajustado en 14 pto

## WEEKS 25-26

### EATING HABITS

#### INTRODUCTION TO THE TOPIC

Through this topic we are going to learn some important aspects of eating habits.

Also we will learn how to improve our eating habits.

~~INTRODUCTION TO THE TOPIC~~


century gothic 16

Arial 12 para todas las secciones de texto

#### OBJECTIVES

**DID YOU KNOW?**

**Broccoli has more protein than a steak?**



**Con formato:** Fuente: (Predeterminada) Century Gothic, Color de fuente: Blanco

**Con formato:** Fuente: (Predeterminada) Century Gothic, Color de fuente: Blanco



Can you write five eating habits you practice every day? **Activity to introduce the topic and connect the students' previous knowledge/experience with the**

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

**Con formato:** Fuente: (Predeterminada) Century Gothic, 12 pto, Color de fuente: Blanco, Mayúsculas

**Con formato:** Título 3

Arial 12

**TOPIC  
EXPLANATION**

**READ CAREFULLY AND IDENTIFY THE EATING HABITS THAT APPEARS IN THE PICTURE BELOW.**

**Brief explanation of the topic. century 18**

EATING HABITS

**Con formato:** Fuente: (Predeterminada) Century Gothic, 14 pto

**Con formato:** Izquierda, Espacio Antes: 0 pto, Interlineado: sencillo

**Con formato:** Fuente: (Predeterminada) Arial, 12 pto, Color de fuente: Color personalizado(RGB(59;48;89)), (Asiático) Japonés



Con formato: Fuente: (Predeterminada) Century Gothic, 12 pto, Color de fuente: Color personalizado(RGB(59;48;89))

Arial 12

**VOCABULARY** Look at the meaning of this words in your English – Spanish dictionary.

Words that can help students understand the reading with the suggested pronunciation in parenthesis. In case of lower grades, you can use pictures.

### century 16

- ✓ Meals
- ✓ Breakfast
- ✓ Lunch
- ✓ Dinner
- ✓ Snack

- ✓ Brunch
- ✓ Dessert
- ✓ Skipping breakfast
- ✓ Process food

## READING COMPREHENSION

### READ CAREFULLY

Short reading about the topic. In the case of lower grades this can be replaced by other activities,

century 16 (Instructions)



CREATE GOOD EATING HABITS

### EATING HABITS

The term **eating habits** (or **food habits**) refers to why and how people **eat**, which foods they **eat**, and with whom they **eat**, as well as the ways people obtain, store, use, and discard **food**. Individual, social, cultural, religious, economic, environmental, and political factors all influence people's **eating habits**

There have to be three big meals: Breakfast, Lunch, and Dinner. Besides, there have to be 2-3 small meals consisting of fruits and snacks. Regular small meals are recommended to avoid unhealthy snacks.

Bad eating habits have a great dangerous impact on our health such as:

- You lose the ability to concentrate and reduce your learning ability.
- Your risk of getting and developing obesity increases.
- Your risk of getting cardiovascular diseases increases.
- You feel unwell and might feel depressed.

Con formato: Fuente: (Predeterminada) Century Gothic, 12 pto, Color de fuente: Rojo oscuro

Con formato: Fuente: (Predeterminada) Century Gothic, 12 pto, Color de fuente: Color personalizado(RGB(59;48;89))

Arial 12

PICTURE

## ACTIVITY 1

Answer the questions about the reading  
century 16 (Instructions)

1. What are eating habits?

\_\_\_\_\_

2. Which aspects can influence in people's habits?

\_\_\_\_\_

3. Mention the three important meals.

\_\_\_\_\_

4. Can you mention two impacts that bad habits provoke?

\_\_\_\_\_

5. Do you think that it is important to create eating habits? Why?

\_\_\_\_\_



## READING COMPREHENSION

## ACTIVITY 2

### - \_\_ READING

### COMPREHENSION

~~Activity related to de topic. century 16~~

nstructions)

#### TEENS' EATING HABITS

Yany Torres



I usually skip breakfast and have chips, cookies, candies, and soda for lunch. I buy this from school vending machines. After school, I often go to a take away restaurant for French fries, fried rice, and egg rolls. Dinner at home tends to be more healthier- baked chicken and rice, grilled fish, salad... I know my mom would prefer that I eat healthier meals, but the fact is that I do not have time and junk food is often the quickest way to satisfy my hunger when I am on the go and that's common among busy teenagers.

Mandy Almanza



I am a big fresh fruit eater, which is unusual, I admit, for a 15-year-old. I love citrus fruit, apples, nectarines, oranges, and mango. I never skip breakfast. For me it's the most important meal of the day. At school I only eat soup and sometimes an apple. I usually come home around 3 o'clock and I have a vegetable salad. I know I do this thanks to my parents' mealtime routines. When I eat out, I also try to choose healthy dishes, but sometimes I can't resist some delicious desserts.

Con formato: Fuente: (Predeterminada) Arial

Find in the text 4 words related to: \_\_\_\_\_

VEGETABLES	MEAT	SWEETIES	FRUIT
1.	1.	1.	1.

Arial 12

## STRUCTURE

~~CONDITIONALS~~ Short grammar topic and explanation with examples related to the topic (form and function).

century 16

Instructions)

Con formato: Centrado, Interlineado: Múltiple 1.3 lín.

FIRST  
CONDITIONAL

If you eat properly, you will be healthy.  
If you do exercise, you will have energy to work.

Simple Present ± Will/won't/verb

Con formato: Fuente: (Predeterminada) Century Gothic, 12 pto, Color de fuente: Color personalizado(RGB(59;48;89))

Con formato: Fuente: (Predeterminada) Century Gothic, 12 pto, Color de fuente: Color personalizado(RGB(59;48;89))

Uses a possible situation in the future. Predicting a result in the future.

Arial 12

Con formato: Fuente: (Predeterminada) Century Gothic, 18 pto, Color de fuente: Color personalizado(RGB(59;48;89)), (Asiático) Japonés

## ACTIVITY 3

FIRST CONDITIONAL PRACTICE. If I (verb in present) I will...(verb)

- \_\_\_\_\_ Grammar practice with examples related to the topic.

**century 16**

(Instructions)

WRITE THE CORRECT FORM OF THE VERBS IN PARENTHESIS, using the first conditional.

1. If I eat a lot of pizza, I \_\_\_\_\_ (get) fat.
2. \_\_\_\_\_ you do not do any exercise, you \_\_\_\_\_ (be) sick soon.
3. I \_\_\_\_\_ (not have) flu, \_\_\_\_\_ I eat lots of citrus.
4. If you \_\_\_\_\_ (not eat) fruits, you \_\_\_\_\_ (be) unhealthy.
5. I \_\_\_\_\_ (do exercise), if it's a nice day tomorrow.

Arial 12



Find and circle each of the words from the word bank below.

