



**NORTH AND SOUTH AUTONOMOUS ATLANTIC REGION  
SECRETARY OF EDUCATION**



**LANGUAGE AND COMMUNICATION.  
ENGLISH AS A SECOND LANGUAGE L2  
SIXTH GRADE**

**FREEDOM**



**BANCO MUNDIAL – GRAAN – GRAAS – MINED**

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YEAR 2010**



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## **PRESENTATION**

The Regional Autonomous Government of the Caribbean Coast of Nicaragua by means of the Secretary of Education, and responding in great way to the mandate of law #28 and law #162, consciously compromised with the transformations to guarantee an education of quality giving to coast teachers and students a new didactic curriculum of Elementary Bilingual Intercultural Education which includes texts book, teacher guides in the area of Language and Communication as L2.

The new didactic curriculum substitutes those that were in used from 1994.

This product is an effort of Coast teachers with the construction of the education model (SEAR) based on the principles of Autonomy, interculturality solidarity, equity of gender, quality and pertinence.

We are sure that teacher with their initiatives, creativity and dedication will know to embrace and obtained mayor benefits of these basic materials that are placed in your hands with the objective to achieved in our students a complete development of their capacity, ability and skills like constructors of their own teaching –learning process

We asked of teachers, students and parents of the educational community and community leaders in general to use these materials as theirs, always caring, protecting and preserving them.

**Regional secretary of Education  
RAAN, RAAS.**

## UNIT: 1 EXPRESSING OUR KNOWLEDGE



Theme: 1 Dialogue

## Initial Activities

### 1. I answer the following questions:

2. What is a dialog?
3. How many people participate in a dialog?
4. Why is a dialog important: for the human being?

### In pair



### 1. I read the following dialog about how to promote language and culture.

John – Did you got to the activity yesterday?

Mary – yes, and it was pretty.

John – what they were talking about is very important.

Mary – What was it all about?

John – They are planning to have a cultural event where each ethnic group will present something of their culture.

Mary – Tell me about this culture affair.

John – These boys needed to make the town know about the different culture each group practice. For example: Creole people dance May Pole and Ribbon Pole, the Mestizos dance Folklore, Garifuna dance Punta Miskitu Sirpiki Mairin, etc. and they talk different languages.

Mary – Now I understand what you are talking about.

John – Last week at our school the Miskito group presented a beautiful dance and they explained what the dance was about. They also spoke about the different languages.

Mary – Thank you for explaining everything to me.

### Alone



### 2. I answer the following questions

- a) What was the dialog about?
- b) How many ethnic groups do we have on the Caribbean Coast of Nicaragua?
- c) Name some of the dances practice by these ethnic groups.

### 3. Compare your answers with a partner and then with the entire class.

## Development Activities

### In group



### 1. I Read and analyze the concept of dialog

**Dialogue is an oral or written conversation between two or more people.**



2. Notice the following pictures and write a dialog based on them.



3. I Read my dialog to the class.

**Final activity**

### In group



1. I Comment in group about cultural aspects that I you learned.
2. I Share with the class my comments.
3. Write five cultural aspects about the six ethnic groups studied.
4. Rewrite them on a wall paper and stick it on the wall.

### With my family



1. I comment with my family what I learned about the different ethnic group culture.
2. I investigate with my family and neighbors about other cultural manifestations of the six ethnic groups.



Remember

Remember that we have six ethnic groups on our Atlantic coast; each one have a language and culture and we should learn to respect each others culture.

**THEME: 2 LETTER**  
you, recommendation and condon...

## Initial Activities

Alone



1. I talk with my teacher about the different types of letters.
2. I read and analyze different examples of letters.

Dear Marge;

Am so sorry to hear about the death of your son.

I apologize for not been able to be there with you.

Give my sympathy to all.

Yours truly  
Shelma.

Dear grandma;

Thanks you so much for the stamps you send me, they are very colorful.

I am going to fix my album with them so when you come to visit me you will see what I'm talking about. Thanks again and hope to see you soon grandma.

With Love.  
Denvy

Progress Ave.  
IVAN DIXON, PEARL LAGOON

Bebe Crece boutique  
Aberdeen St.  
Bluefields SAAR.

Dear Sir:

Please send me, by parcel post the following items as listed in your latest catalogue.

1 fishing rod no. 346	C\$14.95
1 fishing net no. 235	<u>C\$ 3.50</u>
	C\$18.45

I am enclosing a money order for C\$ 18. 45, plus C\$ 3.50 for shipping expenses.

Yours sincerely,

*Monica Smith*

Cotton Tree, Bluefields

July 01, 2008

Dear Patty,

School began a few weeks ago and I still

Haven't been able to get used to the early morning 6:30 routine. There is only one new student in my class. His name is Juan and his family is from Managua. He is shy, tall, and very handsome. He has told us many things about the customs and traditions of his home land. He wears a beautiful jacket called a "poncho" made of wool with vivid colors. I'll introduce you to him when you come in September.

The weather here has been cold and very wet, but there are a million things to do. I have been learning how to fish, and have joined a fishing club which I enjoy very much.

Write me as soon as you can. I can't wait to hear from you.

Your friend,

3. I Comment about similarities and differences of the letters.

4. I read and talk about the different concept of each type of letter

## Development Activities

In pair



1. I read and comment about the parts of a letter.

## Parts of a letter

An **informal letter** should be written with interesting, well-organized paragraphs that do not jump around from topic to topic. The letter should include specific details and information that the person who is receiving it will want to read about. A letter has five main parts:

### Heading

This is where you write your address and today's date.

Remember to put a comma between the city and the municipality.

Write the date on a separate line, with a comma between the day and the year. Line up the heading at the right of the page.

### Greeting

This is the phrase with which you begin a letter. We normally write **Dear** and the name of the person we are writing to. Leave a space between the heading and the greeting. Place the greeting at the left margin and put a comma after it.

### Body

This is what we call the main part of the letter. Remember to indent the first line of the letter and each new paragraph. Other lines should line up evenly at the left and the right.

### Closing

The closing is used to end the letter. Indent the closing, capitalize only the first word, and put a comma at the end. For someone you do not know very well, the most usual closing is **Yours sincerely**. With close friends, we use closings such as **With love, Yours, or Your friend...**

### Signature

Sign using only your first name if you know the person well.

Sign using your first and last name when writing to someone you do not know well.

Bella Vista Neysi Rios Street  
Cotton tree, Bluefields

← **Heading**

July 01, 2008

Dear Patty,

← **Greeting**

School began a few weeks ago and I still haven't been able to get used to the early morning 6:30 routine. There is only one new student in my class. His name is Juan and his family is from Managua. He is shy, tall, and very handsome. He has told us many things about the customs and traditions of his home land. He wears a beautiful jacket called a "poncho" made of wool with vivid colors. I'll introduce you to him when you come in September.

← **Body**

The weather here has been cold and very wet, but there are a million things to do. I have been learning how to fish, and have joined a fishing club which I enjoy very much.

Write me as soon as you can. I can't wait to hear from you.

Your friend,

← **Closing**

Lucy

← **Signature**

2. I identify the different parts of the letter in the examples on the prior page.
3. I share my results with my teacher and classmates.
4. I read carefully the examples of different letters; I choose and write one of the types of letters presented.

## IN GROUP



1. I match each term in the box with the correct definition.

Body	heading	closing
Signature	greeting	

2. I compare my work and check my answers.

3. I read along with my teacher the concept of letter. And listen as she/he comments about the reading.

### Letter

**A letter** is a means of communication. We convey a message. The parts are same. The vocabulary differs in regards to the type of letter and who we are writing it to.

4. I match each part with the correct definition and write it in my notebook.

- Name of the person who wrote the letter.
- What the letter says is called.
- The address of the person who is sending the letter.



d. A phrase to begin the letter.

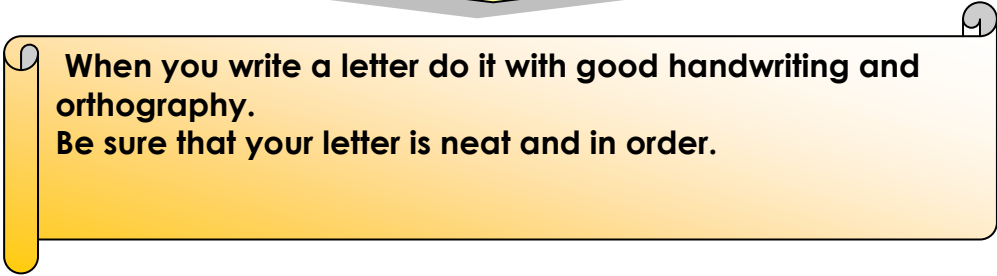
e. The end of the letter.

**5. I compare my work and check my answers.**

**6. I read along with my teacher the concept of letter. And listen as she/he comments about the reading.**



**Remember**



**When you write a letter do it with good handwriting and orthography.  
Be sure that your letter is neat and in order.**

**4. I write my letter in my notebook following the sketch bellow.**

- 1. I proofread my letter.**
- 2. I correct my mistakes and rewrite it.**
- 3. I read my letter to my teacher and classmates.**
- 4. I take into account observations made by my teacher and correct my own.**

## Final activity

### IN PAIR



1. I search in a newspaper and copy a letter from it.
2. I read it to my teacher.
3. I answer the following questions.
  - a) What is the letter about?
  - b) What was the motive why this person wrote a letter?
  - c) Identify each part of the letter.
4. I share my answers with my class.

### With my family.



1. I share with my family what I learned about letters.
2. I ask my parents to help me write a different type of letter with correct orthography.
3. I proofread my work and make corrections before I present it to my teacher

## Theme: 3 Informative and prescriptive text

### Initial Activities

#### With my teacher



1. I read the following text with my teacher and answer the following questions:

#### Fuel a technical problem

One of the technical problems to make a car function is fuel. It is more practical to use gasoline. Actually investigators are looking other products that can substitute gasoline because the use of this product pollutes the environment.

- a) Why is fuel a problem?
- b) What are investigators doing in regards to gasoline?
- c) What damages fuel does to the environment



2. I read and comment the following information

**Informative text:** All printed material that gives clear, systematic and organize information. It categorized for being objective, it does not carry any personal judgment of who writes the text. The text is merely informative it does not pretend to convince nor influence a person its purpose is to provide important facts for the reader.

**TIPS:**

- Read the text with attention
- Identify words that are difficult to understand.
- Consult for meaning.(context or dictionary).
- Identify the essential information of the text.

4. I write an informative text about some problem in my community.

5. I read my work to my teacher.

**Final activities**

**With my family**



1. I share my text with my family
2. I explain to them what I understand about informative
3. text.
- I make a drawing about for the text.
4. I present my work to my teacher.

**ALONE**



1. I listen attentively to my teacher as she/he explains what a prescriptive text is.
2. I read and analyze the concept of prescriptive text and make comments with my teacher.

### Prescriptive text

Elements or actions predisposed to achieve a purpose.  
Example: a recipe

3. I copy the concept in my notebook.
4. I read carefully an example of a prescriptive text.

### Turtle meat ball



### Recipe

#### Ingredients

2 pounds turtle steak  
2 sweet peppers  
5 teaspoon flour  
1 medium onion  
4 leaves sweet marjoram  
½ quart oil  
5 pegs garlic  
salt and black pepper to  
your taste

### Procedures or steps.

- a. Chop the turtle steak, garlic, maroram and sweet pepper as fine as you can.
- b. After add flour, black pepper and salt to taste.
- c. Shape out the balls.
- d. Put the oil in a frying pan to hot, and fry the balls until they are well cook.
- e. Serve warm.

