

LANGUAGE AND COMMUNICATION
ENGLISH AS A SECOND LANGUAGE L2

FIFTH GRADE

TEXT

FREEDOM



AUTONOMOUS ATLANTIC REGION

SECRETARY OF EDUCATION

Presentation

The Regional Autonomous Government of the Caribbean Coast of Nicaragua by means of the Secretariat of Education, and responding way to the mandate of the law #28 and law the #162, consciously compromised with the transformations to guarantee an education of quality. Giving 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 use from 1994.

This product is an effort of Coast teachers with the implementing of the educational model (SEAR) based on the principles of Autonomy, interaction of cultures, solidarity, and equity of gender, quality and pertinence.

We are sure that teachers with their initiatives, creativity and dedication will know to embrace and obtain mayor benefits of these basic materials that are placed in their hands with the objective that students achieve a complete development of their capacity, ability and skills to become constructors of their own learning process.

We are asking you teachers, students and parents of the educational community and community leaders in general that they make much of these materials, always caring, protecting and preserving them.

Regional Secretariat of Education

RAAN - RAAS

Introduction

Dear students,

This book was made based on your interest and reality of your region. It is divided in three moments, initial, development and final activity that permits you to discover your own knowledge, having your teacher as a facilitator just to guide you through the process.

The book contains numerous opportunities for reinforcement of the theme. They are also activities based on illustrations with the objective to provoke interest and provide enjoyment. Also you have opportunity to express personal or group opinions about drawings or concepts. These activities can be done in small group or in pairs, so that you can share ideas.

INDEX

No.	CONTENT	PAG
Unit 1: We learn to make conversation		
1	Theme 1: Dialogue	2
2	Theme 2: INFORMATIVE Text	5
3	Theme 3: Round Table	8
4	Theme 4: Punctuation Marks	12
5	Theme 5: Narration	16
6	Theme 6: Prescriptive Text	19
7	Theme 7: Compound Sentences	22
8	Theme 8: Description	26
9	Theme 9: Scientific Text	30
10	Theme 10: Taking Notes	34
11	Theme 11: Literary Text	37
Unit 2: Let's learn to interpret messages		
1	Theme 1: Dialogue	43
2	Theme 2: Synoptic Chart	49
3	Theme 3: Literary Text- Stories	52
4	Theme 4: Simple Sentence	55
5	Theme 5: Irregular Verbs	58
6	Theme 6: Composition	61
7	Theme 7: Punctuation Marks-	65
8	Theme 8: School Project	71
Unit 3: Let's express our opinion		
1	Theme 1: Dialogue	78
2	Theme 2: Summary	82
3	Theme 3: Description	85
4	Theme 4: Root Words – Prefix- <u>Suffix</u>	88
5	Theme 5: Adverbs of Time and Place	94
6	Theme 6: Application Letters	98
7	Theme 7: Predicate Compliments Direct and Indirect Object	105
8	Theme 8: Compound Words	108
Unit 4: We enjoy discovering new Knowledge		
1	Theme 1: Irregular Verbs – Past and Future	114
2	Theme 2: Agenda	120
3	Theme 3: Minutes	127
4	Theme 4: Subject and verb Agreement	

UNIT N° I: WE LEARN TO MAKE CONVERSATION



THEME: IT'S SOMETHING BEAUTIFUL TO CONVERSE DIALOGUE

I. INITIAL ACTIVITIES

1. We form a semicircle and converse with our teacher answering the

Following questions:

- Have you ever heard the word dialogue before?
- Who knows what a dialogue is?
- What are its characteristics?

2. Observe the picture.



3. In pair make a dialogue according to what you observe from the picture in your notebook.

4. Present your dialogue to your classmate.

5. I copy in my notebook the following concept:

Dialogue is a conversation between two or more persons. A dialogue may be presented in written or oral form. It is not a form of arguing or fighting.

II DEVELOPMENT ACTIVITIES



1. In pair we will read the dialogue below.

- Hello! What is your name?
- My name is John Taylor, and yours?
- Mine is Darla McCrea.
- Where are you from?
- I am from the beautiful community of Rama Cay.
- And I am from the community of Pearl Lagoon.
- Is this your first year studying here in Bluefields?
- Yes, it is.
- I must say welcome to our school.



2. We read the dialogue with our classmate.

- We copy the dialogue in our notebook.

3. I write a dialogue in my notebook with neatness and order.

- I draw a picture for my dialogue.
- I share my dialogue with the rest of my classmates by dramatizing it.

I talk about what we learned from the dialogue. I present my work to the teacher to make necessary corrections.

III APPLICATION ACTIVITY



1. I share everything about dialogue with my parents.
2. I present my dialogue to my parents.
3. I share the lesson from my dialogue with my parents.
4. I make a dialogue with the help of my parents.
5. I present my dialogue to the teacher.



Remember:

**Your work must be
always clean and
neat.**

THEME 2: INFORMATIVE TEXT

INITIAL ACTIVITIES



1. We sit and listen carefully to our teacher and answer the following questions:

- What is an informative text?
- Where can we find informative texts?
- What are some information we can obtain from an informative text?
- What are some of the different means of information available in our time?

2. I observe the pictures.



3. I share with my classmates what I observe in the picture.
4. I tell what means of information they are using in the picture.
5. I write the concept of Informative text in my notebook.

An Informative text is one that provides us with information about different person, place, thing or any other activity.

II DEVELOPMENT ACTIVITIES



1. We read the following text:



The Effect of Drugs

Marijuana, alcohol and crack are all harmful substances to our bodies. A marijuana cigarette contains over 400 chemical compounds in its smoke, and these cause harm to our bodies. Like the smoke from tobacco it contains a number of toxic substances such as tar. Marijuana, as well as the others produce harmful psychological and biological effects. We must avoid their use at any cost, if we want to be good citizens and healthy youth.

2. We read the texts carefully and interpret it.

3. We share the information with our teacher and classmates.

4. We write the following questions in our notebooks and answer them:

- What does marijuana and other drugs do to us?
- How many chemical compounds one marijuana cigarette smoke contains?
- What substance is found in cigarette smoke?
- Why should we avoid the use of any drug?

5. We present our work to the teacher for corrections.

6. We share our information with the teacher and rest of classmates.

7. I copy some of the information on wallpaper and place it on the wall for my classmates to see and read.

8. I cut out texts with information from newspaper, bulletins, and magazines then make an album, and present it to my teacher for observations.

Remember that drugs cause psychological and biological effects in a person.

That cigarette smoke contains substance such as tar, and that can affect your lung.

III APPLICATION ACTIVITY



1. I share everything I learn about informative text with my parents.
2. I share what I learn about the use and effect of drugs with my friends, parents and neighbors.
3. I ask my parents to help me to make warning announcement against the usage of all kinds of drugs.
4. I write them on paper with pictures containing scenery with drugs and drug users, then place them on different locations in our neighborhood.

I. INITIAL ACTIVITIES

1. We sit in a semicircle and converse with our teacher.

Notice the picture.



3. We answer the following questions about a round table.

- What do you understand by Round table?
- What are they doing in the illustration above?
- What do you think they are talking about?
- Is everybody talking at the same time?
- How many people should be talking at the same time?
- 4. What should the others be doing while that person is talking?

Concept

Round table is a discussion by a group of persons to consider reasons for or against a measure taken.

CHARACTERISTIC

A round Table is always an oral discussion

Rules

1. The group should be formed by no more than six persons who know about the theme.
2. You should choose a moderator to control the discussion.
3. Make a summary of what was discussed or considered.

II. DEVELOPMENT ACTIVITIES



Remember:

Remember one person speaks at a time. While others are speaking we must learn to listen. Not listening to another person is lacking respect.