**Eating Habits**

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

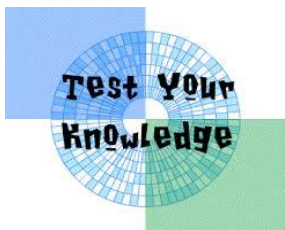
Junk-Food  
 Lunch  
 Meat  
 Obesity  
 Citrus

BREAKFAST  
CITRUS  
DANGEROUS  
DINNER  
DISEASES  
GRAINS  
HEALTHY  
JUNK-FOOD  
LUNCH  
MEAT  
OBESITY

Breakfast

**Con formato:** Fuente: (Predeterminada) Courier New, 16 pto, Color de fuente: Color personalizado(RGB(50;50;50)), Diseño: Claro (Blanco)

Dangerous  
 Dinner  
 Diseases  
 Grains  
 Healthy



**FOLLOW THE INSTRUCTIONS TO MAKE THE FOLLOWING PROJECT.**

**Prepare a paragraph about your actual Eating Habits and how you could improve it.**

- ✓ Prepare a paragraph according to the topic.
- ✓ Write three sentences explaining your actual Eating Habit.
- ✓ Write three sentences explaining how you could improve your actual Eating Habits.
- ✓ Write a capital letter at the beginning of each sentence and a period in the end.
- ✓ Apply the use of the given structure as much as you can.
- ✓ Use the learned vocabulary when need it.
- ✓ Do not forget to draw or paste a picture to illustrate your paragraph.

**SELF-ASSESSMENT CHECKLIST**

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

**Prepare a paragraph about your actual Eating Habits and how you could improve it.**

- ✓ Prepare a paragraph according to the topic.
- ✓ Write three sentences explaining your actual Eating Habit.
- ✓ Write three sentences explaining how you could improve your actual Eating Habits.
- ✓ Write a capital letter at the beginning of each sentence and a period at the end.
- ✓ Apply the use of the given structure as much as you can.
- ✓ Use the learned vocabulary when need it.
- ✓ Do not forget to draw or paste a picture to illustrate your paragraph.

## GLOSSARY

**READ ALOUD** No more than ten words  
with short definitions with the suggested  
pronunciation in parenthesis.  
In case of lower grades, you can use pictures.  
**century 16**

Con formato: Centrado, Espacio Antes: 0 pto, Interlineado:  
sencillo

Arial 12

1. disease: illness that affect people, animals, or plats.

2. eating habits: refers to why and how people eat.
3. healthy: free from disease.
4. improve: make or become better.
5. skip: to pass over or omit.

I CAN...

**CHECK ✓ THE THINGS YOU LEARNED**  
**Check list with achievement indicators.**  
**century 16 (Instructions)**

Con formato: Izquierda, Espacio Antes: 0 pto, Interlineado: sencillo

I can develop reading comprehension skills related to a given reading.

I can develop write a paragraph about eating habits.

✓ A... Arial 12

Con formato: Fuente: (Predeterminada) Century Gothic, 14 pto, Color de fuente: Color personalizado( RGB(59;48;89))

**SUPPLEMENTARY MATERIAL**

**Check this material for extra knowledge (extra videos, sites, and other resources students can use to reinforce their knowledge.)**  
**(Instructions) century 16**

[https://www.google.com/search?q=eating+habits+project&tbm=isch&hl=es&chips=q:healthy+habits+eating+habits+project,online\\_chips:healthy+habits,online\\_chips:balanced+diet&hl=es&ved=2ahUKewiG85fV8sfqAhUJ0FMKHQydAzgQ4lYoBHoECAEQGw&biw=1349&bih=625#imgrc=d4-ekPhdQzTeM](https://www.google.com/search?q=eating+habits+project&tbm=isch&hl=es&chips=q:healthy+habits+eating+habits+project,online_chips:healthy+habits,online_chips:balanced+diet&hl=es&ved=2ahUKewiG85fV8sfqAhUJ0FMKHQydAzgQ4lYoBHoECAEQGw&biw=1349&bih=625#imgrc=d4-ekPhdQzTeM)

Arial 12

**An extra page with the correct answers of all the activities presented in the fifteen units must be provided at the end of the guide.**





**WEEKS: 27-28-29**

**HEALTH PROBLEMS**

**INTRODUCTION TO THE TOPIC**

In this topic, we will learn about the importance of having a good nutrition help us to avoid health problems.

**LEARNING OBJECTIVES**

- ✓ To identify health problems.
- ✓ To recommend good nutritional habits to avoid health problems.

**DID YOU KNOW?**

Studies have found many healthy problems related to stress.





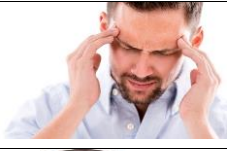



**Can you mention some Health Problem?**

Write five health problems that you know.

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

**TOPIC EXPLANATION**

**VOCABULARY IN CONTEXT**

Backache		Flu	
Cold		Headache	
Cough		Stomachache	
Earache		Toothache	
Fever		Sore throat	

**VOCABULARY** Look at the meaning of this words in your English – Spanish dictionary.

overuse	risk	illnesses
stress	diabetes	asthma
chronic	depression	heart
disease	pressure	tension

**READING COMPREHENSION**

**READ CAREFULLY**

**Health Problems**



Poor lifestyle choices, such as smoking, overuse of alcohol, poor diet, and lack of physical activity and inadequate relief of chronic stress are key contributors in the development and progression of preventable chronic diseases, including obesity, diabetes, hypertension, cardiovascular disease.

Studies have found many health problems related to stress. Stress seems to worsen or increase the risk of conditions like obesity, heart disease, Alzheimer's disease, diabetes, depression, gastrointestinal problems, and asthma. There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems. There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress can affect the respiratory system. It can lead to asthma. It can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can affect the stomach. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.

**ACTIVITY 1****READING COMPREHENSION**

After reading several times, answer the following questions.

1. What are the contributors of the development of a chronic disease?

- ✓ \_\_\_\_\_.
- ✓ \_\_\_\_\_.
- ✓ \_\_\_\_\_.
- ✓ \_\_\_\_\_.

2. What is the name of something that can increase chronic diseases?

- ✓ \_\_\_\_\_.

3. What is the expression in English that refers to feeling of panic?

- ✓ \_\_\_\_\_.

4. What can stress affect?




\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_.

5. Mention five chronic diseases.

- ✓ \_\_\_\_\_.
- ✓ \_\_\_\_\_.
- ✓ \_\_\_\_\_.
- ✓ \_\_\_\_\_.
- ✓ \_\_\_\_\_.

**ACTIVITY 2****READING COMPREHENSION**

Write a sentence for each picture that appears below.