### 4. I analyze and make comments about the example given IN GROUP



1. I share ideas with my group about a recipe.
2. I write it in my notebook (a traditional food).
3. I proofread my work to make sure nothing is missing.
4. I write my work on wallpaper, present and explain it to my teacher and classmates.
5. I choose one of all the recipes presented and organize my group to prepare the food.

Before preparing it, I gather all cooking tools needed.



6. I collect all ingredients needed to prepare the recipe chosen.

7. I write on a wall paper the recipe and present it to the class.

8. I prepare a recipe

With my group.



9. I share the results with my teacher and classmates.

10. I explain the steps and ingredients used to prepare the food.



11. I make an album with recipes of traditional foods and drinks of the region.

## WITH MY FAMILY



1. I comment with my parents about the different recipes presented.
2. I ask my parents to help me make a recipe (ingredients and steps), of some traditional food stating all the ingredients and procedure used in preparing the same.
3. I present my work to teacher and classmates.



## Theme 4: Compound Sentence

### Initial activities

In pair



1. I write compound sentences and share them with my classmates and teacher.
2. I read the concept of compound sentence and analyze my sentences.

### Concept

A compound sentence contains two or more simple sentences connected by a coordinated conjunction (and, but, for, or, nor).

### Examples of compound sentences.

The teacher visited her students, **but** she didn't talk with their parents.

**Sentence 1.** The teacher visited her students.

**Sentence 2.** She did not talk to their parents.

**Although** you will be ingesting fatty foods, your body won't absorb the fat.

### Note

These two sentences are join by conjunction **but** so as to make it a compound sentence.  
Coordinated Conjunctions are: **but**, and, or

**but** - is used to express contrast

**and** – is used to express addition.

**or** – is used to express choice.

Subordinated conjunction is when you join a dependent clause to an independent.

E.g. Although, eventhough.

### Alone



**1. I combine the following sentences using a conjunction to form a compound sentence and I write it in my notebook.**

- a. Mary went to the market. She bought vegetables.
- b. I visited every country; I've never spent my money.
- c. My teacher will travel for vacation. She will visit many historical places.
- d. The party was cancelled. The money was on time
- e. It was raining, everyone went to the picnic.

**2. I share my work with my teacher and classmates.**

3. I make correction of my work and hand it in to my teacher.

4. I write a paragraph in my notebook using compound sentences.

5. I present my work to my teacher.

## Development Activities

### In Group



1. I work the following exercises and classify the conjunctions.

Nº	Sentences	Conjunctions
1.	She wants to write a note, but she can't find her pen.	
2.	We can walk or take the bus to school.	
3.	We have to carry food to the picnic, but we don't have money.	
4.	The rain fell, and everyone got wet.	
5.	The soup smelled delicious, but it was too hot to eat.	

2. I compare my work with other groups.

3. I present my work to my teacher.

4. I observe the charts and write compound sentences



**Final activities.**

1. I read the sentences to the teacher and classmates.

2. I correct my mistakes.

3. I write a paragraph making use of compound sentences.

4. I proofread my paragraph and make corrections with the help of my teacher

**With my family**



1. I share what I learned about compound sentences.

2. With the help of my parents I write more compound sentences.

3. I present my work to my teacher.

## THEME 5 ANECDOTE

### Initial activities

#### In pair



1. I remember some of the things I did yesterday.
2. I organize the happenings according to how they happened.
3. I read the following reading with expression

**Yesterday was my birthday.**

**I woke up waiting on all the surprises my family had prepared for me. I got up quickly and ran to the kitchen where everyone was waiting for me.**

**When I went in, my mom was still preparing the breakfast; she looked at me and said: Happy birthday sweetie. I hug her very close and I felt something under her arm. I was uneasy to see what it was; she took it out and handed it to me. What a surprise! It was a beautiful story book.**

4. I answer the following questions.
  - a) What the reading relates to us?
  - b) What name would you give the reading?
5. I share my answer with class.

## Development Activities

### In pair



1. I share an experience of something that happened to me.
2. We share each other experience with the class.
3. I read and comment about what is an anecdote.

#### Anecdote

An anecdote is a short and simple narration in which you tell about something important that happened in someone life. Some anecdote can be sad, queer or surprising.

### Alone



4. I write an anecdote.
5. I read my anecdote to my class and teacher. With expression and intonation.
6. What I need to know to write a good anecdote:
  - a. I think about something that happened to me.
  - b. I relate my experience with out forgetting.
  - c. Place where it happened.
  - d. What happened?
  - e. Who was there?

## In group



1. I enjoy relating my experience with my classmates.

## Remember



Remember to wait until  
your turn and listen  
carefully to the orders  
experience.

## Final activity

### With my family



1. I ask my parents to share an anecdote with me.
2. I write it in notebook.
3. I present my work to my teacher.
4. I make a collection of anecdotes and make an album.
5. I share my work with my class.



## THEME 6 Verbs. (Infinitive, gerund, imperative and conditional)

### Inicial activities

#### With my teacher



1. I share with my teacher and classmates what I know about infinitive, gerund, imperative and conditional verb.
2. I notice the pictures and get ideas to write sentences with different types of verbs.



3. I write in my note book example of each verb.

4. I Share it with my class and teachers.

In group



1. I read and analyze the concepts.

### Infinitive

An infinitive verb consist of to + verb and takes the place of a noun. An infinitive can have a variety of function in a sentence. E.G: To be old is depressing

### Conditional

Most conditional verbs have a clause beginning with if and a main clause. E.G.: If I live down town I could walk to work.

### Imperative

Imperative verbs expresses an order or command, reminder or warning. E. G.: Protect your eyes from the dust.

### Gerunds.

A gerund consists of verb + ing and also takes the place or a noun. They can also serve a variety of functions in a sentence. E.G.: She comes running.

2. We share our group conclusion.

## Alone



1. In my notebook I write example of each type of verb studied.
2. I share my work with another student.
3. I present my work to my teacher
4. I correct my mistakes.

## Development of activities

### In pair



1. I analyze with my partner the following sentences and classify them.
  - a) Getting enough sleep and eating well are essential for health.
  - b) Swimming and playing tennis are her favorite sports.
  - c) She really likes to swim, to eat and to play football.
  - d) You should close the door.
  - e) Don't forget to take you vitamins.
  - f) If you give me your name and credit card number, I'll hold that room for you.

- 
2. We present our work to the teacher.

## Final Activities

### With my parents



1. I talk with my parents about the different types of verbs and how they can be placed in a sentence.
2. I ask my parents to help me think of other examples and make a list with the different verbs.
3. I write them in my notebook and present them to my teacher.

## Theme: 7 Discussion AND DEBATE.

### Initial Activities

In group



1. I observe the chart and talk about what I believe is happening.



2. I write in my notebook the importance to discuss freely and in order our Opinions.

3. I share my ideas with my teacher

**Alone**



4. I read the following example of a participation in a debate.

- Martha why are we in the students government group and not in communal community board? I let others do that work.
- Susana I believe that the student government board should organize a project to clean the community.
- And you Charles. What do you think?

5. I analyze each participation and say what I think about it.

**In group**



1. I read and analyze the following concepts.

**Debate**

Debate is a form of discussion that enriches our knowledge through others opinion. It is a formal discussion directed by a **moderator** in which two or more people participate with different point of view around the theme.

**Discussion**

To discuss is to participate with two or more people sharing different ideas of a theme, exposing and defending each their point of view. These are based following norms. The most important thing in this dialog is to respect others opinions.

2.

3. I state what are the differences between debate and discussion.

## Development of Activities

### In group



1. I read and comment about the following information.

The purpose of a debate is to analyze a theme in group so that when you exchange information you get new ideas. Some of the participants are in agreement and others disagree with what is been said.

### Parts of a debate:

- a) **Initial exposition:** Is this face each participant share their ideas.
- b)
- c) **Discussion:** Is the central part of the debate it's a clear and orderly exposition of ideas. Each participant should stick to the theme without straying away from the idea . No one should repeat the ideas mentioned before. The moderator is the person in charge to give the word without interrupting the participants.
- d) **Conclusion:** In this phase each participant make their Summary.
- e) **Moderator:** He/she is the person who brinks are closes the debate with a summary of all that was said plus his/her opinion.

Norms taken into account in order to do a discussion.

### Norms for a discussion

- a) Be informed ahead of time about the theme to be discuss,
- b) Listen with attention. Respect each others opinion.
- c) Speak clearly without been aggressive.
- d) Explain why you defend your point of view.
- e) Be brief when presenting your ideas,
- f) Try to reach to en agreement.

## In group



1. I organize with my classmates a debate or a discussion.
2. I choose one of the following themes and present one of them to the student.
  - a. Health.
  - b. Love and sex at an early age.
  - c. Internet, good or bad?
  - d. Children and adolescents rights
3. I follow the norms or the different phases to do the presentation.
4. I create a **T** chart about the important ideas discussed with good orthography and in orde

### Remember



#### Before the discussion.

- Talk about the norms of participation.
- Elect a moderator.
- Respect to each other with out confusion or personal evaluation.
- Share your ideas clear and well founded.(good base.)



5. I present my work to the class and teacher.

## Final Activities

### In group



1. I evaluate each group performance and share the criterias with each class.
2. I listen carefully to the evaluations made and try to put them in practice.

### With my parents



1. I share with my family what I learned about debate and discussion.
  2. With my parents help, I organize a debate/dicussion around one the following themes.
    - Importance of attending to class everyday.
    - Parent integration and participation in their children education.
    - How we can have peace wthout a family?.
    - Natural resouces.
  2. I share my works with my teacher.

## THEME: 8 SEMANTIC MAP

### Initial Activities

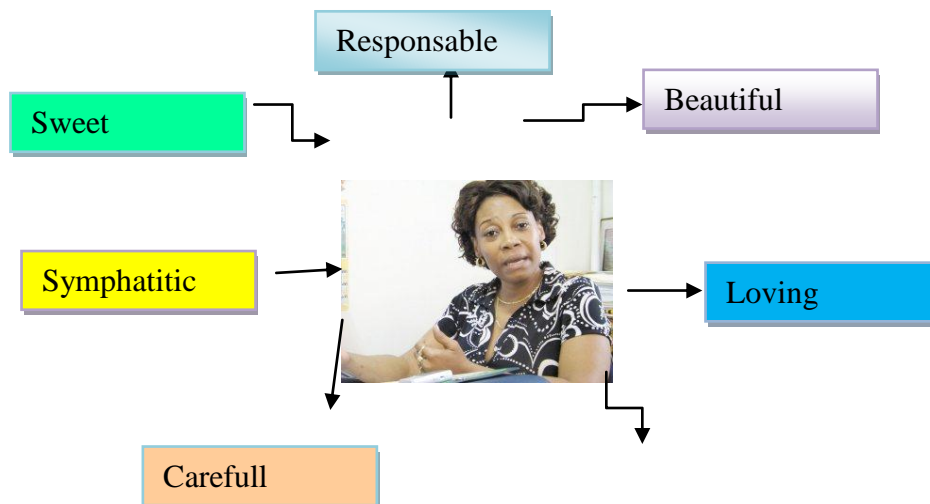
#### In group



2. I comment with my group what I know about semantic map.
3. I share my experience with my group of how I make a semantic map.
4. We share with the class our experiences.
5. I read the concept of what is a semantic map.