1. We form groups to make a round table discussion.
2. We discuss what we understand about round table.
3. We prepare a team for discussion between six of us.
4. We go over the rules for round table discussion before continuing with the theme .
5. We assign a moderator to control the discussion.
6. Assign who will take the notes or make the summary about what was said.
7. Remind the person who will take the note to follow these steps:

- Write the theme.
- Write all important things said.
- Write notes in order.
- Notes must be clearly written.

8. After preparing the round table we:

- Present the written work to the teacher for correction.
- Make the oral exposition in front of the rest of classmates.

Alone



1. I take part in other groups' presentation and I learn to:

- Select my own theme.
- Prepare the theme.
- Take notes
- Proofread my work and make corrections before presenting it.
- Use correct spelling and punctuation marks.
- Present it orally before my classmates and teacher.

1. We make an investigation about the way to keep our city clean and free from garbage to discuss in a round table.



2. We prepare questions and answers to make the investigation and develop the theme.

3. We take note of new words and learn their meaning.

4. We apply the new words in our theme.

5. We present our work to the teacher before sharing it with our classmates

III APPLICATION ACTIVITY



1. I share what I learned about round table and the different themes discussed in our classroom.
2. I help my family give proper treatment to the garbage in and outside our home also on the street and the entire neighborhood.
3. I tell my neighbors about keeping the surrounding clean.
4. I make announcement on the street corner with drawing about the problem of the garbage, then stick them on the different places in the neighborhood.
5. We organize cleaning activities with the communal leaders and teachers in our neighborhood.
6. I organize cleaning competition in my neighborhood with the help of our teachers and parents.
7. We produce fertilizer in our neighborhood with collected garbage.
8. With the help of my parents and teacher we teach people to make the fertilizer.
9. We teach them to classify the different garbage.

THEME 4: LET'S PRACTICE PUNCTUATION MARKS

I INITIAL ACTIVITIES

1. We form a semicircle and converse with our teacher answering the following questions about quotation mark:
 - Who knows what a quotation mark is?
 - When do we use quotation marks?
 - Where do we place them in the sentence when quoting directly the *exact spoken or written words of a speaker*?
2. Our teacher helps us to learn what a quotation mark is and ask us to read the following sentences:

Reading

a) Donna said, "My cat's eyes shine in the dark."

Donna says that her cat's eyes shine in the dark.

b) Tommy said "Tomorrow will be too late."

Tommy said that tomorrow will be too late.

3. After we read the sentences carefully we notice the difference between (a) and (b) in both examples.
4. I write in my notebook that:

Quotation marks tell the reader that you are quoting directly the exact spoken or written words of another person.

Rules

Quotation marks are placed at the beginning and at the end of a direct quote.

II. DEVELOPMENT



1. We read this text and learn more about using quotation marks.

Reading

“It’s a beautiful day” said John, but Jane said “I don’t think so .” Tell me, “why don’t you think so?” exclaimed John. “Because it’s getting cloudy” says Jane. “Don’t you worry too much, we have three umbrellas”, said Peter.



2. **I copy these sentences in my notebook, and place the quotation marks where they belong:**
 - Jennifer asked, What are you talking about?
 - I want a sandwich, Elena said.
 - I’m going to Corn Island, said Frank.
 - Can you help me with a Cordoba? beg the old man.
 - I think it’s too late to travel, whispers Sandy.
 - 3. I present my work to my teacher for correction.
 - 4. I share my work with my classmates.
5. **I make sentences of my own in my notebook and place the Quotation marks where they belong.**
6. **I proofread my work and make corrections.**

7. I present it to my teacher, and then share it with my classmates.

In my notebook

8. I write a paragraph in my notebook about our community proofread it then make corrections.

9. I present my work to my teacher after correcting it.

10. I share my work with my classmates and my teacher and write it on wallpaper.



Remember

A person's direct speech is placed in quotation marks.

III APPLICATION ACTIVITIES



1. I Share with my family all that I have learned about quotation marks.

2. With the help of my parents I make a paragraph applying quotation mark.

3. I proofread my work and make possible corrections.
4. I present it to my teacher.
5. I share it with my classmates.

THEME 5: NARRATION

I INITIAL ACTIVITIES

1. We form a semicircle and converse with our teacher answering questions.



2. We listen carefully to our teacher as he/ she asks us the following questions:

- Who knows what the meaning of the word narration is?
- Have you ever listened to a person narrating some outstanding event?

3. We listen to the teacher while she narrates about her or his experience of how the Hurricane Joan took place in the city of Bluefields, in the year 1988.

4. I write in my notebook that narration is:

To relate or give details step by step the way something took place, or happened.

II DEVELOPMENT ACTIVITIES



1. In pair we investigate the life of the Garifunas and narrate how they reached to Orinoco.



2. I narrate my first experience traveling to some community away from home.

3. I write it in my notebook.

4. I present my narration with a drawing on wallpaper.

5. I proofread it and correct my errors.

6. I present it in written form to my teacher.



7. I share it with my classmates orally.

8. I narrate the life and death of an important person in our Nicaraguan history such as *Rafaela Herrera*.



9. In pair we investigate the life of Mrs. June Beer, and narrate how she became a writer.

10. In group we investigate and narrate other important happenings in our community

III APPLICATION ACTIVITIES



Remember:

**IN TIME OF NATURAL DESASTER
KEEP CALM AND PRACTICE
SOLIDARITY.**

1. I share with my family what I learn about narration.

2. I prepare a written narration with the help of my family about an earthquake, fire or flood.

3. I proofread it and make possible corrections then present it to my teacher.

4. I copy it on wallpaper and share it with my classmates.

THEME 6:PRESCRIPTIVE TEXTS

INITIAL ACTIVITIES



1. We sit and listen to our teacher and answer questions about prescriptive text.

2. We answer the question.

- Who knows what a prescriptive text is?
- Can you share it with your classmates?
- Can you give an example of a prescriptive text?

3. We listen carefully to the explanation and examples that our teacher gives us about the way to play a game.



4. I write in my notebook that:

Prescriptive text is one that gives us specific rules and instructions to observe whether in school or in playing games, etc.

II DEVELOPMENT ACTIVITIES

1. We listen carefully while the teacher reads the rules to be carried out during the school year, about:

- Our grooming or way of dressing.
- Our behavior.
- Attendance
- Punctuality
- Vocabulary
- Mutual respect
- Others

2. We write the rules in our notebook.

3. We comment about the importance of obeying them while we are studying at the school.

4. We comment about the importance of obeying the rules everywhere.

5. We form pairs and make our own games.

6. We think on the rules to follow in our games.

7. We write the rules in our notebook.

8. We go over the rules to see if they are exactly what we want to carry out during the playing of the game.

9. We present the work to our teacher for corrections.

10. We present it to our classmates giving the rules orally.

11. We go outside the classroom and play games with the supervision of our teacher.

12. We observe the rules of the games.

13. We play games such as: Scavenger hunt, There is a brown girl in the ring.



III APPLICATION ACTIVITIES



1. I share what I learn about prescriptive text with my family.
2. I share the school rules with them.
3. I share some of the games we play in school and the rules to keep during the games.
4. I ask them for more games to play and the rules.
5. I write them in my notebook to remember them.
6. We go outside and play the games with the supervision of the teacher.



7. I ask a family member to help me make a recipe of typical food and present it to the class.

8. We learn this recipe for making three loaves of coconut bread.

Ingredients:

3 lbs. flower, 2 coconuts, salt and sugar to taste, 2 tsp. yeast, $\frac{1}{4}$ cup oil, 4 oz. butter.