## STRUCTURE

## Adverbs of manner

Adjectives	Adverbs of Manner	Rules for Forming
<b>Ending in -ic</b> drastic frantic specific dramatic scientific enthusiastic	drastically frantically specifically dramatically scientifically enthusiastically	When the adjective ends in <b>-ic</b> , the syllable <b>al</b> is usually added before the <b>-ly</b> ending.
<b>Ending in -le</b> simple preferable gentle reasonable terrible	simply preferably gently reasonably terribly	When the adjective ends in <b>-le</b> preceded by a <b>consonant</b> , the final <b>-e</b> is usually changed to <b>-y</b> .
<b>Ending in -le</b> agile sole <i>Exception:</i> whole	agilely solely wholly	When the adjective ends in <b>-le</b> preceded by a <b>vowel</b> , we simply add <b>-ly</b> to the adjective.
<b>Ending in -ll</b> dull full shrill	dully fully shrilly	When the adjective ends in <b>-ll</b> , only <b>-y</b> is added.
<b>Ending in -ue</b> due true	duly truly	When the adjective ends in <b>-ue</b> , we omit the final <b>-e</b> and add <b>-ly</b> .

## ACTIVITY 3

## ADVERBS OF MANNER

Write the adverb of manner in each sentence applying the grammar structure.

1. She needs to go to the hospital \_\_\_\_\_. (quick)
2. Victor takes his medicine \_\_\_\_\_ (perfect) every day.
3. You must walk every day \_\_\_\_\_. (punctual)
4. I go \_\_\_\_\_ (quick) to the hospital when I have fever.
5. Mr. Castellero eats \_\_\_\_\_ (correct) healthy food.

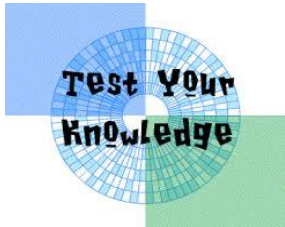


Find and circle each of the words from the word bank below.

Words may appear forwards or backwards, horizontally or vertically in the grid.

- overuse
- stress
- chronic
- disease
- illnesses
- asthma
- heart
- tension
- risk
- diabetes
- depression
- pressure

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



**FOLLOW THE INSTRUCTIONS TO MAKE THE FOLLOWING PROJECT.**

**Write ten sentences about health problems.**

- ✓ Write ten sentences about health problems.
- ✓ Write the capital letter at the beginning of each sentence and a period at the end.
- ✓ Apply the use of the given structure as much as you can.
- ✓ Use the learned vocabulary when need it.
- ✓ Do not forget to draw or paste a picture to illustrate your sentences.

**SELF-ASSESSMENT CHECKLIST**

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

- Write ten sentences about health problems.
- Use of the capital letter and the period in each sentence.
- Use the given structured correctly.
- Use the given vocabulary.
- Illustrate your sentences.

## GLOSSARY

## READ ALOUD

1. chronic: a disease continuing for a long time.
2. depression: the state of feeling very unhappy and without hope for future.
3. disease: illness of people caused by an infection or a failure of health.
4. stress: great worry caused by a difficult situation or something that causes this condition.
5. tension: a feeling of nervousness before an important or difficult event.

## I CAN...

## CHECK (✓) THE THINGS YOU LEARNED

- I can establish the importance of eating healthy food to avoid health problems.
- I can demonstrate understanding of grammar structures writing a paragraph about health problems.
- I can write sentences about health problems at home.

## SUPPLEMENTARY MATERIAL

## Check this material for extra knowledge

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





Can you mention some good things you do to improve your health?

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

**TOPIC EXPLANATION**

**READ CAREFULLY AND PRACTICE**



A lot of factors play a role in staying healthy. In turn, good health can decrease your risk of developing certain conditions. These include heart disease, stroke, some cancers, and injuries. It is important to make changes in our habits to improve our health.

**VOCABULARY**

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

- ✓ Improve
- ✓ Disease
- ✓ Depression
- ✓ Stroke
- ✓ Risk
- ✓ Injuries

## READING COMPREHENSION

## READ CAREFULLY

### Path to Improved Health

#### **Eat healthy.**

What you eat is closely linked to your health. Balanced nutrition has many benefits. By making **healthier food choices**, you can prevent or treat some conditions. These include heart disease, stroke, and diabetes. A healthy diet can help you lose weight and lower your cholesterol, as well.

#### **Get regular exercise.**

Exercise can help prevent heart disease, stroke, diabetes, and colon cancer. It can help treat depression, osteoporosis, and high blood pressure. People who exercise also get injured less often. **Routine exercise** can make you feel better and keep your weight under control. Try to be active for 30 to 60 minutes about 5 times a week. Remember, any amount of exercise is better than none.

#### **Lose weight if you're overweight.**

Many people are overweight. Carrying too much weight increases your risk for several health conditions. These include:

- high blood pressure
- high cholesterol
- type 2 diabetes
- heart disease
- stroke
- some cancers
- Gallbladder disease.



Being overweight also can lead to weight-related injuries. A common problem is arthritis in the weight-bearing joints, such as your spine, hips, or knees. There are several things you can try to help you **lose weight** and keep it off.

#### **Protect your skin.**

Be sure to wear protective clothing and hats when you are outside. Use sunscreen year-round on exposed skin, like your face and hands.

#### **Don't smoke or use tobacco.**

Smoking and tobacco use are harmful habits. They can cause heart disease and mouth, throat, or lung cancer.

#### **Limit how much alcohol you drink.**

It can cause some cancers, such as throat, liver, or pancreas cancer. Alcohol abuse also contributes to deaths from car wrecks, murders, and suicides.

## ACTIVITY 1 READING COMPREHENSION

After reading several times, answer the following questions.

1. What is the title of the reading?
2. Mention three problems they carry to be overweight

\_\_\_\_\_

\_\_\_\_\_

3. What can we do to help treat depression and osteoporosis?

\_\_\_\_\_

4. What can we do to protect our skin from the sun?

\_\_\_\_\_

5. Mention some diseases caused by tobacco and drink alcohol.

Tobacco	Drink alcohol
✓	✓
✓	✓
✓	✓

## ACTIVITY 2 USE THE VOCABULARY WORDS.

WRITE A SENTENCE WITH EACH ONE OF THE FOLLOWING WORDS

- ✓ Improve: \_\_\_\_\_
- ✓ Disease: \_\_\_\_\_
- ✓ Depression: \_\_\_\_\_
- ✓ Stroke: \_\_\_\_\_
- ✓ Risk: \_\_\_\_\_

## STRUCTURE

### MODALS: Should/shouldn't Can /can't

Modals: Should/shouldn't	You should walk everyday to be healthy.
OFFERING SUGGESTIONS	you shouldn't take too much sugar.

Modals: Can/Can't	You can stop eating junk food if you plan to
Describe ability	lose weight.

## ACTIVITY 3

### MODALS SHOULD/SHOULDN'T AND CAN/CAN'T

Use the correct modal to fill in the blanks.

1. If you want to be healthy, you \_\_\_\_\_ start walking every day.
2. Nancy is very athletic, she \_\_\_\_\_ run very fast.
3. Pedro, you \_\_\_\_\_ (not) go out at nights, you are just 15 years old.
4. I do exercise two days a week, now I \_\_\_\_\_ jump rope because I am stronger.
5. Teenagers \_\_\_\_\_ (not) smoke, it is not appropriate.