A semantic map is a way to organize and summarize the principal ideas around a general concept.

6. I notice and analyze an example of a semantic map with the word mother.



Kind

Development of activities

In group



1. I read a text carefully and make a semantic map in my notebook

### **The Spider.**

**A hairy, hairy spider always live very happy, it walks from house to house, it sums like it was in a party.**

**It nit his web, drinks water, drinks tea, it stops and rest then, starts again.**

**One day after being so tired, he started to cry, the cloud was a living witness of this, as they gave it water it started to jump around happy and started singing joyfully .**



**Alone**



I summarize the text using a semantic map pointing out the different characteristic of the spider.

1. I compare my work with another classmate and enrich my work.

**Final activities**

**Alone**



1. I rewrite my semantic map and stick it in the learning corner.

**With my parents.**



1. I talk with my parents about what I learned in class.
2. I ask my parents to help me select a text and make a semantic map.
3. I present my work to my teacher.

**REMEMBER**



**A semantic map  
helps you to summarize a  
text easier.  
Always remember to work  
neatly using correct  
orthography.**

## Theme: 9 Dramatizations (Literary Text)

### Initial Activities

#### In group



#### 1. I answer the following questions

- a) What you know about dramatization.
- b) Share your experience with the class.

#### With my teacher



1. I read with my teacher the concept dramatization is to act out a story, fable, poem etc. It is done with gestures and mimics. Is a way to transmit emotion feeling and reactions. The characters in a drama can be people or animals.

#### REMEMBER



The people that represent the characters have to know good what the author want to transmit to the audience or reader.

## Development of Activities

2. We listen as the teacher explains to us more about dramatization.

3. We read the dialog several times with expression and intonation

### Heaven gate is closed

- Toc – toc.
- Who is their?.
- A pool old man.
- Do you want to come in?
- Yes, I am coming from earth?
- I am so sorry but, the door is closed.
- How could you tell me something like that? I am special. I am a good man, you are suppose to be making mistakes with me, please, check your list over.
- What is your name again?
- That is not important; I am a nice person (Screaming).
- That does not sound so, and your name is not on the list.
- My names have to be there and in golden letters.
- Gold is not important here, we write with feather that fall from the birds.
- (Screaming) What is happening? Why don't you open the door?.

- I already told you, the door is closed, in here we have a lot of people we hardly have space for ourselves. We have to look for the people who use to give love and helped other people.
- Well I am one of them.
- You could do one thing, go back to earth.
- But earth is a hell.
- Let me tell you something, people from hell don't have a place here.

**4. We answer questions about the drama.**

- a) What the drama is about?
- b) Who were the characters in the drama?
- c) What did you learn from the drama?
- d) What did you liked best.

**5. We share our answers with the class.**

**Final Activity**

**In Group**



1. We create a similar dialog.
2. We read it over several times.
3. We dramatize it with expression, mimics and gesturers to convey feelings and emotions.
4. I share with my parents what we did in class.



## Theme10. Telephone guide and use of a telephone.

### Initial Activities

#### In group



#### 1. We comment and answer the following questions.

- a) What is a telephone guide?
- b) How is a telephone guide structure.
- c) Is a telephone guide useful? Why?
- d) Explain how to use a telephone guide.
- e) Explain how you should use a phone.

#### In group



1. We share the answers and comment about it with our teacher.
2. The students will do a demonstration of how you should answer a telephone.
3. We read and discuss about the parts using a guide.

**A telephone guide serves the users as a guide, to locate whichever information he or she needs. It is structured in the following way:**

1. **Institution mission and vision.**
2. **Emergency numbers.**
3. **Telephone service page national and international.**
4. **Important stores and national agencies.**
5. **Product and services.**
6. **Principal long distance codes.**
7. **Information and views of different cultures.**
8. **Tourist guide (Hotels, Agencies, restaurants, rent car, etc.)**
9. **National symbols.**
10. **It is ordered alphabetical by department and region.**
11. **Yellow pages. Contains information of all the enterprises, stores, industries, products and services.**

## Development of activities

### Alone



1. I listen to my teacher as she/he explains how to use a telephone guide.
2. In our group we follow instructions and use the guide.
3. We simulate a conversation by phone.

**People talk on the telephone for different reasons. Some are friendly conversations, others might be to give or get information. Sometimes someone calls to speak to a person who is not at home. If the caller wants to leave a message, it is important that you know what to do.**

1. I read carefully a written conversation by phone and compare with the way we talk on phone.

Stanley – Hello.

Mr. Lewis - Hi is this Stanley? This in Mr. Don Lewis, please tell your dad I'd like to talk to him.

Stanley – I'm sorry, Mr. Lewis, but he is not home right now.

Mr. Lewis - Oh too bad. Will you give him a message please?

Stanley – Sure, hold on a minute while I get a pencil and paper. Okay I'm back. What should I tell him?

Mr. Lewis - Tell him that I need the Valdez house plan before five o'clock on Friday. That's VALDEZ ask him to call me, okay?

Stanley – Let me see. You need the Valdez house plans before five o'clock on Friday. Does he have your number?

Mr. Lewis - Yes, he does. Thanks a lot, Stanley. See you soon. Bye.

Stanley - Bye Mr. Lewis.

**Remember**



**Notice that Mr. Lewis said who he was when he called. It is important to give your name when you call someone because the person may not recognize your voice. Always write down the message. Ask the person to repeat the message.**

**2. We read the tips and comment about them when using a telephone.**

- a) Speak clearly
- b) Tell your name to the person who answers the phone. If the person you are calling does not answer the phone, politely ask to speak to that person.
- c) Do not make your telephone conversation too long.
- d) If you reach a wrong number, tell the number you were dialing. If the person says that you reached a different number apologize and hang up. If you redial and continue to reach the wrong number, do not keep dialing. Check the number in the telephone book.
- e) When someone calls and wants to speak to someone who is not there, offer to take a message. Write down the message so you don't forget.



## Final Activity

**In pair**



- 1. Practice using the telephone, take turns being the caller and receiver**
  - Call famous people
  - Call to a store.
  - Call to the president's secretary.
- 2. Comment with your friends, neighbors and family about the correct way to use a telephone.**
- 3. I share the tips for using a telephone.**

,

## With my family



1. I practice with my family using the telephone.
2. I share with my teacher what I did with my family and neighbors.

## UNIT II

### ENRICHING OUR MOTHER TONGUE



# THEME: 1. Dialog Ecosystem

## Initial activities

In group



1. I notice the different drawings and answer the following questions.



1. What plant and animals you observe in the pictures?  
What animals do you observe? How do they look?  
How do the plant relate with the ecosystem?

2. I share my answer with the class.

3. I comment with my classmates the following questions.

- What is an ecosystem?
- Which are the elements of the ecosystem?
- What is ecological balance?

4. I share my answer with the class.

5. An ecosystem is constituted by a group of living creatures (plants, animals, fungus and bacteria's, their habitat and how they relate with each other.)

6. I comment with my teacher what I understand from the concept.

### Development of activities

#### Alone



1. I read the following text and comment it with my teacher

In the ecosystem there are have biotic and abiotic elements. The biotic elements are the environment conditions and chemical substances of the ecosystem that intervene in the distribution and abundance of the organisms. Example: The biotic elements are the soil temperature and water. The biotic are all living beings like plants, animals and micro organism.



2. I draw in my notebook and ecosystem and state how they relate with the living creatures and the environment.

## REMEMBER

It is said that ecosystem is natural if it hasn't been created or modified substantially by people. The forest, lakes and desert area are examples of natural ecosystem.

The ecological balance is the natural balance that exists within biotic and abiotic that constitutes the ecosystem.



## With my teacher



3. I explain and write in my book how you achieve ecological balance in an ecosystem.
4. I observe the drawings and I write in my notebook which one correspond to the natural ecosystem.





5. I read and comment the following reading the am I copy it in my notebooks.

Within the most important ecosystem of Nicaragua you find the following:

**Dry Forest:** Group forest where big trees and wide leaves develops. It is known by the high levels of endemism. Examples of this ecosystem are Masaya National park and the wild life refugee “La Flor”.

**Mountane Forest:** Known also like. **Cloud Forest:** It covers mountains, regions. In these places the climate is very humid. An example of this ecosystem is the natural reserve “Mira Flor”.

**Paramos:** compose by un protected soil, plains that is located on the top of regions of the tropical zones. The mountain climate is cold and dry.

**Mongrove:** is an ecosystem of salted water where these are lot of mangroves, these trees grow with big curve roots.

6. I investigate the different species that inhabit the different types of forests and write about the importance of ecosystems.

### Final Activities

In group



7. I participate in a discussion about ecosystems.
8. I investigate what types of species we have in our ecosystem.
9. I write in my book what types of ecosystems we have in the region where I live.
10. I share the answer with my class and teacher.

with my family



11. I comment with my family what I learned about ecosystems and the different types.
12. I make a drawing of the ecosystem of the region where I live.
13. I present my work to my teacher.

## THEME: 2 FORUMS

### Initial Activities

#### With my teacher



1. I talk with my teacher what I know about forum.
2. I listen to other students experience about forum.
3. I read the concept and comment it with my teacher and classmates.

#### Forum

This technique consist of involving the entire group to discuss informally a theme directed by a moderator..



## Development of activities

In group



1. I read and comment in my group about the steps to do a forum.

### Steps.

1. Number of participants can be 30 to 100 students.
2. The entire groups have a chance to participate with a limited time for each one.
3. The moderator can be the teacher or a student.
4. This technique is used after observing a picture, reading a text or document, conference or slide which you can comment or debate about.
5. It is important to do analysis and discussion of the themes.

1-We watch a slide provided by the teacher about a relevant theme.

2-We put into practice the technique of forum.

3-We participate by giving our point of view about the slide that we saw.

## Final activities

In group



1. We invite the students from a higher level class and organize a forum following the steps given.

With my family



1. I share with my family what I learned about forum.
2. I comment with them the importance of implementing forum in class.

# Literary text.

## THEME 3 Fables and myths

### Initial activities

#### In group



1. I discuss with my group what we understand by fables and myths.
2. We share our answer with the class.
3. I comment with my group the concept of: fable and myth.

#### Fables

Fables are narrations of happenings represented by animals. They always leave a message

#### Myths

Is a way to express happening that is passed down from generation that one believes is true

4. I share the group conclusion with the class.

### Development of activities

1. I read the following fables

#### The thankful rat

One day a lion caught a rat and he was going to eat him. The rat cried and begged help, please I could be useful to you. The tiger laughed at him. In what way you poor little rat can be useful to me? King of the jungle. So he sent him away.

Day after the rat was passing and he saw Mr. Lion King tangled in a net and could not help himself. So the rat cut the net and got him out. This is a lesson for all those who feel themselves too big.





2. We comment and share the message that we got from the fable.
3. We think about myth from our culture and share with the class.
4. We answer the following question about the fables.
  - Who are the characters in the fables?
  - Did you imagine that the rat would help the lion king?
  - Was the rat loyal to the lion?
  - What is the message you got from the fable.
5. We share our answers and comment about them.

### Final activities



#### With my family

1. I share with my family what I learned about fables and myths.
2. I ask my family to help me think about more myths and I write them in my books.
3. I share my work with my class.
4. I cut out pictures and create a fable.
5. I read my fable to my class.