Procedure for making coconut bread:

- Prepare coconut milk.
- Mix all ingredients together
- Knead the dough for 20 minutes bake for 45 min. at 350°

THEME 7 : COMPOUND SENTENCES

INITIAL ACTIVITIES

1. Our teacher tries to find out what we know about compound sentences.



2. We listen attentively to him/ her as he/she speaks to us.

3. We answer the following questions about compound sentence:

- Who knows what a compound sentence is?
- Can someone give me an example of what a compound sentence is?

4. We listen carefully while teacher explains to us what a compound sentence is and read the examples the teacher writes on the board.

5. We notice the difference between two sentences with period after the first sentence and the second one, also those without the period between them.

Compound sentence is made by joining two or more simple sentence together connected by a coordinated conjunction (and, but, or for.

DEVELOPMENT ACTIVITIES

8. I write these rules in my notebook.

If both sentences are closely related in thought then we join them together.

Ex. We washed the car. Mom took us for a ride.

We washed the car, and Mom took us for a ride.

Ex. Jim painted the house and he is nineteen. (Wrong) Two ideas should be put into one sentence only if they are closely related. If not the result may be confusing.

Jim painted the house and John repaired the roof. (right)



1. Remember

Join sentences with comma (,) and one of the conjunctions and, but, or "or". Place the comma before the conjunction.

2. We follow the rules and form compound sentences.

3. We write them in our notebook.

- The car was full. They made room for one more.

-
- We like David. We miss him.-

-
- You must walk carefully. You will get lost.

-
- It rained all night. The trip was canceled.

-
- Tanya was a student. She later became a school teacher
 -
-

4. I copy these sentences in my notebook and place the commas where they belong.

- Melanie washed the clothes and I cleaned the house.

 - The football game was programmed for Saturday but the rain started early.
-
- I cooked the food and my sister washed the dishes.
-
- The whistle blew and the game was over.
 - Marcos called for Julia but she was not read.



Remember

Two sentences are joined by the **conjunctions and, but, and, or.**

But –is used to express contrast.

Or is used to express choice.

And- is used to express addition.



- 5. I make compound sentences of my own.**
- 6. I copy them in my notebook and make the corrections.**
- 7. I present them to my teacher.**
I share them with my classmates.

8. I work these sentences in my notebook to make them compound using conjunction (and, but, or)

I INITIAL ACTIVITIES

- You must brush your teeth _____you won't eat candy.
- She can go to the party _____you must dance.
- Our president gave a good talk _____it was too long.
- Troy likes to ride on plane _____he is afraid of it.
- They gave me the pens _____took them back.

9. I share my answers with my classmates.

APPLICATION ACTIVITIES



1. I share what I learn about compound sentences with my parents.
2. With the help of my parents I make a text and select the compound sentences.
3. I proofread it and make possible corrections.
4. I present it to my teacher for corrections.
5. I share it with my classmates.

THEME 8: DESCRIPTION

1. We sit and listen carefully while the teacher tries to find how much we know about description.

2. We answer questions like:

- What do you understand by the word description?
- Can you give me an example of a description?
- When do we use description?



3. We write in our notebook and describe what we see in the picture.

4. We describe orally what we see.

5. We describe the person sitting or standing next to us.

6. I write the following concept in my notebook.

Description is to give concrete or exact detail of a person, place, animal or thing that is being observed.

Description is to present many specific details which the reader or listener experiences through the senses of: sight, touch, hearing, smell, and taste.

II DEVELOPMENT ACTIVITIES

1. I describe my school.

- I take a good view of my school, and then write in my book a complete description of it.
- I proofread my work, and make corrections.
- I present it to my teacher.
- I write it on a wall paper then present it to my classmates.



2. Remember

1. When describing a person one must take into account their physical characteristics, feeling, way of being, etc.

3. I describe my parents orally before my classmates.

4. I observe and describe these sceneries of different parts of our region.



Rama



Escondido River



Pearl Cay

5. I write the description of each one in my notebook, then present it to the teacher for correction.

6. I write the description on a wallpaper, and then present it to the class orally and written.

7. I talk about their beauty with my classmates and teacher.

8. I draw a scenery on wallpaper and present it to the class making oral description.

WALLPAPER



1. I cut photos from newspapers, magazines and bulletins.
2. I make description of them in my notebook.
3. I present the description to my teacher for corrections.
4. I stick the photos on wallpaper and share their description orally with my classmates.
5. I make an album with photographs and present it to my teacher.
6. I share my album with my classmates.

III APPLICATION ACTIVITIES



Remember:

Children must *love*.

1. I share what I learn about description with my family.
2. I explain how to make a description with my family.
3. I beg my parents to describe my grandparents to me.
4. I write in my notebook the complete description given to me by my parents.
5. I beg my parents to help me gather newspaper, magazines and bulletins to cut out photos and make my album.
6. I present my album to my teacher and classmates.
7. I describe the photos in it.



THEME 9: SCIENTIFIC TEXT

I. INITIAL ACTIVITIES

1. We form semicircle and converse with our teacher.



2. We read the following text carefully to understand its content.

MALARIA

Malaria can only be passed on to a healthy person through the bite of a mosquito which has previously bitten a sick person. It is not true that it can be caught through a cold or through getting wet.

How can you recognize malaria symptoms?

A person with malaria normally gets sick in phases. First they have chills, aching bones and high fever and which last for several hours, then the person begins to sweat the fever and feels better but exhausted, until the cycle starts again.

The only certain way to detect malaria is through a blood test that can be done at the Health Center.

2. We read and analyze the text and answer the following questions
- In what way can malaria pass from one healthy person to another?
 - What are the phases of malaria?
 - What is the only certain way of detecting malaria?

I write in my notebook that:

Scientific text explains the facts with proper vocabulary without taking in account what you feel, desire or want.

II DEVELOPMENT ACTIVITY

1. I read the text based on scientific facts.



THE WATER CYCLE

Water is essential for life. None of us can live without it for more than a few days. The water cycle distributes fresh, clean water around the planet. It involves three stages (1) solar power lifts water into the atmosphere by evaporation. (2) Condensation of this purified water produces clouds. 3) Clouds, in turn, form rain, hail, sleet or snow, which falls to the ground, ready to evaporate again, thus completing the cycle. How much water is recycled annually?

According to estimate, enough water covers the earth's surface to a depth of more than two and a half feet.



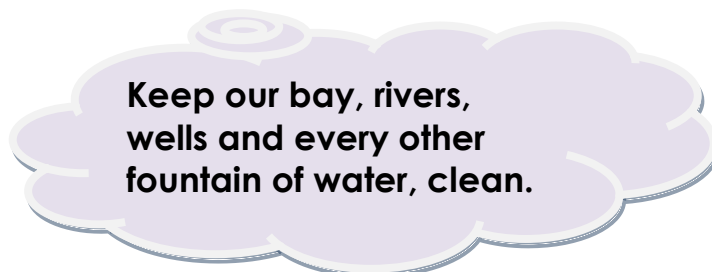
2. I learn the meaning of these words from the reading to understand and analyze the text.

3. In pair we analyze the text with vocabulary.
4. I comment what was read in the text with my classmates.
5. I write what I understood in my notebook.
5. Proofread it and make necessary corrections.
6. I present it to the teacher.
7. I write it on a wallpaper and present it to the class.