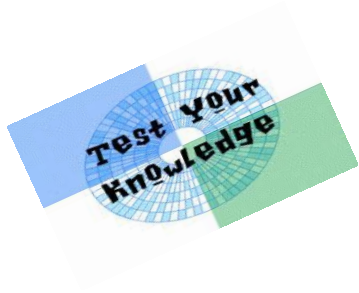
Find and circle each of the words from the word bank below.

Words may appear forwards or backwards, horizontally or vertically in the grid.

## Improving Health

CANCER  
DO-EXERCISE  
DRINK-WATER  
EAT-HEALTHY  
RISK  
STOP-SMOKING  
STROKE  
STRONG-MUSCLES  
VISIT-DOCTOR  
WALK

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



## FOLLOW THE INSTRUCTIONS TO MAKE THE FOLLOWING PROJECT

Write ten sentences about how you could you improve your health.

- ✓ Write ten sentences about improving your health habits.
- ✓ Write the capital letter at the beginning of each sentence and a period at the end.
- ✓ Apply the use of the given structure as much as you can.
- ✓ Use the learned vocabulary when need it.
- ✓ Do not forget to draw or paste a picture to illustrate your sentences.

### SELF-ASSESSMENT CHECKLIST

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

- Write ten sentences about **Improving Health Habits**.
- Use of the capital letter and the period in each sentence.
- Use the given structured correctly.
- Use the given vocabulary.
- Illustrate your sentences.

## GLOSSARY

## READ ALOUD

1. Depression: when you feel very sad.
2. Improve: to get better.
3. Lung: one of the two parts inside your chest that are used for breathing.
4. Overweight: fat.
5. Risk: the possibility of something bad happening.
6. Stroke: a sudden problem in your brain that makes you unable to move part of your body.
7. Throat: the back part of your mouth and the part inside your neck.

## I LEARNED...

## CHECK THE THINGS YOU LEARNED

I can provide ideas about how to improve our health.

I can demonstrate how to improve our health writing a paragraph.

## SUPPLEMENTARY MATERIAL

<https://familydoctor.org/what-you-can-do-to-maintain-your-health/>

Cambridge English Mini Dictionary. Cambridge University press



## WEEKS: 33-34

### ECOLOGY

#### INTRODUCTION TO THE TOPIC

In this topic, we are going to learn how to protect our environment and to be conscious about nature conservation.

#### LEARNING OBJECTIVES

- ✓ To contribute to raise consciousness about nature conservation.
- ✓ To take care of our environment.

**DID  
YOU  
KNOW?**

**Ecology is the study of the relationships between living organism.**













Can you mention some ideas about protecting environment?

Write five ways to protect the environment in Panama.

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

**TOPIC EXPLANATION**

**VOCABULARY IN CONTEXT**

Biology		water quality	
organism		environmental pollution	
physical environment		biodiversity	
abiotic		natural resources	
biotic		habitat	

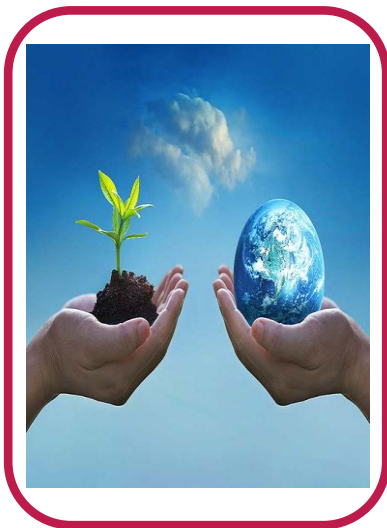
**VOCABULARY** Look at the meaning of this words in your English – Spanish dictionary.

ecology	biology	biotic
bacteria	fungi	recycle
biomass	environment	abiotic
ecosystem	factor	reuse

**READING COMPREHENSION**

**READ CAREFULLY**

**Ecology and Environment**



Ecology is a branch of biology concerning interactions among organisms and their biophysical environment, which includes both biotic and abiotic components. Topics of interest include the biodiversity, distribution, biomass, and population of organisms, as well as cooperation and competition within and between species. Ecosystems are dynamically interacting systems of organisms, the communities they make up, and the non-living components of their environment.

The main aim of ecology is to understand the distribution of biotic and abiotic factors of living things in the environment. The biotic and abiotic factors include the living and non-living factors and their interaction with the environment.

Biotic components are living factors of an ecosystem. A few examples of biotic components include bacteria, animals, birds, fungi, plants.

Abiotic components are non-living chemical and physical factors of an ecosystem. These components could be acquired from the atmosphere, lithosphere, and hydrosphere. A few examples of abiotic components include sunlight, soil, air, moisture minerals.

These are simple things we can do to protect the environment:

- ✓ Reduce, reuse, recycle.
- ✓ Conserve water.
- ✓ Plant a tree.
- ✓ Save electricity.
- ✓ Walk / ride a bike.

**ACTIVITY 1**

**READING COMPREHENSION**

**After reading several times, answer the following questions.**

1. What is ecology?  
\_\_\_\_\_.
2. What are ecosystems?  
\_\_\_\_\_.
3. What is the title of the reading?  
\_\_\_\_\_.
4. What are the two important components in the biophysical environment?  
\_\_\_\_\_.
5. What is the aim of the ecology?  
\_\_\_\_\_.

## ACTIVITY 2

## READING COMPREHENSION

**Complete the following statements according to the reading.**

1. Are dynamically interacting system of organism  
\_\_\_\_\_.
2. Living factors of an ecosystem \_\_\_\_\_.
3. Non-living factors of an ecosystem \_\_\_\_\_.
4. Biotic components include \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_.
5. Abiotic components include \_\_\_\_\_,  
\_\_\_\_\_.

## STRUCTURE

## REGULAR AND IRREGULAR VERBS

### REGULAR VERBS

PRESENT	PAST
beg	begged
copy	copied
dry	dried
fit	fitted
hug	hugged
marry	married
plan	planned
rely	relied
skip	skipped
tip	Tipped
try	tried
worry	worried
ban	banned
clap	Clapped
drop	dropped
shop	shopped
Slip	slipped
stop	Stopped
travel	Travelled
empty	Emptied

ANCON **protects** our natural resources.

### IRREGULAR VERBS

PRESENT	PAST
be	Was were
begin	began
break	broke
build	built
choose	chose
come	came
Do	did
cut	cut
Draw	drew
eat	ate
fall	fell
Fly	flew
get	Got
go	went
have	had
keep	kept
know	knew
sing	sang
tall	told
win	Won

We **are** all responsible for our environment.

## ACTIVITY 3

### REGULAR AND IRREGULAR VERBS

Write the correct form of the verb in past in each sentence.

1. Julian \_\_\_\_\_ (plan) a new strategy to protect soils.
2. Tathiana \_\_\_\_\_ (travel) yesterday to the environment meeting.
3. Victor \_\_\_\_\_ (begin) a new conservation program.
4. They \_\_\_\_\_ (come) to the meeting yesterday.
5. We \_\_\_\_\_ (have) important ideas about ecology.