## Theme: 4 Poems

### Initial activities

In group



5. I read the following poem and comment about it

#### The Lagoon Fermin González

Oh! What a lagoon  
the life, the backbone  
of my home  
in the morning the  
ladies at the side of  
the lagoon, watching  
the tide, you would  
hear them say the  
tide is high!

There would be no fish today  
There would be no shrimps today  
Oh! Our lagoon!  
Sometimes you would hear  
them say, the tide is low  
there would be plenty shrimps  
this lagoon,  
the life, the backbone of my  
home.  
What would we do

without this lagoon?  
this precious beautiful o  
lagoon  
nowadays we don't plant  
we have no rice.  
we have no dashing  
plantation.  
Everything is this precious  
Beautiful lagoon,  
The life, the backbone of  
My home.  
come ladies and gentlemen  
lets protect our lagoon  
Let's start making plans,  
lets star taking action,  
to protect this beautiful  
lagoon, the life,  
the backbone of my home



**6. I answer the following questions about the poem.**

1. What does the poem talk about?
2. Why do you think the writer named the poem "The Lagoon"?
3. What is the message in the poem?
4. What other name would you give the poem? And why?

**7. I share my answer with my classmates.**

### **Development of activities**

1. I think about poems that we learned and try to remember them.
2. I recite one of the poems that I remember.

3. I visit the library and copy a poem that I like
4. I read the poem to my classmates and teacher.
5. I read the poem and make changes so as to create a new poem.
6. I read other Regional poems and write the in my book.
7. I read and comment about the concept.

A poem is a group of words place together to express feelings and different way of thinking.

## Final Activities

### With my family



1. I talk with my family what I learned about poems.
2. I ask my parents to share with me poems that they know.
3. With my parents help I investigate more poems and make an album.
4. I present my album to my teacher

### Remember.



We can express our feelings by writing how we think or feel in a poem.

## Theme 5: Summary and vocabulary chart.

### Initial activities

In group



1. I answer the following questions:
  - a) What is a summary?
  - b) How do you make a summary?
  - c) What should I write in a summary?
  - d) What is a vocabulary chart
2. I share my answers with classmates and teacher.
3. I read and analyze with my teacher the concept and steps to make a summary.

In a summary you write or expose the principal ideas of a text. A vocabulary chart provides meanings of unknown words.



### Steps

1. Read the text carefully so as to have an idea of what it's all about.
2. Search for the unknown words in a dictionary.
3. Identify principal or basic ideas of each paragraph.
4. Write the basic idea in order.

## Development Activities

In pair



1. I read and analyze the following text:
2. I follow steps given and make a summary of the text.
3. I exchange my work with a partner.
4. I listen carefully with respect as my classmates' express their idea.

The first inhabitants that came to our continent ate wild animals and fruits. They went in groups from one place to another to hunt for these animals so they could have what to eat.

Due to the type of activities they did, they were called hunters and recollectors.

About eight thousand years ago there have been drastic changes in regards to climate and those animals disappeared with the time. The gathering of fruits became much more important. That permitted them to have a more stable lifestyle.

5. I underline the unknown words and create a vocabulary chart.
6. I converse with my partner about my work.
7. I share my work with my classmates.
8. I present my work to my teacher.
9. I accept whatever observation made in regards to my work and correct it.
10. I observe and comment about how to make a vocabulary chart

### Example of a vocabulary chart

**Sick:** to be ill or sick.

**Sentence:** my father is sick

**Etymology:**

**Family:** sickly, sickness,

**Synonym:** ill

**Antonym:** well, healthy

**Homonyms:**

**Paronyms:**

11. I read and analyze the steps to make vocabulary chart.

### Steps

- I write down from the text I read all the unknown words.
- I look for the meaning in a dictionary according to the context of the text.
- I investigate the etymology or origin of the word.
- Write a sentence with the word selected.
- Look for family words (words that derive from the same word.)
- Look for synonyms, antonyms, homonyms and paronyms.

### Remember



**Paronyms:** are words that sound alike but have different meanings.

**Antonyms:** Are opposite words (differs)

**Synonyms:** are words that have the same meaning.

**Homonyms:** are words that sound alike but have different spelling and meaning.

12. I practice to make a vocabulary chart following the steps.

### Final activity

Alone



1. I analyze each step that I had to take into account to make my summary.
2. I review my work over and make adjustments.
3. I present the final draft to my teacher.



## Theme 6 Curriculum / Resume

### Initial activities

#### IN GROUP



1. I brain storm and think about what is a curriculum or resume.
  - How you should make a curriculum.
  - Why a curriculum is important.
2. We share our answers with the class and teachers.
3. We read carefully the concept of curriculum

**It is a written document that contains in a summary of personal, academic and professional details of a person and it serves as a letter presentation to apply for a job.**

4. We read different examples of curriculum presented by our teacher.
5. I comment and ask my teacher about what I don't understand.

## Development Activities

In pair



1. I read and comment about types and structure of a curriculum.

They are many ways to present a curriculum. It depends on the profession type of work you are aspiring for, or the type of enterprise you'll work for.

**A curriculum should be:**

- Brief
- Precise in data and dates.
- Easy to read
- True and confidential

### Structure of a curriculum

They are different ways of making a curriculum but these are important aspects.

- I. Personal details ( full Name , nationality, ethnic group, academic level, adress, phone, id.)
- II. Honors.
- III. Academic information (studies done).
- IV. Courses and trimmings attended.
- V. Working experiences
- VI. Abilities (What are you strengths or things you do best).
- VII. References (People who know you and can give reference about you).

2. I review the example the teacher gave us and identify the different structure or parts.

3. We share our conclusion with my classmates and teacher.

### Alone



1. Following the steps I try to make my curriculum.
2. I present it to my teacher for her to check it.
3. I correct whatever mistakes I find.

### Final activities

#### In group



1. I visit the library and read other examples or models of curriculum so as to have more knowledge about curriculum.

#### With my family



1. I share with my family what I learned about curriculum.
2. I share my curriculum with them.
3. I invite them to make their curriculum with the structure given.
4. I share with my teacher what I did with my parents.

#### Remember



A curriculum has to typed; it is the first contact f the person that is aspiring for a job.

A curriculum should always be

## Theme 7 Receipt

### Initial activities

#### IN GROUP



**1. I answer and comment about the following question.**

- What you do know about receipt?
- What types of receipt do you know?
- Why is a receipt important?

**2. We share our answer with the class.**

**3. I read and comment about the concept of receipt.**

### Receipt

**A receipt is a document that serves as a proof that you receive something. Money, or object. The purpose of the receipt is to demonstrate that one have comply with the payment establish or with the agreement established!**

## Development of activities

In pair



1. I read and analyze and example of a receipt commonly used.

I received from John Hodgson Simmons  
The amount of three hundred Cordoba's (C\$300.00) for the  
payment of a set of board chairs.

Bluefield', eight of march, 2010.

\_\_\_\_\_  
Martha Hammond Wilson  
Receiver

2.I practice with a partner how to make a receipt.

3. We share with our teacher the receipts made.

4.I observe examples of other receipts.



# COMISION FEDERAL DE ELECTRICIDAD

Comisión Federal de Electricidad S.A. de CV  
Calle Juárez, México DF, C.P. 06000  
C.F.E. 019-37091-000

Adulado anterior	Pagos	Cargos/créditos	Monto a pagar
\$24,000.00	\$24,000.00	\$30,000.00	\$38,000.00

Fecha límite de pago:  Corte a partir de:

Ubicación del suministro: **Juan Gastanucha Domicilio fiscal:**  
**Domicilio Comodísimo**  
**Monterrey**

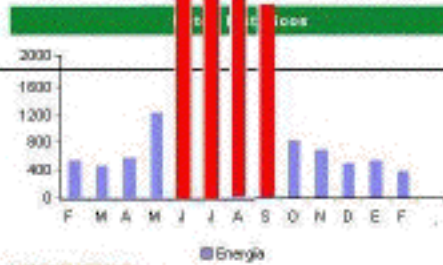
AVISO-RECIBO  
 68 00 12 0 09 006 6 120

Número de Servicio: 1234567898

Periodo: **Junio Julio y Agosto** Carga conectada kW: 50 KW Tarifa: **La más alta por gastador**

Demanda contratada kW: 50 KW Multiplicador: 10

Posición	No. Medidor	Leitura actual	Leitura anterior	Diferencia	Totales
17th	31416 A	177777	155555	22222	22222



Mes	Días del mes	Consumo prom. diario	Energía kWh	Precio \$/kWh	Importes \$
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**Muchísimo Gasto**  
**¡Bájelo aislando con Polyderivados!**

Mes	Factor de capacidad	Demanda máxima kW	Precio \$/kW	Importes \$	Factor de potencia %
-----	---------------------	-------------------	--------------	-------------	----------------------


Conceptos		Importes \$
Carga por Energía		
IVA		
Tarifaación del periodo		
Adulado Anterior		
Su Pago		
<b>Total</b>	<b>MUCHISIMO DINERO</b>	

Mes	Demanda máxima kW	Consumo total kWh	TR %	PC %	Precio medio
FEB 03					
MAR 03					
ABR 03					
MAY 03					
JUN 03					
JUL 03					
AUG 03					
SEP 03					
OCT 03					
NOV 03					
DIC 03					
ENE 04					
FEB 04					

Carga de Producción: \$0.00  
 APORTACIÓN GUBERNAMENTAL \$0.00

Fecha y lugar de expedición:  
**Son:**

**AVISOS IMPORTANTES**  
 - Aplica tarifa de verano.  
 - **Gracias por aislar y ahorrar**  
 - Nos llamaron para decirnos mejor  
 - Servicio al Cliente Teléfono 071


**Claro**  
 AMX ARGENTINA S.A.  
 AV. DE MAYO 878 (C1084AAQ)  
 Ciudad Autónoma de Buenos Aires  
 IVA RESPONSABLE INSCRIPTO

**B**  
 Código N° 06  
**FACTURA DE SERVICIOS**

Factura Nro. [redacted]  
 Fecha de Factura 26/08/2008  
 Hoja Nro. 1/2  
 CONDICION DE VENTA: CONTADO  
 CUIT: 30-46328849-7 / Ing. Brutos: 901-156370-1  
 Inicio de Actividades: 23/05/1994

CICLO: 26  
 26/08/2008 / [redacted]  
 [redacted]  
 [redacted] - CIUDAD AUTONOMA BUENOS AIRES  
 [redacted]

**TOTAL A PAGAR \$ 6.040,02**  
 Vencimiento actual 12/09/2008  
 Próximo vencimiento 13/10/2008  
 CLIENTE: [redacted] CUENTA: [redacted]  
 IVA: CONSUMIDOR FINAL  
 CUIT: ING. BRUTOS:

**Mensajes importantes**  
 Notificación de servicio: Estimado cliente la presente factura sirve adicionalmente como notificación de servicio celular por parte de Claro. Le rogamos que verifique los datos personales y domiciliarios aquí consignados y nos comunique cualquier error o modificación (presente o futura) que pudiera corresponder. Por cualquier consulta o dificultad, llámenos sin cargo, al \*611 desde su Claro o al 08001230611 desde cualquier teléfono.