VOCABULARY	MEANING
<ul style="list-style-type: none"> ▪ ESSENTIAL ▪ CYCLE ▪ INVOLVE ▪ STAGES ▪ ATMOSPHERE ▪ EVAPORATION ▪ CONDENSATION 	<p>Necessary</p> <p>Constantly repeating series of event or process.</p> <p>To incorporate.</p> <p>Any of several distinct and successive periods.</p> <p>Gas surrounding a planet.</p> <p>The change from liquid into a vapor.</p>
<ul style="list-style-type: none"> ▪ RECYCLE ▪ UNIFORMLY ▪ DEPT 	<p>Process whereby a gas or vapor turns into a liquid as a result of cooling.</p> <p>Pass through process returning to its first state.</p> <p>Not changing or varying in form or nature.</p> <p>Deepness</p>

8. I place it on the wall for our classmates to read.

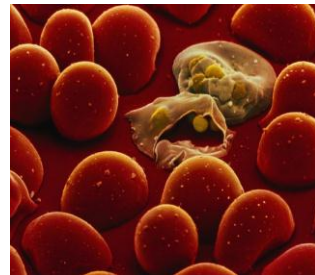
Remember



III APPLICATION ACTIVITIES



1. I Share everything I learn about scientific text with my parents.
2. I share information about Malaria with my neighbors.
3. I write the information about Malaria on wallpapers and place them in different locations in my neighborhood.
4. With the help of my parent, health center workers and communal leaders, I gather information on prevention from Malaria.
5. I express my feeling about taking part in community service.
6. Invite volunteers to express their feeling about working toward prevention of Malaria in their neighborhood.



THEME 10: TAKING OF NOTES

I. INITIAL ACTIVITIES

1. We form semicircle and converse with our teacher the way to take note.
2. With the help of our teacher, we learn how to take note.
3. I write the steps of the best way to take notes in my notebook.

STEPS:

- a) Write down the date subject, bibliography.
- b) Listen or read carefully, understandings before you write.
- c) Write down fundamental ideas or details.
- d) Listen attentively and select what you want to write (important aspects).
- e) Write complete phrases that will remind you about the context.

4. We read the following text in pair and take notes of it.

TELEVISION

Soon after men learned to broadcast sound, inventors wondered if they could also transmit live pictures. The first person to demonstrate pictures on television was a man by the name of John Logie Baird, who from a teenager had the ambition of building a machine that could transmit live images. The first television picture was transmitted on October 2, 1925.



5. I copy the concept in my notebook.

**To take notes is to write the most important information necessary to be able to relate a situation.
Your notes should be clear and easy to understand.**

II DEVELOPMENT ACTIVITIES



Remember there are three types of notes:

Those taken from: Books, Magazines,

1. I listen to my teacher relate about a relevant theme.
2. I take notes in my notebook taking into consideration the best way to do so.
3. I share my notes with a classmate and compare information.
4. I notice the example below carefully.
5. I follow the example of taking notes bellow.

Book

Title _____

author _____

Information

Solar Energy in Tomorrow's world

By John Miller, pages 20-21

Solar cells are being used to capture the sun's energy to power radio stations, highway, lights, alarm systems, and automobiles.

5. I look up my own reading extract the important part and take note of it.
6. I write it in my notebook.
7. I proofread it and make corrections.
8. I present it to my teacher.
9. I write it on a wall paper and share it with my classmates.

Remember that your notes must be brief and exact.

Remember honesty is the best policy in life, so you must be honest in every sense.

III APPLICATION ACTIVITIES



- 1. I share what I learn about the way to take notes, with my parents.**
- 2. I show them the one I made on my own.**
- 3. I ask them to help me to read another article and take notes of it.**
- 4. I write it in my notebook.**
- 5. I proofread it.**
- 6. I present it to my teacher for corrections.**
- 7. I rewrite it on a wall paper.**
- 8. I share it with my classmates.**
- 9. I place it on the wall for my classmates to read over and over again.**

THEME 11: LITERARY TEXTS

I. INITIAL ACTIVITIES

1. We sit in semicircle and listen to what our teacher has to tell us about literary texts.
2. We read in silence and try to interpret the following text.

About perseverance

No matter how hard
People strive for peace
We are not all unified
In the goal, and so,
It is always out of reach
For the whole world as a whole.
But, it does not, and should not,
Have to be that way.
If we all help each other,
And work together
Day after day after day,
We can achieve a great goal:
World harmony and peace,
For you and me.

2. We analyze the text and answer the following questions.
3. What is the name of this text?
 - What is the writer trying to express?
 - What goal is he talking about?
 - What should each and everyone do to achieve that goal?



Remember that we must all
cultivate "PERSEVERANCE"

In a Literary Text the writer chooses words and combines them to express beauty and feelings. A Literary Text is used in narrative and drama context.

II DEVELOPMENT ACTIVITIES

1. I make the drawing in my notebook.

1. I classify the different text and write them in each drawing:

The rain caused a lot of damage in Tipitapa and other places in the Pacific Region of our country.

Scientific Text

Polio can attack the nerves of the muscles, resulting in paralysis. A child with polio can be left disabled for life. Children need to receive three doses of vaccine each year from birth until their sixth Birthday.

Literary Text

The day you have poisoned the last river, cut the last tree, killed the last animal you will find out you cannot eat money.

Informative Text

2. I read the following story and comment about it with my teacher and classmates.

Mister Zakie and his radio

One day a man by the name of Mr. Zakie who didn't understand Spanish went to a store to buy a radio.



When he got it he went directly to his home and turned it on. A Spanish station came on, so he took it back to the store and said, "I don't want this radio, because you sold me a Spanish radio and I wanted an English radio, so please sell me an English one."

They gave him another one, and he went back home and turned it on again. When he heard an English song he ran immediately to his wife and said to her: "Marin, Marin come and listen to what the radio is saying; quash is in my dasheen".

The following day he turned it on again and a sweet music came on.

He called his wife once more and said: "Listen to this music", and turned up the volume and said: "I am going to turn it off until Mansi returns back home, then I will turn it on again that he will be able to hear it."

When Mansi returned back home Mr. Zakie said: "Boy a sweet, sweet song came on my radio. So I turned it off until you return that you could hear it."

When he turned on the radio ...Hm, could you imagine what happened?

Poor Mansi is still waiting to hear the sweet, sweet music play.

By: Eli Simeon H. , Corn Island

Henry Garth, Corn Island

3. I copy what I understand in my notebook.

4. I proofread it and make corrections.

5. I present it to my teacher.

6. With the help of two more of my classmates I dramatize the reading.

1. I read a legend from my community.

The photographer and Katalina the Drinker

Once there was a small woman by the name of *Katalina*, who lived in a neighborhood called Christian Hill, in with a big, big house and a pretty big land.

Katalina loved to drink a lot of rum, so she used to pawn her things to buy it. One day she wanted to drink and didn't have any money, or anything else but her land, so she pawned the land to a photographer by the name of Mr. Pedro.

Time went by and Katalina couldn't take out the things she pawned, so Mr. Pedro started to build a house made of lumber on her land. When she saw it she said to him, "only a board house!"

One day the photographer decided to build a toilet hole. When Katalina saw that she shouted, "No....!" Mr. Pedro didn't even pay any attention to her. She got upset and went home, took her chamber that contained urine, etc. for several days and went back to the hole that Mr. Pedro was digging then, looked into it and said, "Hey!"

When he heard her, he looked up with his mouth open and she threw everything on him.

The photographer got out of the hole, and started running, and never ever returned to his little board house anymore.

By: Jane Babb Forbes,

Bluefield

III APPLICATION ACTIVITIES

1. I share everything I learned about Literary, Scientific and Informative texts, with my family.
2. I share the story about Mr. Zakie's radio with them.
3. With their help I write a different story or legend.
4. I Copy it in my notebook.
5. I proofread it and make grammatical corrections.
6. I present it to my teacher.
7. I Copy it on wallpaper then share it with my classmates.



Remember:

Be sure of what you are going to do, before you do it, that you might not be ridiculed.

UNIT 2: LET'S LEARN TO INTERPRET MESSAGES



THEME 1: IT'S GREAT TO INTERPRET MESSAGES DIALOGUE

I INITIAL ACTIVITIES

1. We sit in a semi-circle and converse with our teacher about what we have learned about dialogue.

2. We remember that:



That a dialogue is a conversation between two or more persons.