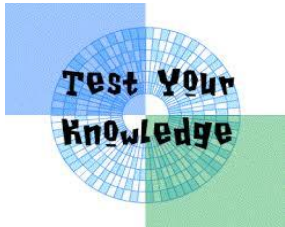


Find and circle each of the words from the word bank below.

Words may appear forwards or backwards, horizontally or vertically in the grid.

ecology	biology	biotic
bacteria	fungi	recycle
biomass	environment	abiotic
ecosystem	factor	reuse

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



**FOLLOW THE INSTRUCTIONS TO MAKE THE FOLLOWING PROJECT.**

**Write sentences about how to protect ecology in Panama.**

- ✓ Write five sentences about ecology.
- ✓ Write the capital letter at the beginning of each sentence and a period at the end.
- ✓ Apply the use of the given structure as much as you can.
- ✓ Use the learned vocabulary when need it.
- ✓ Do not forget to draw or paste a picture to illustrate your sentences.

**SELF-ASSESSMENT CHECKLIST**

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

- Write ten sentences about ecology.
- Use of the capital letter and the period in each sentence.
- Use the given structured correctly.
- Use the given vocabulary.
- Illustrate your sentences.

## GLOSSARY

## READ ALOUD

1. **Recycle:** to use something again for a different purpose.
2. **Reuse:** To use something again.
3. **Biomass:** The total amount of living things in a particular area
4. **Environment:** The air, water, and land in or on which plant, animals, and people live.
5. **Biology:** The scientific study of the natural processes of living things.

## I CAN...

## CHECK THE THINGS YOU LEARNED

- I can list ways to reduce waste and reuse materials to preserve natural resources.
- I can provide some ideas about how to protect ecology in Panama.
- I can identify environmental problems and ways to solve them.

## SUPPLEMENTARY MATERIAL

## CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE.

[https://www.youtube.com/watch?v=E1pp\\_7-yTN4](https://www.youtube.com/watch?v=E1pp_7-yTN4)

## ECOLOGY AND SOCIETY'S RESPONSIBILITY



**WEEKS: 35-36-37**

### ECOLOGY AND SOCIETY'S RESPONSIBILITIES

#### INTRODUCTION TO THE TOPIC

Developing this topic, we will learn about the responsibility we have a society regardless of Ecology.

#### LEARNING OBJECTIVES

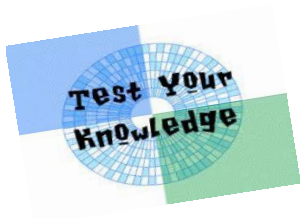
1. To aware people about the society's responsibility to preserve our environment.
2. To demonstrate natural conservation practices (reduce, reuse, and recycle).

#### DID YOU KNOW?

Our planet is the only place in the solar system where water can be found in its three states: liquid, solid, and



gas?



## Can you mention some ideas about our responsibility with the Ecology?

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

### TOPIC EXPLANATION

### READ CAREFULLY AND PRACTICE

#### IT IS OUR RESPONSIBILITY

## PROTECTING OUR PLANET STARTS WITH YOU

<p><b>BIKE MORE DRIVE LESS</b></p>	<p> <b>reduce REUSE recycle</b></p> <p>Cut down on what you throw away. Follow the three "R's" to conserve natural resources and landfill space.</p>	<p><b>choose sustainable</b></p> <p> <b>seafood</b></p> <p>Learn how to make smart seafood choices: _____.</p>	<p>Trees provide food and oxygen. They help save energy, clean the air, and help combat climate change.</p> <p> <b>PLANT A TREE</b></p>
<p><b>EDUCATE</b></p> <p>When you further your own education, you can help others understand the importance and value of our natural resources.</p>	<p><b>CONSERVE WATER</b></p> <p></p> <p>The less water you use, the less runoff and wastewater that eventually end up in the ocean.</p>	<p><b>-SHOP- WISELY</b></p> <p>Buy less plastic and bring a reusable shopping bag.</p>	<p><b>Don't send chemicals into our waterways</b></p> <p>Choose nontoxic chemicals in the home and office.</p>
<p><b>Volunteer!</b></p> <p>Volunteer for cleanups in your community. You can get involved in protecting your watershed too!</p>	<p><b>BRIGHT IDEA</b></p> <p> Long-lasting light bulbs</p> <p>Energy efficient light bulbs reduce greenhouse gas emissions. Also flip the light switch off when you leave the room!</p>	<p><b>ARE A</b></p>	

## VOCABULARY

Use your dictionary to check the meaning

5. Recycle
6. Reduce
7. Reuse
8. Sustainable

1. Climate change
2. Volunteer
3. Landfill
4. Light bulb

## READING COMPREHENSION

READ CAREFULLY

### ECO-FRIENDLY TIPS

1. **Bike, use public transit, carpool to work, drive slower, keep your tires inflated**  
One-third of all traffic is commuters. Use alternative transportation when possible. If you must drive, go slower with proper tire inflation. It saves both fuel and tires, and lowers emissions. It also saves lives.
2. **Reduce, Reuse, Recycle and Compost**  
Reusing packaging material saves more energy than recycling. By avoiding extra packaging, you save both energy and landfill space. Yard and kitchen waste (leaves/grass/vegetable scraps) are 30% of trash. Reduce this amount by composting. Also be sure to re-use plastic bags, or better yet... refuse plastic bags when you really don't need them.

3. **Conserve water**  
Don't let faucets run. Never water your lawn at midday. Place a brick in old toilets. Take low flow short showers. Run the dishwasher only when it is full. Let grass grow longer. Plant native or drought-tolerant garden plants.
4. **Quit smoking**  
Second-hand smoke is a major indoor air pollutant and health hazard. When you quit, both you and your family will lead longer and healthier lives.

7. **Eat less meat/eat more local and organic foods**  
Feedlots are a major source of organic pollution. Tropical forests are cut to raise beef.
8. **Plant a tree with a child**  
Take a walk in the woods, or plant trees which store CO<sub>2</sub>. Teaching our children to love and care for the planet is the most important thing we can do to insure the future of humankind.
9. **Wash dishes by hand in a basin, and then use the dish water for outdoor gardens.**

5. **Don't use pesticides/herbicides on your lawn**  
Along with nitrogen fertilizer runoff, these are major water pollutants.
6. **Keep your cat indoors**  
Domestic cats kill over one billion small birds and animals every year (1 outdoor cat averages 40 kills per year). They upset natural predator/prey balances and eliminate ground nesting birds.



## ACTIVITY 1

## READING COMPREHENSION

After reading several times, answer the following questions.

1. What is the reading about?  
\_\_\_\_\_
2. Which action is better than recycling?  
\_\_\_\_\_
3. How can you conserve water?  
\_\_\_\_\_
4. Why do you have to keep cats indoors?  
\_\_\_\_\_
5. What is the most important thing you can do to ensure the future of humankind?  
\_\_\_\_\_

## ACTIVITY 2

WHAT DO THEY REPRESENT?



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## STRUCTURE SIMPLE PAST TENSE. REGULAR VERBS.