Su límite de crédito es: Movil 5530

RESUMEN DE CUENTA AL 26/08/2008	Fecha	Tipo de Comprobante	Importe
	26/07/2008	Saldo Anterior	0,00
	22/08/2008	Facturación Equipos	3.781,61
	22/08/2008	Facturación Equipos	18,15
	22/08/2008	Facturación Equipos	-18,15
	22/08/2008	Facturación Equipos	-2.022,61
	22/08/2008	Recibo Telefónico / Internet B [redacted]	-1.759,00
	26/08/2008	Factura B [redacted]	6.040,02
		<b>TOTAL A PAGAR</b>	<b>\$ 6.040,02</b>

PLAN APPA3	Consumo histórico de la línea	LINEA	Mod. Fact CPP: Su clave de autoconsulta *810 y/o internet es [redacted]	Conceptos	Cantidad	Precio	Monto
DETALLE DEL PLAN DE PRECIOS: PLAN APPA3-1 phone 279 Abono: \$ 182,95	may 08 0 0	Abono Prearrancado (22/08/08 al 26/08/08)					29,46
Plata Libre en el Plan: \$ 182,95 Precio Mín. Incluido: \$ 0,204 Precio Min. Excedente: \$ 0,290	jun 08 0 0	Paquete Básico GSM (22/08/08 al 26/08/08)					0,00
Los precios no incluyen impuestos	jul 08 0 0	Abono Nuevo Plan (27/08/08 al 26/08/08)					221,37
	ago 08 [redacted] \$ 518,95	Paquete Básico GSM (27/08/08 al 26/09/08)					0,00
		VIDEO CALL (27/08/08 al 26/09/08)		9,00 Mm.	0,2490		0,00
		Minutos incluidos a fijos (27/07/08 al 26/08/08)		4,00 Mm.	0,2490		0,00
		Minutos incluidos a celulares Claro (27/07/08 al 26/08/08)		3,00 Mm.	0,2490		0,00
		Minutos incluidos a celulares (27/07/08 al 26/08/08)		16,00			266,70
		<b>TOTAL CONSUMOS INCL. EN ABONO</b>					-266,70
		Cargo de Activación					0,00
		Activación Bonificada		24,00 U	0,1200		2,88
		Mensajes Persona a Persona (27/07/08 al 26/08/08)		66,00 (1024 B)	0,0100		0,66
		Conexión Móvil (27/07/08 al 26/08/08)		165,23 (1024 B)	0,0558		9,22
		Conexión Multimedia incluido (27/07/08 al 26/08/08)		7.447,77 (1024 B)	0,6200		4.617,32
		Conexión Multimedia (27/07/08 al 26/08/08)					0,00
		<b>TOTAL LINEA (IVA incluido)</b>					<b>\$ 5.838,95</b>

El mes pasado acrediteste 0 puntos en CIRCULO CLARO. Este mes vencerá 0 puntos. Más información sobre los puntos en [www.claroargentina.com](http://www.claroargentina.com)

Impuesto Interno 4,17%

201,07  
**\$ 6040,02**

2. I practice how to fill out different types of receipts.
3. I present my work and stick it on the wall.

## Remember



- Write the complete name of person
- Write the date, place and the year.
- Write the amount in letters and numbers.

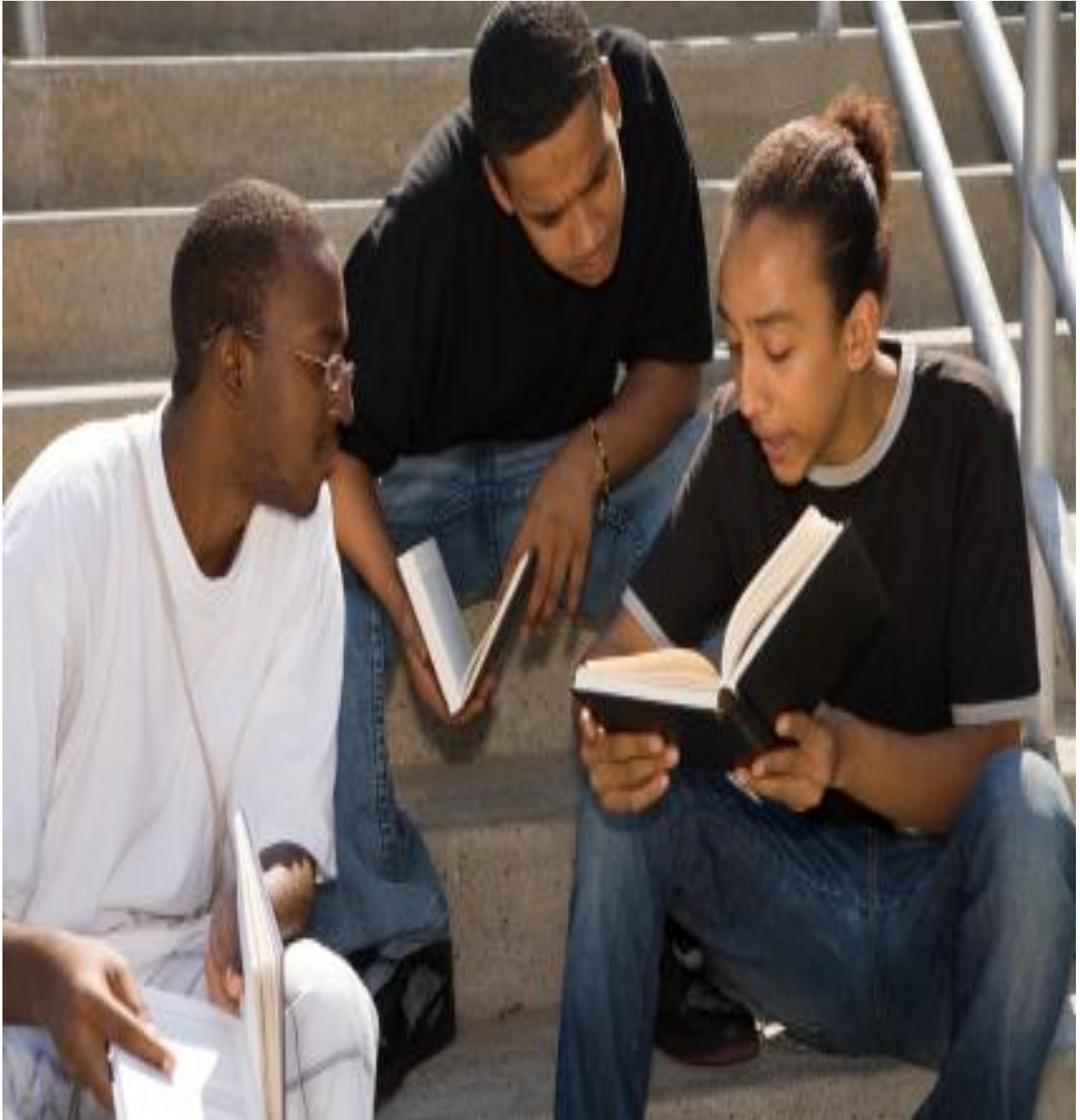
## With my parents



1. I share with my parents what I learned about receipts (importance, types).
2. I ask my parents to share with me example of other receipts.
3. I share with my teacher and class other types of receipt that my parents shared with me.



## UNIT III CONVERSING WE LEARN BETTER



# Theme 1: Description and Narration

## Initial activities

### In Pair



I listen carefully and answer the following question:

**What is the difference between narration and description?**

1. I observe the different pictures and share what I observe.



**Narration**

Tell or relate an experience about something that happened following a logical sequence of the happenings.

2. I copy the following words in my notebook:

Happiness	Sadness	Fear	Tenderness	Love	Madness
-----------	---------	------	------------	------	---------

3. I write a personal experience about whichever of the words from the squares.
4. I describe and relate the feelings I felt when I had that experience.
5. I share my work with classmates and teacher.
6. I read and analyze the concepts of narration and description and write examples.

**Description**

To describe is to tell with details how places, people and objects are.

When describing a place you should point specific characteristic such as name of the place, where it is located, how it is, its size, climate, physical characteristics and feelings.

## Characteristics of a narration.

**Narrator:** a person who relates the happening.

**Theme:** what the narration is about.

**Characters:** people or animal we are talking about.

**Scenery:** where the happenings takes place.

## Development of Activities

**In group**



1. I read different text and identify what type it is.

Text 1

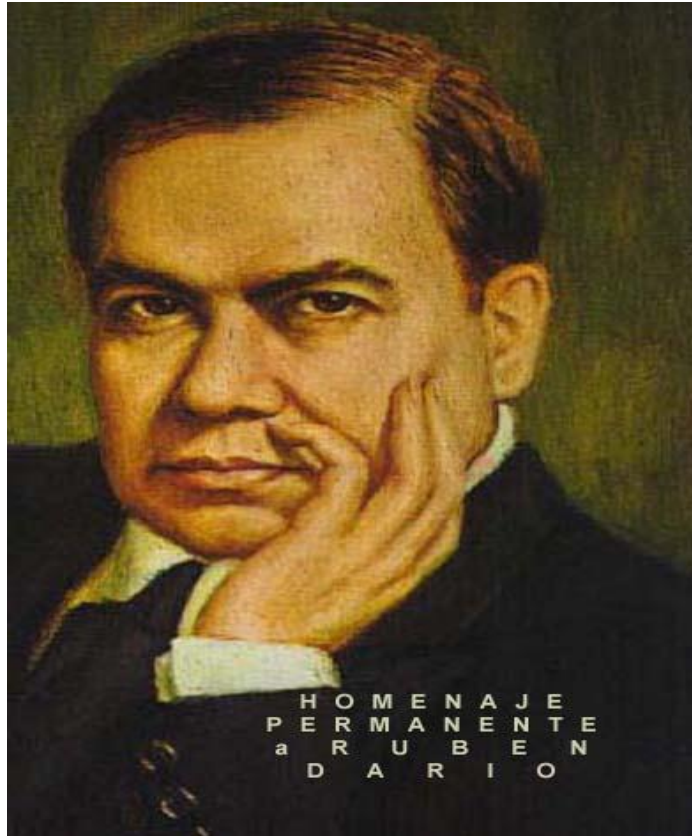
## Sunrise



It was a beautiful sun rise, the rays were amazing. A group of children were playing in the sand meanwhile the sea reflected its blue transparent water with its waves beating against the rocks. The place was marvelous! After, the children started to elevate their kites of many colors. At a distance our grandfather was contemplating from his window everything.

Text 2

## Ruben Dario



Ruben Dario is known as the prince of poetry in America. He was a Mestizo of clear complexion, black straight hair, short, with mustache and thick eyebrows. He used to dress elegantly. He was an optimistic person who loved life and beauty. Those qualities helped his inspiration to write poems. He was a Nicaraguan but lived many years in Europe. After the world war (1914 – 1917) he returned to his home Nicaragua due to health problem.

2. I read and analyze the narration text and fill the chart with the information required.

NARRATOR	THEME	CHARACTERS	PLACE

## THE ZOO



Three animals were good friends. They live in the zoo. They were Mr. Tiger, Mr. Elephant and Mr. Monkey. Every day they said one to another this place is boring we prefer to live in the jungle. One day Mr. Monkey proposed to the others to run away. The others agreed. Mr. Lion opened the cage and they escaped. They walk a long way and reached a noisy place full of cars and lots of people. They were in the city. They felt lost and confused due to the noise, smoke and lots of people. Everything seemed difficult. They were afraid of so much noise so they decided to return to the zoo. They learned that is better to live in the zoo than in the city.

**3. I write a description of a place I would like to visit.**

**4. I draw the picture of that place.**

**5. I share the work I did with my classmates.**

## Alone



6. I relate and describe something that happened to me and write it in my workbook.

7. I read my work to my classmates and teacher.

## in group



1. I illustrate my narration by drawing a picture.
2. I organize and take a tour around my community to observe as much as I can and compare what things are similar in my community.