That a dialogue can be done in oral or written form.



3. We read the following dialogue:

- I want to go to Pearl Lagoon.
- Why do you want to go there?
- Because, I would like to go to Awas.
- Why do you want to visit Awas?
- Well, because there I can go swimming.
- But, why is Awas so special?
- Because, the water is just warm and nice.
- I think I prefer to stay in Pearl Lagoon and visit my friends.
- Ok, you may stay, but I will just move on.

4. We converse about the dialogue.

I make a written dialogue.

II DEVELOPMENT ACTIVITIES

1. I make a written dialogue.



2. I read the following story and analyze it to make a written dialogue.

The Rats and the Cat

One day, all the rats in the village had a meeting. They didn't know what to do about the cat they hated so much. They wanted to get rid of their worst enemy, the cat.

"Oh my! Oh my! What are we going to do? They cried together. They thought and thought until at last, a big fat rat said, "Let's get a bell and tie it around the cat's neck. Then we will always know when it is coming." All the rats thought that it was a good idea.

One of the rats said, "I will bring the string to tie to the cat's neck!" Another one said, "and I will bring the metal to make the bell!" All of the rats were happy and they started to leave the meeting but they all noticed that one of their friends had not said a word. He just stood in the corner and listened.

"What's the matter? "They asked."You haven't said a word. What do you think of the plan? Don't you have anything to say?"

The quiet rat said "yes, I have been thinking about what you have said. You have forgotten something very important. Who is going to be brave enough to tie the bell around the cat's neck?" Nobody answered. None of the rats was brave enough. The meeting was dismissed. Rats are afraid of cats up to this day.

By Rogelia Gilbert

4. I go over its content.

5. I write a dialogue in my notebook about the story.

6. I proofread it, and make corrections.

7. I present it to my teacher for more corrections.

8. I write it down on a wall paper.

9. I present it to the class.



-I read the following dialogue.



- I am glad we decided to come here.
- We could have gone to Corn Island but you wanted to come here.
- There are many tourists here in Little Island and we will speak English with them.
- We couldn't practice our English as much.
- You're right. But we could have gone to Corn Island and stayed there with our friends.
- Corn Island is good for surfing, but I like it here.
- Do you think we could go visit Uncle Ted in Corn Island for Crab Soup Day?
- We can if we have the time and the money to travel.
- Just remember that we need to find a job first.
- Yes, we will find one because we already learned to speak English.
- We can visit our friends in Bluefields during our vacation.

10. I select a classmate to dramatize this dialogue with me.

11. We decide who will represent each one of the characters.

12. We write it over in our notebook with the characters already assigned.

13. We rehearse our part.

14. We dramatize it in front of our classmates.

15. I write my own dialogue.

16. I invite a team of three persons to participate with me.

17. We choose the theme.

18. We discuss the theme to be presented in the dialogue.

19. We decide who will represent each character in the dialogue.

20. We make the dialogue:
21. Each one copies it in his notebook.
22. We proofread it and correct possible errors.
23. We present it to the teacher.
24. We dramatize it before the class with the help of our teacher.



We remember:

- Each one should listen attentively to the instructions.
- Follow them carefully.
- Try to identify him/her with the character they are representing.
- Speak loud and clear for the other classmates to understand the message.

We dramatize it before the class with the help of our teacher.

Remember



Remember one person speaks at a time. Learn to listen to others respectfully.

III APPLICATION ACTIVITIES



With my family

1. I Share with my family what I learned in class about dialogue.
2. I read two dialogues from the book with them.
3. I share my dialogue with them.
4. I share the reading with them about the rats and the cat.
5. I ask them to help me with the information about the role of women in society.
6. I ask them to help me make a dialogue talking about the role of woman in society.
7. I write it in my notebook.
8. I proofread it and make necessary corrections.
9. I present it to my teacher.
10. I write it on wallpaper then place it on the wall.
11. I share it with my classmates

THEME 2: SYNOPTIC CHART

I INITIAL ACTIVITIES



1. In group, we sit and listen while the teacher explains to us about making a Synoptic Chart.

2. We answer the following questions about a Synoptic Chart:

- Do you know what a Synoptic Chart is?
- Why do we make a Synoptic Chart?
- What are some of the steps to make a Synoptic Chart?

3. Remember these steps:

Read the text to make sure you understand its content.

Copy the main ideas on a sheet of paper.

Write the ideas in a brief, clear and simple way.

Distribute the ideas in a way that the relation between them may be clearly shown.

A Synoptic Chart is a summary that contains principal ideas about a theme in study. It shows the principal ideas in a way that it can be seen without any difficulty.

II DEVELOPMENT ACTIVITY

1. We read the following text and make a summary.
2. We make a synoptic chart from the reading with the help of our teacher.

Gymnospermous



Phanerogamous



Plants with seeds and flowers

Plants with seeds and flowers are called **phanerogamous**, they are characterized by having roots, stem, leaves and flowers. They can be reproduced by gamete (reproductive sex cell) or spores. A subdivision of two large groups can be established. **Gymnosperm us** plants with naked or exposed seeds such persistent leaves and unisexual flowers, such as: pine, cedar, etc. **-Angiosperms** plants with its seeds inside the fruit, such as violets, magnolia, begonia, rose, orchids, etc

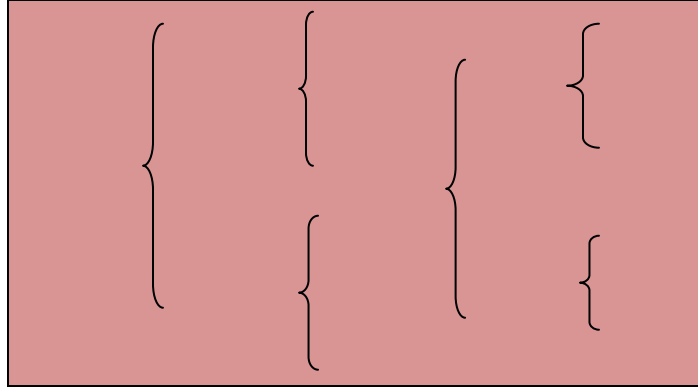


ANGIOSPERMS

2. I select a text on my own and I:

- Read it carefully.
- Select and underline the main idea.
- Make a distribution of the ideas in a clear way showing the relation between them.

3. I follow the example of the following synoptic chart:



4. I make the synoptic chart in my notebook.

5. I proofread it.

6. I present it to my teacher

7. I transcribe it on a wallpaper and share it with my classmates

III APPLICATION ACTIVITIES

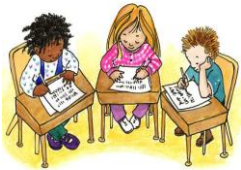
- 1. I share all that I learn about Synoptic Chart and plants with my family.**
- 2. I share the reading of the text with them.**
- 3. I share my synoptic chart with them.**
- 4. I ask them to help me find a text and make a synoptic chart with it.**
- 5. I read it carefully and select the main idea.**
- 6. I follow the steps I learned.**
- 7. I make the synoptic chart in my notebook.**
- 8. I proofread it and make corrections.**
- 9. I present it to my teacher**
- 10. I share it with my classmates.**

THEME 3: LITERARY TEXTS STORIES

I INITIAL ACTIVITIES

1. We sit in semicircle and listen attentively as the teachers asks:

- What do you remember about literary text?
- Can you give an example of a literary text?



2. In team of three we read and analyze the following reading:

THE SHEPHERD BOY AND THE WOLF

Day after day, a shepherd boy took care of a flock of sheep in the hills above his village. One day, just to cause some excitement, the shepherd boy ran down from the hills shouting: "Wolf!", "Wolf!"

The people came running with sticks to chase the wolf away. All they found was the shepherd boy, who laughed at them.