Based Form	Add-ed	Add-d	Change- i+-ed	Double last letter
listen	listened			
like		liked		
cry			cried	
shop				shopped

## ACTIVITY 3

### SIMPLE PAST REGULAR VERBS



1. Last week my mother \_\_\_\_\_ some lemon trees.
2. We used to \_\_\_\_\_ plastic bags when there were not recyclable bags.
3. When I was at high school, I \_\_\_\_\_ instead of taking the bus.
4. Yesterday, I \_\_\_\_\_ all the light bulbs of my house.
5. My father \_\_\_\_\_ a new car, it is a hybrid one.





Examples: games, crosswords, word search, etc.  
(Instructions)

## ECOLOGY AND SOCIETY RESPONSIBILITY

COMMUNITY  
COMPOST  
FRESH-WATER  
HERBICIDES  
HUMANKIND  
LANDFILL  
LIGHT-BULB  
PESTICIDES  
RECYCLE  
REDUCE  
REUSE  
SUSTAINABLE

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

The logo features a circular grid pattern with the text "Test Your Knowledge" overlaid. The background consists of a blue square on the left and a green square on the right, partially overlapping the grid.

## Test Your Knowledge

**FOLLOW THE INSTRUCTIONS TO MAKE THE FOLLOWING PROJECT.**

Write five (5) sentences in Past Tense about Helping the Environment.

- ✓ Write five sentences using the Simple Past tense about things you did to help the Environment.
- ✓ Write the capital letter at the beginning of each sentence and a period in the end.
- ✓ Apply the use of the given structure as much as you can.
- ✓ Use the learned vocabulary when need it.
- ✓ Do not forget to draw or paste a picture to illustrate your sentences.

### **SELF-ASSESSMENT CHECKLIST**

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

- Write five sentences about things to help the environment.
- Use of the capital letter and the period in each sentence.
- Use the given structured correctly.
- Use the given vocabulary.
- Illustrate your sentences.

## GLOSSARY

## READ ALOUD

1. Compost: a mixture of various decaying organic substances, as dead leaves or manure, used for fertilizing soil.
2. Herbicides: an agent used to destroy or inhibit plant growth.
3. Humankind: all people, considered as a group.
4. Landfill: a low area of land that is built up from deposits of solid refuse in layers covered by soil.
5. Lawn: An area of short, regularly mown grass in the garden of a house or park.
6. Light bulb: an electric light.
7. Pesticides: a chemical preparation for destroying plant, fungal, or animal pests.
8. Sustainable: able to be maintained at a certain rate or level.

I Can...

**CHECK (✓) THE THINGS YOU  
LEARNED**

I can write about the importance of citizens' responsibilities in our society.

I can use grammar structures correctly in a paragraph.

**SUPPLEMENTARY MATERIAL**

**CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE**

<https://www.dictionary.com/browse/light-bulb>

[https://www.google.com/search?xsrf=ALeKk038JdQb7P\\_caW3oijtDEi4zqCCekDA%3A1594701790238&ei=3jcNX-PUDbGyggeNs4HYBw&q=meaning+of+lawn&oq=meaning+of+lawn&gs\\_lcp=CgZwc3ktYWIQARqAMqUIABDLATIFCAAQywyBQgAEMsBMgUIABDLATIFCAAQywyBQgAEMsBMgUIABDLAToECAAQRzoECCMQJzoGCCMQJxAToqQIABBDOgIIAFCL8wpYp\\_4KYNKdC2gAcAF4AIABngGIAdsFkgEDMC41mA EAoAEBqgEHZ3dzLXdpeg&sclient=psy-ab](https://www.google.com/search?xsrf=ALeKk038JdQb7P_caW3oijtDEi4zqCCekDA%3A1594701790238&ei=3jcNX-PUDbGyggeNs4HYBw&q=meaning+of+lawn&oq=meaning+of+lawn&gs_lcp=CgZwc3ktYWIQARqAMqUIABDLATIFCAAQywyBQgAEMsBMgUIABDLATIFCAAQywyBQgAEMsBMgUIABDLAToECAAQRzoECCMQJzoGCCMQJxAToqQIABBDOgIIAFCL8wpYp_4KYNKdC2gAcAF4AIABngGIAdsFkgEDMC41mA EAoAEBqgEHZ3dzLXdpeg&sclient=psy-ab)



## WEEKS: 38-39-40

### RECREATION AND HOLIDAYS

#### INTRODUCTION TO THE TOPIC

In this topic, we are going to learn about the touristic places in Panama and how important are them for the country.

#### LEARNING OBJECTIVES

- ✓ To identify the importance of tourism in Panama.
- ✓ To describe tourist attractions in Panama.

#### DID YOU KNOW?

Our country has wonderful beaches and amazing places for adventure.



Can you mention touristic places in Panama?

Write five tourist places that you know in your province.

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

**TOPIC  
EXPLANATION**

**TOURISTIC PLACES IN PANAMA**

Panama's capital has plenty of attractions and outdoor experiences to offer to both visitors and locals.

**These are:**

- ✓ The Panama Canal
- ✓ The Biomuseo
- ✓ Panama Viejo
- ✓ El Tornillo
- ✓ Soberania National Park
- ✓ The Cathedral
- ✓ Iglesia del Carmen
- ✓ Punta Culebra
- ✓ Gamboa Rainforest
- ✓ The Bridge of the Americas
- ✓ Museum of Contemporary Arts.

**VOCABULARY** Look at the meaning of this words in your English – Spanish dictionary.

attraction	inherent	build
amusement	leisure	ancient
temple	garden	zoo
memorable	deserts	monument

**READING  
COMPREHENSION**

**READ CAREFULLY**

**Touristic Attractions**



A tourist attraction is a place of interest where tourists visit, typically for its inherent or an exhibited natural or cultural value, historical significance, natural or built beauty, offering leisure and amusement.

Places of natural beauty such as beaches, tropical island resorts, national parks, mountains, deserts and forests, are examples of traditional tourist attractions which people may visit. Cultural tourist attractions can include historical places, monuments, ancient temples, zoos, aquaria, museums and art galleries, botanical gardens, buildings and structures.

Some tourist attractions provide visitors a memorable experience.

**ACTIVITY 1****READING COMPREHENSION**

After reading several times, answer the following questions.

1. What is a touristic attraction?  
\_\_\_\_\_.
2. What are places of natural beauty?  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
3. Mention some cultural tourist attractions.  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
4. What is the title of the reading?  
\_\_\_\_\_.
5. Mention one important tourist attraction.  
\_\_\_\_\_.

**ACTIVITY 2****READING COMPREHENSION**





Write one important characteristic of three touristic places of your province.

<b>The Bridge of the Americas</b>	It is an amazing bridge that connects the Americas.