3. I write a description of my community and draw allusive pictures.
4. I proofread my description and correct my work.
5. I read and present my description to my teacher.
6. I write in my notebook things that I have to take into account when describing and relating happening.



**Remember:**

- a) Always think and organize your ideas before you write.
- b) Order the sentences so it can be easy for the reader to underline your title.
- c) Begin with a topic sentence that will get the readers interest.

7. I write sentences which are vivid so as to create a colorful Picture in the readers mind.

**Final activity**

**Alone**



1. I write in my notebook things that I have to take into account when describing and relating happenings.

**With my parents**



2. I converse with my parents and describe to them somewhere I would like to go.
3. I ask my parents to relate to me an experience they had and I write it in my notebook.
4. I share my parents experience with my teacher.

## THEME: 2 CREDIT AND DEBIT CARD

### Initial activities

#### IN GROUP



1. I sit with my group and read the following reading and analyze it carefully.

#### Is cash on the way out?

(Andrew Chen)

People have used money for thousands of years. But what is money? When we think of money today, we most often think of cash: coins and paper bills. But this hasn't always been true.

Today however it looks like cash is starting to disappear. More and more we're replacing cash with electronic money. We're using credit cards and ATM cards instead of coins and bills. The reason for this change is probably our global culture. It is convenient to go shopping by telephone or by computer screen.

The movement away from cash to other kinds of money has its advantages and disadvantages. Traditional money is real. It is easy to pay for small things, it's faster than writing a check or using a credit card because no bill will come in the mail and cash can't bounce on the other hand, money is bulky, coins are heavy, some people don't even want to handle money because it is dirty and full of germs and it's inconvenient for things that cost a lot. Imagine trying to buy a car with cash. It's easier to pay with a credit card or write a check. Whether we like it or not, we're going to see less and less cash in the future.

2. I share with my classmates and teachers what I understood from the text.
3. I read and comment about the following concepts.

**Credit card**

Credit card is a small plastic card with a magnetic strip issued to users as a system of payment. It allows its holder to buy goods and services based on the holder's promise to pay for these goods.

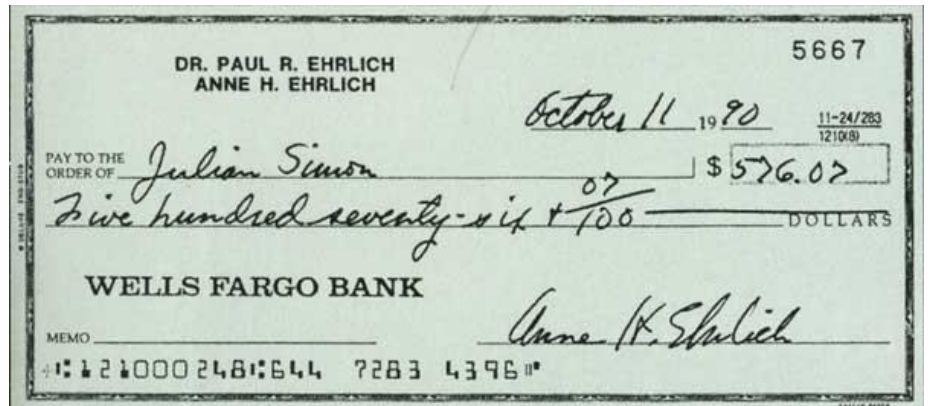


**Debit card**

A debit card: is a card which allows customers to access their funds immediately, electronically



Check is a piece of paper that orders a payment of Money.



## Development activities

In group



1. I visit the bank with my group and investigate about credit and debit card and check; differences, characteristics, and functions.
2. I compare my group work with another group to enrich our work.
3. I read and compare what I investigated about credit, debit cards and check.

### How a credit card Works?

- Advertising, solicitation, application and approval.
- Interesting charges.
- Benefit to consumers.
- Creates a revolving account.
- Grant a line of credit to the consumer or user.
- The user can borrow money for payment to a merchant.
- Cards are issued by banks or credit unions.
- All cards have a standard size.

### Check

- Its a written order for Money.
- Should be drawn only by someone who has a deposit with the bank.
- The drawer writes the various details including the money amount, date and signs it

#### Parts

- Drawer – Person who makes out the checks.
- Payee – The recipient of the money.
- Drawee- Bank or financial institution where the checks can be presented for a payment.
- Date of issue- Date when making out the checks, signature of the drawer –

**Difference between a credit and debit card.**

**Debit – Pull money out of your checking account.**

**Credit – create or increase a loan.**

### **In pair**



1. I write about the advantages and disadvantages of a credit card.
2. I share the results with my teacher and classmates.

### **Final activities**

### **Alone**



1. I write a composition about use of credit and debit cards.
2. I read my composition to my teacher.

With my family



1. I share with my family about what I learned about checks, credit and debit card.
2. I share with my parents how they are used.
3. We talk about advantages and disadvantages of these cards.
4. With my parents help, I investigate to know the different types of credit cards that we have.
5. I share the information with my teacher.

## Theme: 3 ADVERBS

### Initial activities

#### IN GROUP



4. I think on words that are adverbs and make a list.
5. I copy my group work on the board.
6. I read the list of words from the board.
7. I listen carefully as my teacher explains about adverb.

#### Concept of adverb

Adverb is a word that describes an action verb. Adverb tells how, when, and where action happens. Many adverbs end with **ly**.

Example: 1. Jeff flew **yesterday** morning. He woke up very early.

2. Jeff grandparents met him **there**.

**Note.** The adverb **yesterday** describes the verb flew.  
**Yesterday** tells when the action happened.

**There** tells where.

8. I review the list of words on the chalkboard and correct my mistakes by erasing words that are not adverbs basing on my teacher's explanation.

### Development Activity

**ALONE**



1. I classify the words in adverbs that tell when – how – where

Carefully _____	today _____
Away _____	badly _____
Inside _____	slowly _____
Neatly _____	yearly _____
Early _____	outside _____
Fast _____	noisily _____
Below _____	silently _____
Bravely _____	happily _____

2. I compare my work with another classmate's.
3. I correct my mistakes.
4. I share my work with my teacher.



**IN PAIR**



5. I write sentences with 3 of the adverbs from the upper list.

9. I read my sentences to the class.

10. I underline the adverb in the sentence and write the adverb under the heading.

Sentences

Adverb

-- I washed my car today.

\_\_\_\_\_

-- The child used the scissors carefully

\_\_\_\_\_

-- My cousin came early to get me.

\_\_\_\_\_

-- Sammy took his sister outside.

\_\_\_\_\_

-- We finished our food quickly.

\_\_\_\_\_

11. I share my work with my class and teacher willingly.

12. I correct my mistakes with my teacher help.

13. I copy in my notebook the following sentences and write an adverb in the space to complete the sentence.

a. I was studying math \_\_\_\_\_(when).

b. My teacher wrote \_\_\_\_\_on the chalkboard.(how)

c. I am going to the farm \_\_\_\_\_.(how)

14. I compare and correct my work.

**FINAL ACTIVITIES**

I classify the following sentences according to the type of adverbs.

Sentences	When	How	Where
a) I came soon.	_____	_____	_____
b) She was here.	_____	_____	_____
c) He walks silently	_____	_____	_____
d) I will go tomorrow.	_____	_____	_____
e) They are outside.	_____	_____	_____
f) We are always early	_____	_____	_____

## Theme: 4 ADVERB OF FREQUENCY.

### Initial activities

#### PAIR



5. I read and analyze the following concept.

#### Adverb of frequency

We use adverbs of frequency to talk about how often we do things.

#### Example:

Always 100%      usually 90%      often 70%      sometimes 40%

Seldom 10%      never 0 %.

6. I make comment to my teacher and classmates about the different adverbs of frequency taking into account the percentages.

## Development of activities

### Alone



1. I write my sentences in my workbook with adverbs of frequency.
2. I write my sentences on the chalkboard.
3. I correct my mistakes.

### IN PAIR



#### 1. I work the exercises by filling the spaces with the appropriate adverbs.

- A. He (70%) takes swimming classes after school.
- B. She (0%) likes to eat onions.
- C. They (10%) go to the beach.
- D. We (100%) go to school early.
- E. You (90%) do your homework after school.

#### 2. I share my work with classmates and teacher by writing my sentences on the board.

#### 3. I correct my mistakes and rewrite my sentences.

### ALONE



**1. I read and answer each question with a complete sentence.**

- a) How often do you watch TV?
- b) How often do you brush your teeth?
- c) How often do you get your report card?
- d) How often do you study your English lesson?

**2. I share my answers with classmates by finding at least three people that do things as often as I do.**

### FINAL ACTIVITIES

#### IN GROUP



**1. I form group with the students that have the same routine as I do and comment about my answers.**

**2. I share my answers with classmates and teacher.**

## WITH MY FAMILY



1. With the help of my parents I write questions making use of adverbs of frequency and have family members answer them.
2. I share my work with my teacher.

## THEME: 5 CONCEPTUAL MAP

### Initial activities

#### In group



1. I discuss with my group about the following questions.
  - What is a conceptual map?
  - What is it used for?
  - What are the steps to make a conceptual map?
2. We share the group discussion with the class.
3. I read and analyze the concept and steps of conceptual map.

A conceptual map is a technique used to summarize a text. To construct the map you select a general concept that is related with secondary concept