Seeing how well his trick worked, the shepherd boy tried it again the next day. Again he ran down from the hill shouting: "Wolf!" "wolf!" Again the townsfolk ran to his aid in vain.

But the day after, it happened that the wolf really came. The shepherd boy, now truly alarmed, shouted: "Help!" come and help me! The wolf is killing the sheep!" But this time the people said: "He won't fool us again with that trick!" They paid no attention to his cries, and the wolf destroyed the entire flock.

When the people saw what happened to their sheep, they were very angry.

"One cannot believe a liar", they said, "even when they speak the truth!"

3. I share what I understood from the reading.

4. I learned a lesson about telling lies.

5. I write the lesson in my notebook to remember it always.

II DEVELOPMENT ACTIVITIES

Remember:

Never tell lies, because when you will want to be believed no one will. Always speak the truth, whatever it may cost you.

2. I read, analyze and comprehend this poem.

WHERE THERE IS LOVE

Where there is love the heart is light.
Where there is love the day is bright.
Where there is love there is a song
To help when things are going wrong.

Where there is love there is a smile
To make all things seem more worthwhile.
Where there is love there is a quiet peace,
a tranquil place where turmoil cease.

Love changes darkness into light
And makes the heart take wingless flight.
And mothers have a special way
Of filling homes with love each day.

And when a home is filled with love
You will always find God spoken of.
And when a family prays together
That family also stays together.
For a mother's loving touch
Can mold and shape and so much.

3. I take out the main idea from the poem.

4. I write about the message the writer wants to communicate.



WHERE THERE
IS
LOVE



5. I write it in my notebook.
6. I proofread it and correct errors.
7. I present it to my teacher for corrections.
8. I share it with my classmates.
9. I write it on wallpaper and place it on the wall for my classmates to read
10. I write a story of my own.
11. I proofread it and make necessary corrections.
12. I present it to my teacher for corrections.
13. I make a drawing to represent what I am writing about.
14. I draw the picture on a wallpaper and transcribe the story on it.
15. I present it to my class mates.
16. I ask two or three of them to tell me what my story is all about.
17. I ask my classmates what lesson they got from it.

III APPLICATION ACTIVITIES



1. I communicate with my friends what I learned about literary texts.
2. I share my stories with them.
3. I ask my parents for their help to make a poem of my own.
4. I write my poem with their help.
5. I proofread it for corrections.
6. I present it to my teacher, and share it with my classmates.

THEME 4:SIMPLE SENTENCE SIMPLE AND COMPLETE SUBJECT

I INITIAL ACTIVITIES

1. We sit in a semicircle and listen carefully while the teacher reminds us about what the subject is in a sentence.

2. We identify the subjects in these sentences and separate them from the predicate.

- The green turtle swims in our ocean.
- Bad people go to jail.
- The little animals jumped about in the rain.
- The tiny creature leaps away from attackers.
- Lazy children sleep a lot.

4. We write them in our notebook and present it to our teacher.

5. We copy the following concepts in our notebook.

Every sentence has a subject part and a predicate part. The subject part names whom or what the sentence is about. The subject part is also called complete subject, and it can be more than one word.

Ex. **Three green frogs** hop along the ground.

Frogs with webbed feet swim under water.

These are complete subjects.

Simple subject is the main word or group of words in the complete subject.

Ex. Three green frogs and Frogs with webbed feet are complete subjects.

FROGS is the main word in each complete subject. Therefore FROGS is the simple subject.

I DEVELOPMENT ACTIVITIES

1. I transcribe the following sentences in my note book and

Identify the complete subject then underline the simple subject:

- Hungry dogs bark constantly.
- My parents were living in San Juan del Sur.
- Her friends gave her some vegetables.
- Heavy white smoke came from the house on fire.

2. I proofread my work and make possible corrections.

3. I present it to my teacher.

4. I share it with my classmate.

5. In group we converse about what is Simple subject and what is Complete subject.



6. We notice the drawings and make a sentence with each one of them.

7. We write it in our notebook.

8. We identify the subject in the sentence.

9. We separate the subject from the predicate.

10. We circle the simple subject in the complete subject.

11. We proofread the subjects.

12. We present it to our teacher.

III APLICATION ACTIVITIES



1. I share what I learned about simple and complete subject with my family.

2. I ask for their help to make more sentences of my own and identify the simple and complete subject.

THEME 5: VERBS IRREGULAR VERBS

INITIAL ACTIVITIES

1. We sit in semicircle and learn about Irregular Verbs and how to use them in our daily activities in oral and written form.
2. We listen while the teacher asks us:
 - Can you tell the difference between Irregular verb and regular verb?
3. The teacher asks us to write 3 Irregular verbs in our notebook.
4. Share it with the rest of classmates.
5. I write the reminder in my notebook.

Remember that:

When forming the past tense of an Irregular Verb do not add “**d** or **ed**” as in the case of Regular verbs.

Some Irregular verbs form their past tense by simply changing one vowel. Some form it by changing their spelling completely.

Ex. IS changes to WAS. DRINK . . . DRANK RUN . . . RAN

Some stay the same in present and past.

Ex. BET . . . BET CUT . . . CUT PUT . . . PUT SET . . . SET

II DEVELOPMENT ACTIVITIES

1. I copy the following list of Irregular verbs in my notebook.

PRESENT TENSE	PAST TENSE
eat	ate
see	saw
fly	flew
read	read
sing	sang
drink	drank
write	wrote
do	did
swim	swam
begin	began
buy	bought

1. Complete the sentences underlining the correct form of the irregular verb in its past tense.

- The party (began, begin) late.
- Jack (come, came) back early yesterday.
- She (ate, eat) all of her food.
- The president (speak, spoke) to his people.
- The grass (grow, grew) fast.
- We (saw, see) her last night.
- They (sing, sang) a pretty song.

3. I proofread my work and correct errors.

4. I present it to my teacher.

5. I share my work with my classmates by reading the correct answers.



In Pair

6. We copy the Irregular verbs below and form our own sentences.

- a) (lay) _____
- b) (come) _____
- c) (ring) _____
- d) (do) _____
- e)(be) _____
- f) (sit) _____

7. We write them in our notebook.

8. We comment about them and make corrections.

9. We present our work to our teacher.

10. We share them with the rest of our classmates.

III APPLICATION ACTIVITIES



- 1. I share with my family what i learned about forming Irregular verbs.**
- 2. With the help of my family I make sentences of my own using Irregular verbs.**
- 3. I present them to my teacher for corrections.**
- 4. I share them with my classmates.**

THEME 6: COMPOSITION

I INITIAL ACTIVITIES



1. In group, we listen attentively to our teacher as she/he ask us question about the theme of composition
- Who knows what a composition is?

- What is the first thing you must do to make a composition?

2. We raise our hands to give the answer about composition.

3. I give my answer to my teacher.

4. I read the following steps to write a composition.

Steps to write a composition

- Choose a subject.
- Think or read all you could about the subject.
- Make a list of details.
- Identify the main ideas.
- Arrange the ideas and details in logical order.
- Add or take off details as necessary.

WRITING THE FIRST DRAFT

- Write the introductory paragraph.
- Write the body paragraphs
- Write the conclusion paragraph.

REVISING

- Proofread and review where necessary.
- Proofread the composition
- Make a final copy.

5.1 copy the steps and concept into my notebook.

Composition is the presentation of information through several paragraphs that are organized into a particular structure with introduction, a body and a conclusion.

II DEVELOPMENT ACTIVITIES

1. We read and analyze carefully the example of an outline.

OUTLINE (horse)

I. THEIR ORIGIN

Came from America

II THEIR USE

Domestic animal used for riding.