## STRUCTURE

## ADVERBS OF TIME

### Adverbs of Time List

POINTS OF TIME	RELATIONSHIPS IN TIME
<ul style="list-style-type: none"><li>• Tomorrow</li><li>• Tonight</li><li>• Yesterday</li></ul>   <ul style="list-style-type: none"><li>• Now</li><li>• Then</li><li>• Today</li></ul>	<ul style="list-style-type: none"><li>• Already</li><li>• Before</li><li>• Early</li><li>• Earlier</li><li>• Eventually</li><li>• Finally</li><li>• First</li><li>• Last</li><li>• Late</li><li>• Later</li><li>• Lately</li><li>• Formerly</li><li>• Previously</li><li>• Recently</li><li>• Just</li><li>• Next</li><li>• Soon</li><li>• Still</li><li>• Yet</li><li>• Since</li></ul>
ADVERBS OF INDEFINITE FREQUENCY	ADVERBS OF DEFINITE FREQUENCY
<ul style="list-style-type: none"><li>• Often</li><li>• Rarely</li><li>• Regularly</li><li>• Seldom</li><li>• Sometimes</li><li>• Regularly</li><li>• Usually</li><li>• Always</li><li>• Constantly</li><li>• Ever</li><li>• Frequently</li><li>• Generally</li><li>• Infrequently</li><li>• Never</li><li>• Normally</li></ul> 	<ul style="list-style-type: none"><li>• Annually</li><li>• Daily</li><li>• Fortnightly</li><li>• Hourly</li><li>• Monthly</li><li>• Yearly</li><li>• Weekly</li><li>• Nightly</li><li>• Quarterly</li></ul> 

I went to El Valle the Anton **last year**.

## ACTIVITY 3

## ADVERBS OF TIME

Write sentences using the adverbs of frequency.

Example: I visited Panama Viejo **yesterday**.

- ✓ \_\_\_\_\_.
- ✓ \_\_\_\_\_.
- ✓ \_\_\_\_\_.
- ✓ \_\_\_\_\_.
- ✓ \_\_\_\_\_.

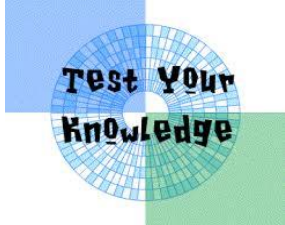


Find and circle each of the words from the word bank below.

Words may appear forwards or backwards, horizontally or vertically in the grid

attraction	inherent	build
amusement	leisure	ancient
temple	garden	zoo
memorable	deserts	monument

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



**FOLLOW THE INSTRUCTIONS TO MAKE THE FOLLOWING PROJECT.**

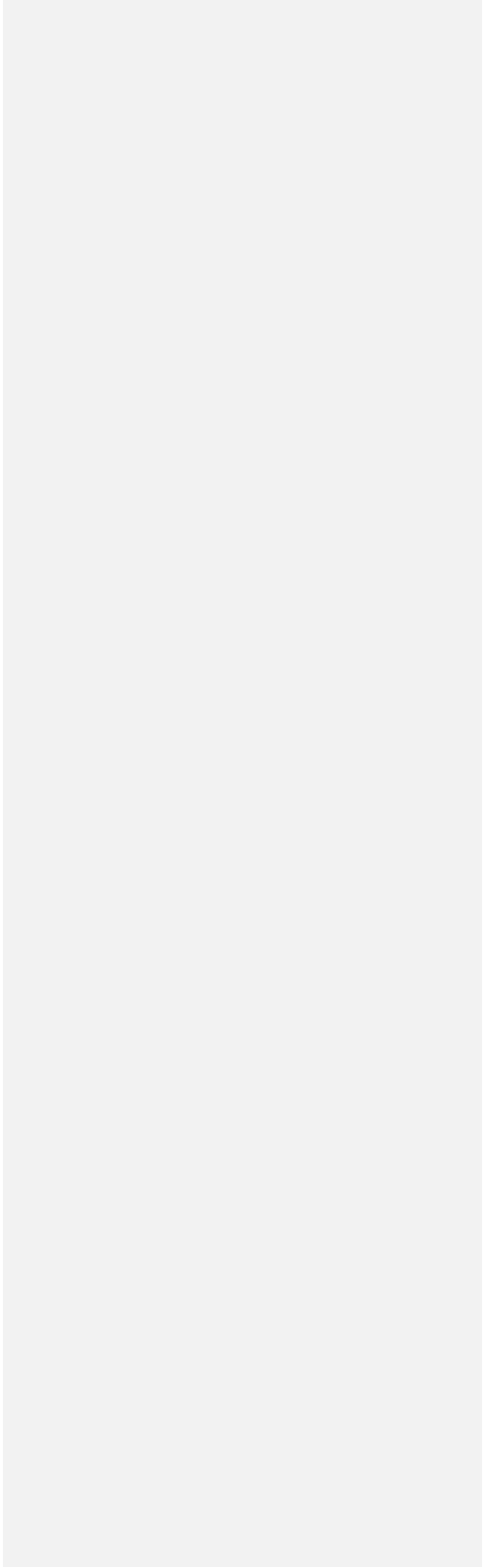
**List the most important touristic places in Panama and make a description of your favorite.**

- ✓ Write eight touristic places in Panama.
- ✓ Write about your favorite touristic place and make a description of it.
- ✓ Apply the use of the given structure as much as you can.
- ✓ Use the learned vocabulary when need it.
- ✓ Do not forget to draw or paste a picture about the eight touristic places.

**SELF-ASSESSMENT CHECKLIST**

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

- Write eight touristic places in Panama.
- Write about your favorite touristic place.
- Use the given structured correctly.
- Use the given vocabulary.
- Illustrate your touristic places.



## GLOSSARY

## READ ALOUD

1. **Amusement:** Something that provides entertainment.
2. **Temple:** A place dedicated to the service of a deity.
3. **Memorable:** Likely to be remembered.
4. **Monument:** A structure that is built to honor a special person or event.
5. **Leisure:** The time where you are not working or doing other duties.

## I CAN...

## CHECK (✓) THE THINGS YOU LEARNED

- I can recognize touristic attractions in every province in Panama.
- I can list tourist places in Panama.
- I can write about his/her favorite tourist place.

## SUPPLEMENTARY MATERIAL

## CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE.

[https://www.youtube.com/watch?v=VrW\\_fjq1P9E](https://www.youtube.com/watch?v=VrW_fjq1P9E)

## ANSWER KEY

### Week: 1-2-3 PANAMANIAN FAMILIES IN COVID 19 TIME

#### Act. 1

#### 1. PANAMANIAN FAMILIES IN COVID 19 TIME

- COVID 19
- COVID 19 had reached the country.
- Authorities ordered people to stay at home, nobody could not go to work, shopping centers and schools were closed
- wear a mask, wash hands, and use sanitizer.

#### Act. 2

Answer will vary.

#### Act. 3

1. Have; 2. Works; 3. leads; 4. Take; 5. Goes
1. Does not wear; 2. Do not accept; 3. Do not play; 4. Do not take; 5. Does not have

### Weeks: 4-5 Families Responsibilities During COVID 19

#### Act. 1

- "Families Responsibilities During COVID 19"
- They are closed.
- Keep social distance, personal isolation, wear a mask everywhere
- Authorities arrest them or give them a penalty.
- Avoid going out if it is not necessary, keep all health measures, parents are responsible of their kids' education.