#### Steps

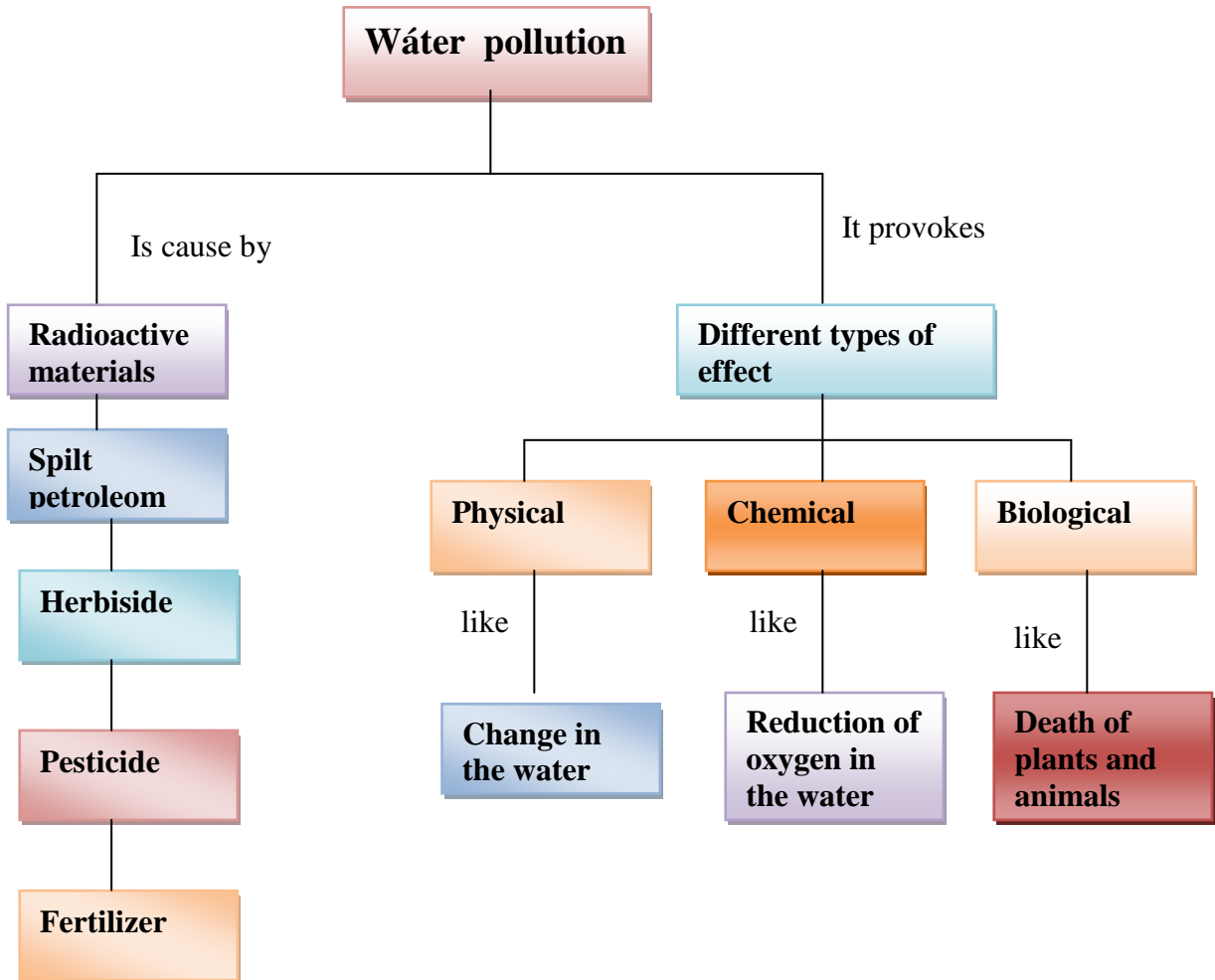
1. Select a general concept
2. Identify specific concept
3. Identify examples
4. Use connectors to relate one with the other
5. The concepts are enclosed in squares join by connectors.
6. Write the concepts in capital letters and connectors in small letters.
7. To connect one with the other use lines.

## Development of activities

### In group



1. I observe carefully and example of a conceptual map.



2. I listen to my teacher as she explains the conceptual map to me.

3. I read a text and make a conceptual map following steps gives





**The vertebrates:** Animals are divided in five s different types:

**The fish:** They are aquatic, covered with scales, they breath by there gills and move with their fin or wings.

**The amphibians:** Like the toads, frogs they live on the earth and in the water. They experient metamorphosis during their development, their body change.

**Reptiles:** Most of their time they pass on the earth, even though some could live in the water. Some of them have short foot and some don't have that is why some of them crawl on the ground. They breathe with lungs e.g. Tuttle, iguana, lizard and snake.

**Birds:** they have wings and beak, cover with feathers and almost all of them can fly, they breathe by lungs.

**The mammals:** Their body is covered with hair, they breathe by lungs, and they live in the water or on earth like deer, manatee or dolphin.

- ,
4. I share my work with my classmates. I correct mistakes and I stick in the learning corner.

### **Final activities**

1. I talk about the changes I made to better my work.
2. I listen carefully to the observation made to my work.
3. I present my work to my teacher.
4. I comment with my family what I learned about conceptual map.

## Theme: 6 PRESCRIPTIVE TEXT- MEDICINE

### Initial activities

#### ALONE



1. I listen attentively to my teacher as she/he explains what a prescriptive text is.
2. I read and analyze the concept of prescriptive text and make comments with my teacher.

#### Prescriptive text

Elements or predisposal action to achieve a purpose.

Example: a recipe, a medical prescription etc.

3. I observe the drawings and try to identify each one.



**Aloe vera**



**Chamomile**



**Vervine**



**Broom weeds**

**4. I converse with my classmates and answer the following questions.**

- What do you notice in the picture?
- which of the plants do you recognize?
- What are they good for?
- Which of these do you have in your yard?

**REMEMBER**



When taking medicine we should consult people that know about it. We should not take any medication on our own.

**4-I read carefully an example of a prescriptive text.**

**Prescription**

6 leaves of vervine

1 dry coconut

**Procedures or steps.**

- c) Beat the leave in a cloth
- d) Squeeze the juice in a cup.
- e) Grate the coconut and squeeze just the cream.
- f) Mix both together and drink for nine mornings to keep parasite away.

**5. I analyze and make comments about the example given.**

## Development Activities

### IN GROUP



1. I share ideas with my group about the prescription.

2. I make a list of the different medicinal plants.

3. I share my work with a partner.

4. I participate in an excursion and identify other medicinal plants.

5. I write my work on wallpaper, present and explain it to my teacher and classmates.

6. I write a prescription of a medicinal plant

### REMEMBER



- Plants give us a lot of benefits, when we are feeling sick we can use home remedies

8. I write on a wall paper the recipe and present it to the class.

9. I share the results with my teacher and classmates.

10. I explain the steps and ingredients used to prepare the prescription.

11. I make an album with traditional medicinal plants of the region.

## Final activity

### WITH MY FAMILY



4. I comment with my parents about the different prescription presented.
5. I ask my parents to help me make a prescription(ingredients and steps), of some traditional medicine stating all the ingredients and procedure used in preparing the same.
6. I present my work to teacher and classmates.
7. I prepare an exposition based on the experience about medicinal plants.

### REMEMBER.



To take into account, Capital letters, punctuation marks, and coherence.

We must take care of the plants because they are useful to all human being.

8. I make an album with roots, leaves and flowers of medicine plants.

## UNIT: IV EDUCATIONAL PROJECT





## Theme: 1 Exposition and conference

### Initial activities

### In Group



1. I comment with my Group what I know about exposition and conference.
2. I read and comment about the different concepts.
3. I comment what both themes have in common.

#### Exposition

It is an explanation and development of a theme with the purpose to inform objectively about a theme.

#### Conference

It's a technique that is presented in a direct form and in a formal way of a specific theme.

4. I listen to my teacher as he or she presents a theme about AIDS and identify which techniques she used.





5. I read and comment about the parts and steps of a conference

1. The spokes person should think out good about his /her movements and the space they have to do so.
2. All the materials that will be used shoved he ready (data show, white board, tape, etc.) and not to far from the audience.
3. The person should speak fluent and clear.

Steps to do a conference

A conference has two parts: The person that presents the theme and the group that is listening and asking questions. It is required from the spokes person to introduce the theme arousing a sense of interest. The development should he clear and amazing. The conclusion should be submerge.

Development of activities

Alone



1. I visit the library with my group we select a theme of interest, choose one of the techniques and prepare a presentation following the steps.
2. I make illustration to explain aspects of the theme.
3. I present the exposition to my classmates.
4. I make use of the norms and steps to speak in public.
5. I explain to my teacher how I prepare the theme.

## 6. I write in my book the steps to prepare and exposition

- I select the theme of interest
- I look up information and order my notes.
- I select the materials that would be used.
- I write a sketch of the resources that I would used.

### Final activity

In group



1. I evaluate the presentation with my group taking into account the following aspects.

- Was the exposition clear and interesting?
- The materials used were adequate?.
- Did the sketch served for the exposition?

2. I listen to suggestions made to overcome my difficulties.

With my parents



1. I share with my parents what I learned about conference and exposition.

## Theme 2    Symposium

### Initial activities

#### In pair



1. I comment with my partner what I understand for symposium
2. We share our ideas with another pair and enrich our work.
3. I share with my class the result of the group.
4. I read and listen carefully as my teacher reads and explains the concept of symposium.

#### Symposium

Symposium consists of a group of specialist that share their point of view around a specific theme so as to have a global vision of the theme.



5. I share examples related to the concept.

## Development activities

### In group



### 1. I read and comment with my group the steps to do a symposium.

#### Steps

- a. The coordinator meet with the participants who will analyze the theme and verify which point of view they are going to deal with (Psychological, social, religious, political, etc.),
- b. The coordinator present and talk briefly about the theme, also he- she explain the procedure.
- c. The coordinator gives the word to each participant for four or five minutes so that he-she can present their point of view about the theme.
- d. At the end the participants complement their ideas to close the session.
- e. The coordinator presents a brief synthesis of the theme and makes a summary of what was said and all the important aspects around the theme.

2. I share my group opinion with the class and listen carefully and with respect to the others.
3. We form groups and organize a symposium about an interesting theme following given steps.
4. We present our symposium to the class and our teacher.
5. I listen as the teacher and group make observations about the presentation with the objective of improving the work.

## Final activities

### With my family



1. I share with my family what I learned about symposium.
2. I explain step by step how it is organize.
3. I ask my family to help me think about interesting theme to do a symposium.
4. I share with my teachers the themes.



## Theme 3: Investigation techniques observation, interviews, surveys.

### Initial activities

In group



#### 1. We answer the following question.

- What do you know about the following techniques? Observe the pictures
- Observation
- Surveys
- Interview



#### 2. I share my group conclusion with my teacher.

## Development of activities

### 3. We read and analyze the different concepts.

#### Survey

It's an investigation technique that permits you to get information from a group of people by means of a questionnaire. It permits you to explore and confirm information. You can use open and closed questions.

#### Interview

It's a type of conversation based on a theme in which a person asks a series of questions with the purpose to recall information about the theme.

#### Observation

It's a direct view, act of noticing of a whole process. It permits you to appreciate in a natural and spontaneous way the behavior of a person.

### 4. I share with the class what I understand about the concepts.



#### **In group**

### 1. I read and comment about the text with my group.

### Characteristics and steps of an interview.

- An interview permit you to obtain specific information's about theme that you really want to know about.
- The interviewee has concrete ideas.
- The questionnaire is flexible, you can omitt or add otherquestions.
- You will be able to elaborate your questions and select the people you want to interview.
- Make a questionnaire with question that you need to explore.
- Agree an hour and place to do the interview
- Make the questions with clear and adequate words.
- Approach the people involve in a nice and mannerly way.
- Don't forget to thank the person for the information

### Observation e.g

Aspects to be evaluated	Indicators	Yes	No	Observation
Dramatization	Use gestures			

- Flexible and can be adapted to satisfy different needs.
- Purpose information about aptitudes, habits, social adaption, certainty, doubts, errors, physical abilities.
- Use a check list to do observations so you can obtain significant evidences about the process.
- When making check list remember to write dewing the aspects you want to evaluate

### Survey

- Make the questions clear for the person.
- Organize them so they have a logical sequence.
- Write questions that will help you gather the information you need.

2. I share my group discussion with the class and my teacher.
3. We select a theme and put into practice the different techniques by elaborating questions for each one.
4. We apply the different instrument among the students.
5. We analyze the questionnaire to see if the characteristics and steps are taken into account.
6. We make corrections to better our work.
7. We present the work to our teacher.

## Final activities

### With my family



1. I comment with my family what I learned about investigation techniques.
2. Together we simulate practicing to interview each other.
3. I comment with my teacher what I did with my family.