III PHISICAL APPEARANCE

Long head, big eyes, small and sharp ears

Strong limbs,

IV. MOVILIZATION

Fast runners and jumpers

V. EATING

Colts drink milk

Adults eat grass.

VI. Reproduction

Pregnancy last approximately eleven months.



2. I read the following Composition carefully

HORSE

It is said that horses had their origin in America, over some sixty million years ago and were different from these existing today.

A horse is one of the domestic animals that has given the most service to man throughout human history.

With the help of horses, the Romans extended their empire through Europe and the North of Africa.

They have long heads, big eyes, long and sharp ears, strong limbs and beautiful long tails.

Their strong limbs enable them to jump and run fast in a race.

When they are young (colts) they nourish with milk, and when they become adults they eat grass.

Their pregnancy last for a period of eleven months giving birth to just one colt.

Horse is one of the most wonderful animals that exist in the world.

3. I select the theme “Women’s roll”.

4. I make an outline for my composition following the example above.

5. I write my first draft.

6. I make my composition.

7. I proofread it and make corrections.

8. I present it to the teacher.

9. I rewrite it in my notebook and share it with my classmates.

III APPLICATION ACTIVITIES



1. I share what I learned about composition with my family.

2. With their help I make another composition with a different theme.

3. I present it to my teacher.

THEME 7: PUNCTUATION MARKS HYPHEN , DASH, PARENTHESES

I INITIAL ACTIVITIES

1. We sit in semicircle and listen while the teacher asks us where and when you use **Hyphen**.

2. We notice the sign the teacher writes on the board that represents a **Hyphen. (-)**

3. I read the following reading using Hyphen:

- She gave me six hundred **twenty-five** Córdoba.
- Mr. Frank Hodgson was an **ex-mayor** of Bluefields.
- They sold us a **well-designed** engine.

4. I analyze the sentences and learn how to use Hyphen.

5. I copy the rules for using hyphen in my notebook.

HYPHEN is used to divide a word at the end of a line. Between pronounceable words. One-syllable words should never be divided.

Example: in-dustry com-mittee idol-ize

Use Hyphen to spell compound words (two words)

Example: He had ninety-nine sheep.

- The ship sank in the mid-Atlantic Ocean.

II DEVELOPMENT ACTIVITIES



1. I read the following sentences and identify each word that **Should be hyphenised.**

- The lady gave me fortyfive minutes to reach the goal.
- My grandmother is just seventyfive years old.
- She is my sisterinlaw.
- James is our excouncil of Colombia.
- Tom doesn't likes his motherinlaw.

2. I rewrite the sentences in my notebook and place hyphen between words.

3. I review my work and make possible corrections.

4. I present it to my teacher.

5. I write them on the board for my classmates to see.

6. I make sentences of my own and use hyphen in each one.

7. I write text with hyphenised words.

8. I proofread it.

9. I present it to the teacher for correction.

I share it with my classmates.

III APPLICATION ACTIVITIES



1. I share everything I learned about Hyphen with my family.

2. I share my work with them and prepare a text with their help.

I INITIAL ACTIVITIES

1. In group, we sit and listen carefully while the teacher writes a Dash on the board and ask us:

- Who knows what a dash is?
- When do we use a dash?

2. We copy in our notebook when we use a dash.

DASH

- ❖ Use dash to indicate a sudden stop or abrupt break in a thought.

Example: The poor situation of our country_ affects everyone in our community_ who wants to make a living.

- ❖ Use a dash to set off material that would carry parenthesis.

Example: Very few students in this class _three to be exact_ might not be able to finish high school.

- ❖ Use dash to mean namely, in other words, that is, and similar expressions.

Example: She goes to church for one reason she loves to sing.

I admire him for only one thing he could dance.

II DEVELOPMENT ACTIVITIES



1. I read the rules for using dash carefully more than once to learn them and apply them in making text.

In group of three

2. In group of three we transcribe the following text in our notebook, and place the dash where they belong.

- Sometimes it's good to be careful not too confident.
▪ _____.
- You may stay if you wish to do so.
▪ _____.
- Several people got hurt five to say something.
▪ _____.
- I drink coffee, soda and some look at those two birds over there.
▪ _____.
- Sandra, Joan and Martha Lee are friends since last year.
▪ _____.

III APPLICATION ACTIVITIES



1. I share everything I learn about using dash, with my family.

2. I share my work in my notebook with them.

3. With their help, I make text of my own, applying dashes.

4. I proofread my work and correct it, before presenting it to my teacher.

5. I present it to my teacher.

6. I share it with my classmates.

PARENTHESES

I INITIAL ACTIVITIES

- The teachers tells us about what is a parentheses
2. We notice the example that she/he puts on the board for us to see.
 3. The teacher asks:
 - Who can tell when a parenthesis is used?
 4. We notice the examples in the text and analyze them to understand the use of parentheses.
 - Robert Tillman (1843-1912) is remembered for his hard work.
 - Commandant Zero (whose real name is Eden Pastoral) fought for our country.
 - Mother usually repeats her favorite question ("Is that really necessary?")
 5. I copy the use of parentheses in my notebook.

PARENTHESES

Is used to enclose information or explain matters that is added to a sentence but is not considered of importance.

II DEVELOPMENT ACTIVITIES



1. I transcribe these sentences below in my notebook and place parenthesis where they belong.

- Dayne Stanley 1826 – 1997 was killed by his own soldier.
- Dayana always says “who will take my place when I’m gone?”



2. In groups of three we get together and think about a theme we can use to make paragraph.

3. We Write a paragraph about our community using parenthesis, hyphen and dash.

4. We proofread it, then make possible corrections.

5. We present it to my teacher.

6. We share it with my companions.

7. We write it on wallpaper and stick it on the wall.

III APPLICATION ACTIVITIES



1. I share what I learned about punctuation marks with my family.

2. I show them my work done in my notebook.

3. With their help, I write a paragraph containing the punctuation marks in study.

4. I proofread it and make possible corrections, then present it to my teacher.

THEME 8: MY SCHOOL PROJECT

INITIAL ACTIVITIES



1. We sit in group and listen to the teacher then answer the following questions:

- What do you know about school project?
- What importance does a school project have in my learning process?