#### Act. 2

- Sanitizer; 2. Self-isolation; 3. Assignments; 4. Genre; 5. Positive attitude

#### Act. 3

- What are you doing during the Pandemic?
- Who is taking care of patients in the hospitals?

### Weeks: 6-7-8 The Role of the Family in School and Community

#### Act. 1

- The Title of the reading is Families and Schools working together.
- Family and School are changing due to the pandemic.
- Keep working and go back to school.
- Keep social rules, food security and respect the law.
- Respect, love and communicate.

Act. 2: Answers will vary.

#### Act. 3

1. Hers 2. His 3. Theirs 4. Mine 5. His
1. Yours 2. Ours 3. Hers 4. Mine 5. Ours

### Weeks: 9-10-11 Moral Values in Pandemic Times

#### Act. 1

- Moral values; 2. Depression, desperation; 3. Feelings of giving a hand to those who need, neighbors helping neighbors, young people going shopping for old people; 4. People start being more sensible to others and also start thinking twice before spend their money in unnecessary things; 5. This Pandemic has taught people that thinking in others and sharing is necessary to live in peace.

Act. 2: Answers will vary.

Act. 3: 1. goes; 2. goes; 3. has; 4. watches; 5. is; 6. love; 7. make; 8. clean; 9. do; 10. do not spend

**Weeks: 12-13-14 Values Students need to Practice for Having a Good Relationship**

Act. 1

1. Values are basic and fundamental beliefs that guide or motivate attitudes or actions.
2. Answer will vary.
3. Loyalty, responsibility and empathy.
4. The Title of the Reading is Values in Society.
5. Cultural values are accepted by religions or societies and reflect what is important in each context.

Act. 2

1. guide, attitudes, actions.
2. person, goal.
3. Cultural Values.
5. Personal Values.

Act. 3

1. Who has been the most important person in your life that help you establish your goals? Answer will vary.
2. What is the title of the reading? The title of the reading is Values in Society.

**Weeks: 15-16 Relationships**

Act. 1

1. "Types of Marriage"; 2. Marriage is described as a social institution between a man and a woman with the purpose of found a family together; 3. Civil and religious; 4. It is a union between a man and a woman stated in a formal agreement about rights and duties which is performed in front of a justice authority for the purpose of living and sharing life together and forever; 5. It is a ritual that makes union between a man and a woman acceptable before God's eyes.

Act. 3

1. go; 2. is tutoring; 3. love; 4. is trying; 5. run

**Weeks: 17-18-19 Human Rights**

Act. 1

1. Human Rights are the basic rights and freedoms that belong to every person in world.
2. The Universal Declaration of Human Rights.
3. Protection, education, dignity.
4. The title of the reading is Human Rights.
5. Children have extra rights that place a responsibility on adults to make sure children receive the special care and protection they need to grow up healthy and happy.

Act. 2

1. Everyone. 2. Race, skin color, religion. 3. Free, equal. 4. Human rights. 5. Education.

Act. 3

1. Tables. 2. Wolves. Boxes. 4. Cities. 5. Buses.

**Weeks: 20-21-22 Rights and Duties of a Citizen**

Act. 1:

1. " Rights and Duties of a Citizen; 2. are described as individual freedom and benefits that citizens deserve and that are usually provided and supported by the nation; 3. are the set of responsibilities that we have in and with our country; 4. Answer will vary.

Act. 2:

1. citizen, duties; 2. rights, universal; 3. participate; 4. duties; 5. education

Act. 3:

1. Which are some students' duties?; 2. Why are human right important?; 3. Why are some students' rights?

**Weeks: 23-24 Health and Nutrition**

Act. 1

1. A healthy diet is a balanced combination of food for growth, vitamins and minerals.
2. The title of the reading is Healthy Lifestyle.
3. The fiber helps move food through your digestive tract.
4. Bread and cereals, fruits and vegetables, dairy food, meat and fish, fats and sugars.
5. Pizza, chips and candies.

Act. 2: Answers will vary.

Act. 3

1. Yes, she does. 2. Yes, they do. 3. No, I do not. 4. No, she does not. 5. Yes, we do.

**Weeks: 25-26 Eating Habits**

Act. 1

1.refers to why and how people eat, which foods they eat, and with whom they eat, as well as the ways people obtain, store, use, and discard food; 2. Individual, social, cultural, religious, economic, environmental, and political factors; 3. breakfast, lunch, and dinner; 4. Answers will vary; 5. Answer will vary.

Act 2: Answer will vary

Act 3 1. Will. 2. If, will. 3. Will not, won't have, if, 4. Do not eat, will. 5. Will do.

**Weeks: 27-28-29 Health Problems**

Act. 1

1. smoking, alcohol, poor diet, lack of physical activity, stress.  
2. Stress  
3. Stop the world, I want to get off.  
4. obesity, heart attack, depression.  
5. high blood pressure, asthma, heart attack, diabetes, obesity.

Act. 2: Answers will vary.

Act. 3

1. Quickly. 2. Perfectly. 3. Punctually. 4. Quickly. 5. Correctly.

**Weeks: 30-31-32 Improving Health**

Act.1 :

1."Paths to Improved Health"; 2. Answers will vary; 3. do exercise; 4. . use sunscreen year-round, wear protective clothing and hats when you are outside; 5.tobacco: heart disease and mouth, throat, or lung cancer, alcohol: cancers, such as throat, liver, or pancreas cancer.

Act. 2: answers will vary.

Act. 3: 1. should; 2. can; 3. should not; 4. can; 5. should not

**Weeks: 33-34 Ecology**

Act.1

1. Ecology is a branch of biology concerning interactions among organisms and their biophysical environment, which includes both biotic and abiotic components.  
2. Ecosystems are dynamically interacting systems of organisms, the communities they make up, and the non-living components of their environment.  
3. The title of the reading is Ecology and Environment.  
4. Biotic and abiotic factors.  
5. The main aim of ecology is to understand the distribution of biotic and abiotic factors of living things in the environment.

Act. 2

1. Ecology. 2. Biotic components. 3. Abiotic components. 4. Bacteria, animals, plants. 5. Soil, air, minerals

**Weeks: 35-36-37 Ecology and Society's Responsibilities**

Act. 1: 1. Tips to help environment; 2. Reuse packaging material; 3. Answer will vary; 4. They kill small birds; 5. Teaching our children to love and care for the planet.

Act. 2: reduce green-house gas emission; recycle; compost; plant trees; buy less plastic.

Act. 3: 1. planted; 2. carry; 3. walked; 4. changed; 5. liked

**Weeks: 38-39-40 Recreation and Holidays**

Act. 1

1. A tourist attraction is a place of interest where tourist visit.  
2. beaches, islands, mountains.  
3. historical places, monuments, temples.  
4. The title of the reading is Tourist Attractions.  
5. The Panama Canal.

Act. 2: Answer will vary.

Act. 3: Answer will vary.