# Theme 4: EDUCATIONAL PROJECT

## Initial activities

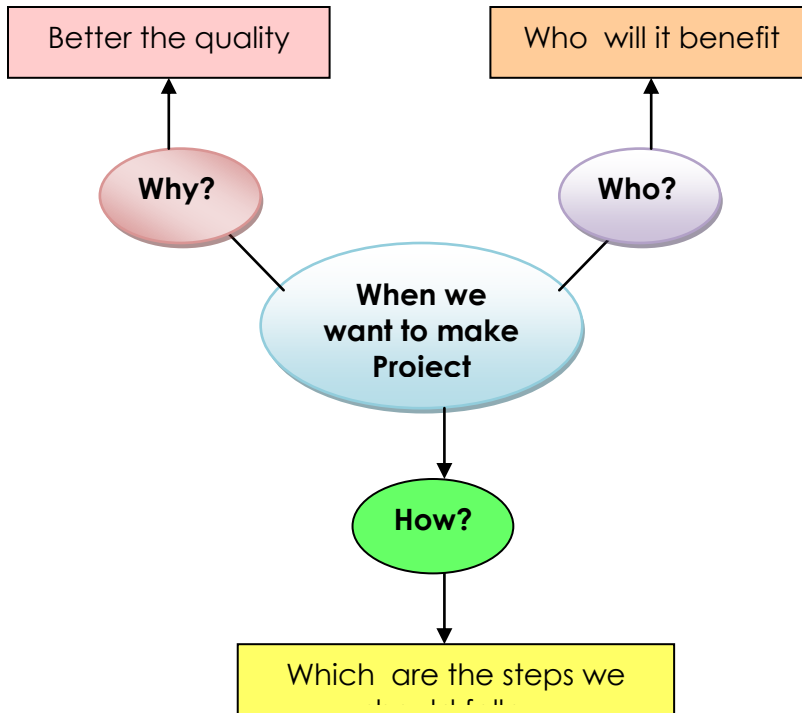
Alone



1. I answer to the following questions made by my teacher.
  - b. What do you know about school project?
  - c. How is a school project is made?
  - d. Why is it important to make a school project?
  - e. What are the parts of a school project?
2. I share my answers with classmates and teacher.
3. I read the concept along with my teachers.

**School Project**  
A school Project is a planning technique with the objective of carrying out concrete pedagogical actions or activities in a school to better the quality teaching and function in a school.

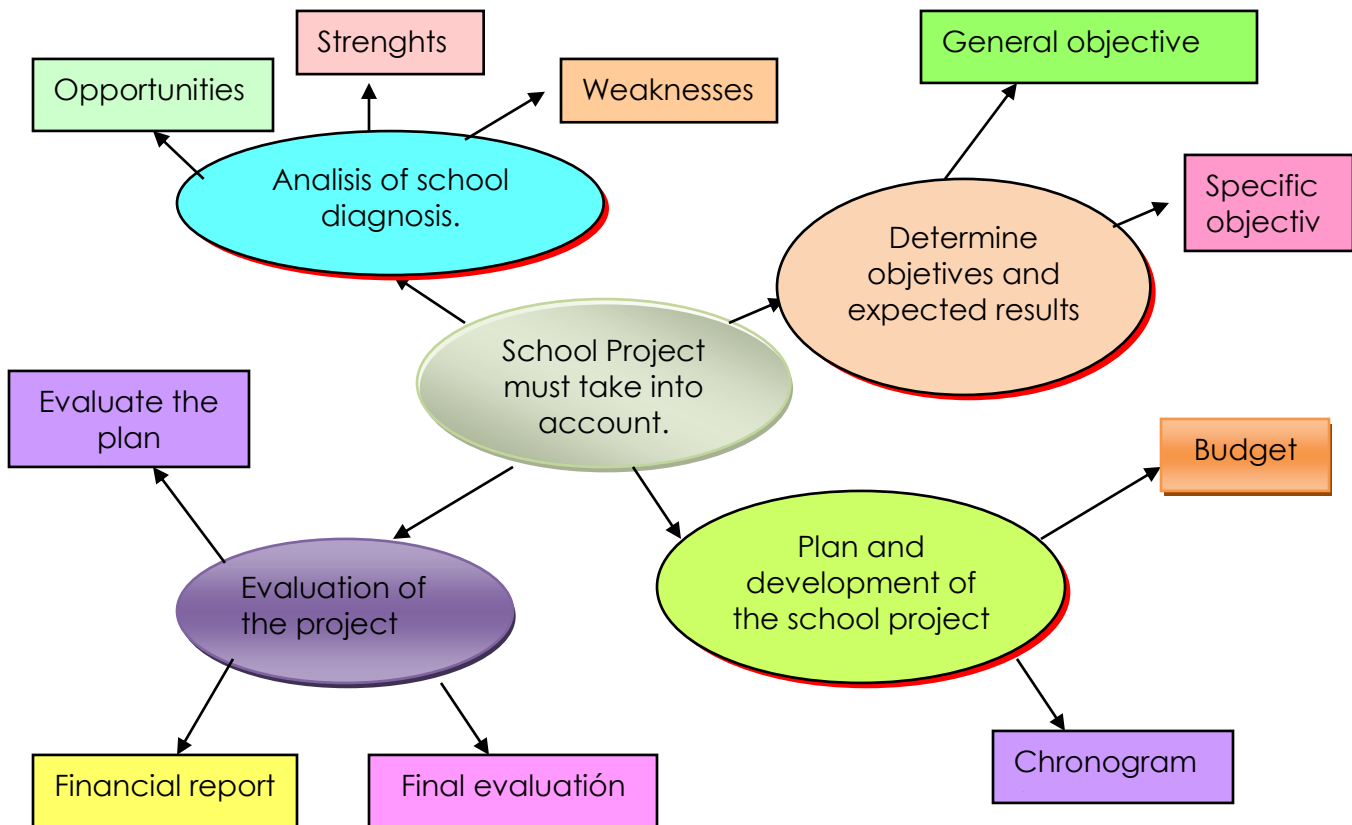
1. We read and analyze about what is a school project and what we need to know about it.



## Development of activities

1. What do I need to know about school project.

2. I listen to my teacher as she explains about the parts of a project.



In group



1. I answer the questions why, who, how about school project and what I need to know.

2. I think and do research findings for each aspect about my school.

3. I think about a project we can do in my school and write ideas.
4. I share my work with classmates and teacher.
5. I enrich my work with other students' ideas.

### Final activities

#### With my family



1. I will share my work with my family and ask for suggestions about what projects I can write about.
2. I will proof read my work and correct it.
3. I present my work to my teacher.

#### ALONE



1. I read and listen to my teacher's explanation about each point of the plan.
2. I notice each aspect carefully so I could give a follow up and organize my project.

#### IN GROUP



2. I discuss about each item to be clear about it.

### Identify opportunities

- Active participation of parents in activities.
- Accesible location of the school.
- Help from parents with their students' education.
- Support from the Mayor of the community.

### Identify strenghts

- Adequate infrastructure.
- Sufficient desks.
- Toilets in good conditions.
- Excellent relation with direction and school staff.
- Teachers with high academical level.
- Active participation of teachers' staff.



## Identify weaknesses

- Need of didactic materials.
- The school needs a fence .
- Teachers used very little audio – visual materials.
- Students have difficulty with spellings and grammar.
- Students don't have good hygiene habits.

## Identify threats

- Parents with low economical resources.
- Limited budget from the Ministry of education.

## Identify problems

- Teachers uses very little didactic materials.
- Students present problem in spellings and grammar.
- Students don't have studying habits.
- Students don't attend school regularly.
- High percentage of dropouts.

## Select a problem

- Students present difficulties in writing and reading comprehension.

## Describe the problem

### **What is the problem?**

Students present difficulty in writing and reading comprehension.

During the development of classes the teacher detects that the students problem in grammar, spelling and writing practice with first grade students write incorrectly when it comes to writing letters. They also have difficulty when writing their ideas and interpreting readings. This problem is detected in the students achievements and motivation.

### **Who will it affect?**

- 25 first grade students.
- 30 second graders.
- 16 third graders.
- 3 teachers.

### **When does this happen?**

## Identify causes

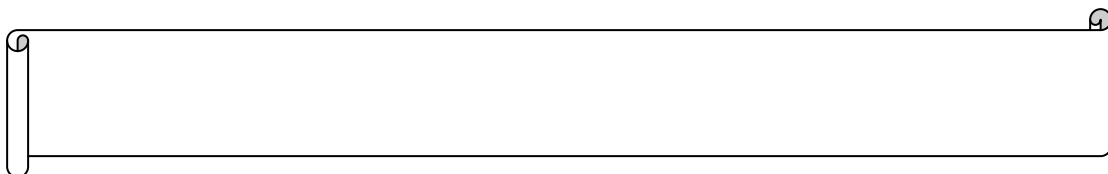
- Parents low level of education.
- Poor economical situation.
- No reading habits.
- Parents don't give importance to their children education.
- Parents don't help children the way they should.

## **Proposed solutions**

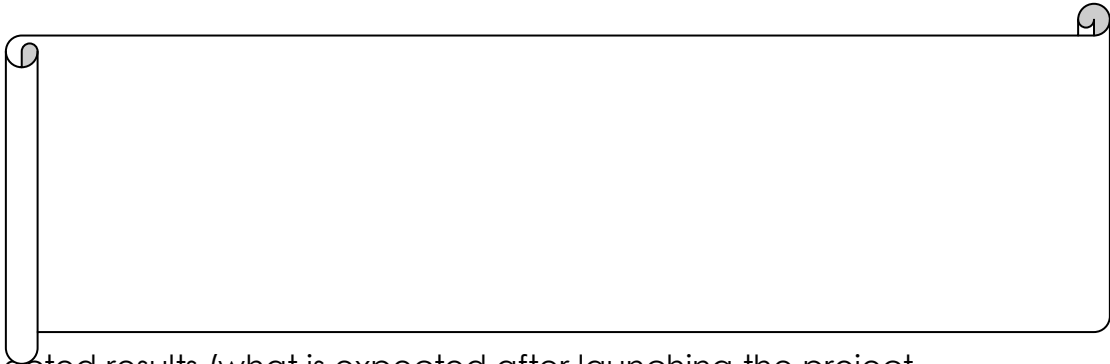
- Prepare teachers with techniques and methodological strategies to do a better job in the classroom with grammar, reading and writing skills.
- Sing songs, read stories and do contest.
- Students will write their daily experience.
- Get parents involve in school activities.
- Have study session with parents so they can help their children.
- Seek economical help for students who present economical problems.

## **5. Expected results.**

5.1 Write the general objective of the project.



6. I Write the specific objectives.



Expected results (what is expected after launching the project.

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

**School project  
ACTION PLAN**

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

Name of school: \_\_\_\_\_

Municipality: \_\_\_\_\_

Specific objectives	activities	Expected results	Responsible Of the activity	Resources Human/material	
				existence	To receive

Name of school: \_\_\_\_\_

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

**CHRONOGRAM**

Activities	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec.

## Evaluation of project

Name of school: \_\_\_\_\_ School year: \_\_\_\_\_

Municipality \_\_\_\_\_ Date of evaluation: \_\_\_\_\_

Name of the project: \_\_\_\_\_

Activities planned	Expected results	What activities, methods, organization, resources, external factors permitted the achievement of what was plan?  What organization problem created or presented difficulty to achieved what was planned.
1.		
2.		

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## GLOSARY.

1. **Dry forest:** Where big trees and wide leaves develop known as endemism.

2. **Mountane forest.** It is known as cloud forest it covers mountain with humid climate.

3. **Paramo:** Plain located on the top region of the tropical zone.

4. **Mongrove :** Its an ecosystem of salt water, trees with big curve roots.

5. **Biotic:** all living beings like : plants animals and microorganism.

6. **Forum:** Group discussion directed by a moderator.

7. **Ecosystem:** Constitute by group of living creatures. Plants, animals, fungus and bacteria's.