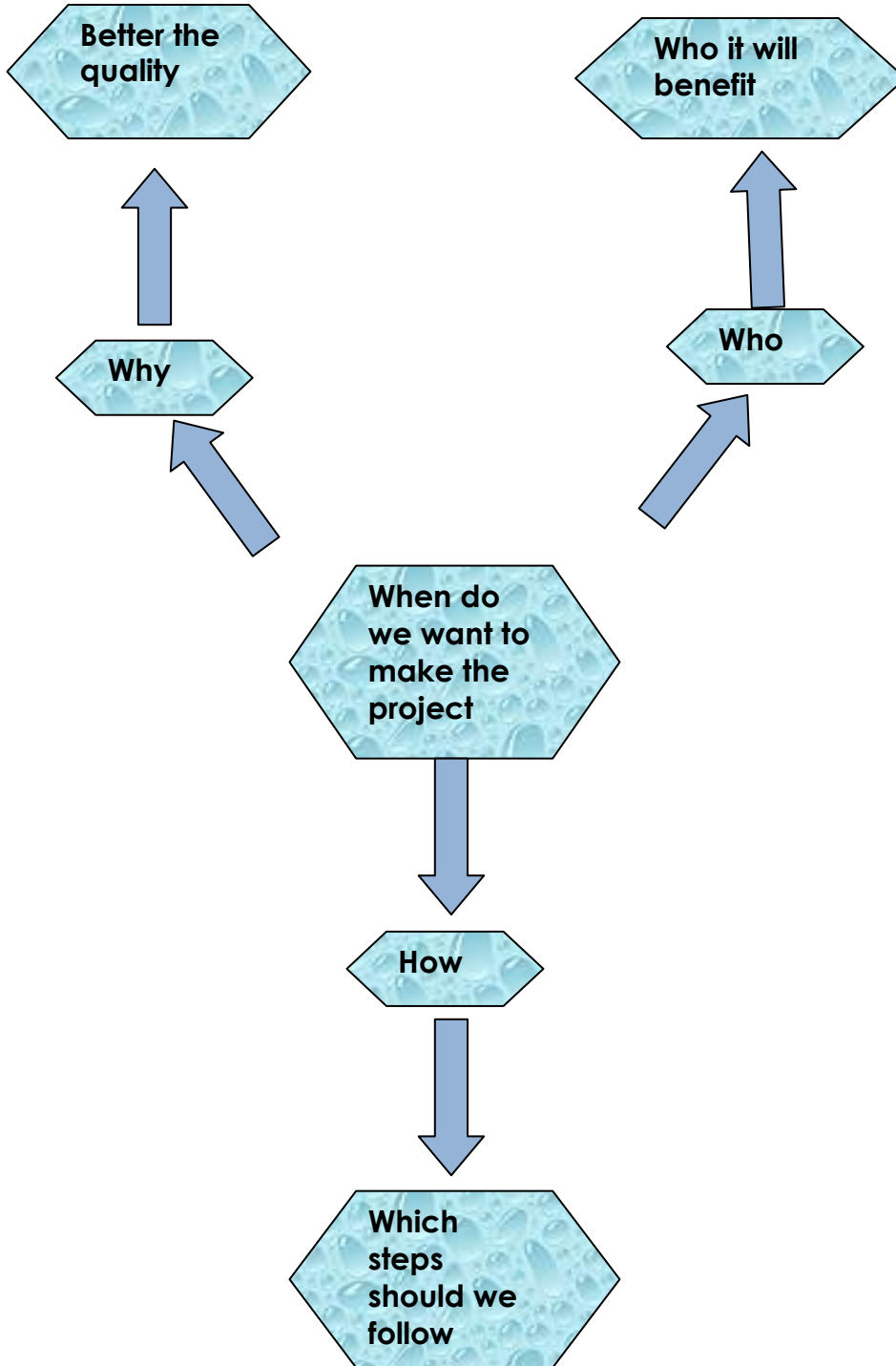


2. I share my opinion with my classmates.

We must remember that:

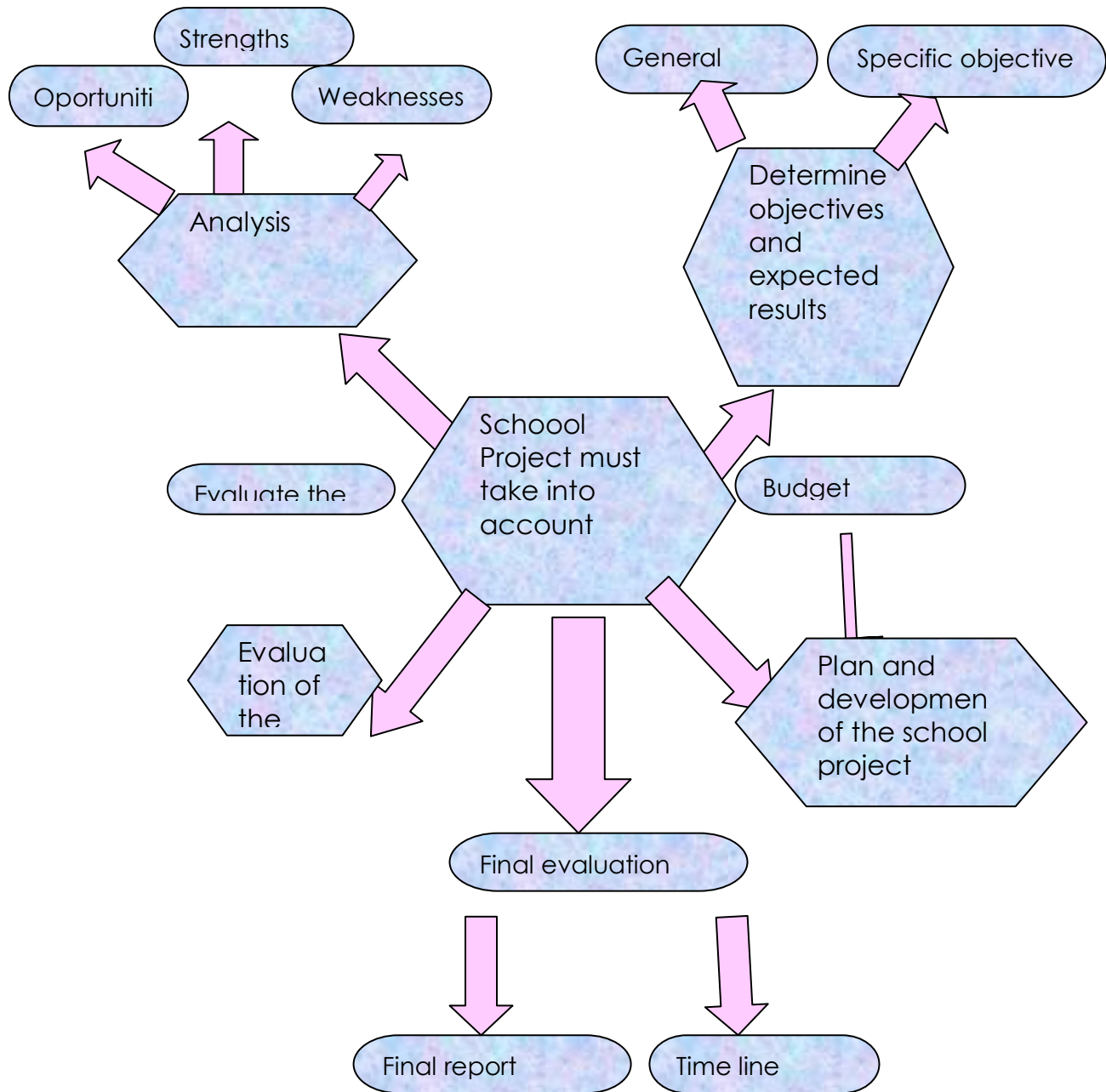
A school Project is a planning technique used in a school to better the quality of teaching and function in a school.

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



2. What I need to know about the school project.

- Read the follow information.
- Listen the explanation that the teacher give



II DEVELOPMENT ACTIVITIES

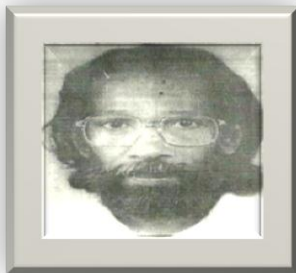
1. The teacher intends to carry out the following project with Fifth Grade's students within a period of two months, getting to know the life and works of the Poet Ronald Brooks Saldaña. In consensus, the students realize that they know very little about the poet. Therefore, they will read about his work. This will activate previous knowledge about poems, better the mental process such as attention, visual capacities, and interest for literature.

2. In this project the final documents will be:

- A mini exposition with: Photograph of Ronald Brooks
- Bibliography used in the investigation (books of fiction and knowledge, arts encyclopedias, magazines, information taken from Internet.)
- Poems
- An "Arts Critics"
- An essay about the poet and his work.
-

2. 2 As we always have to start from what we know

The students will read orally and loudly, afterwards in silence. Encourage the students to ask questions in an atmosphere of confidence and mutual support with the purpose of activating the goal they are pursuing, We do brain storming in group using the list of questions that we have gathered.



Here's a poem.

"Labyrinths"

"When we sometimes see each other
Never no never must we stop seeing each other
Because we had never seen before
From the beginning when you had not existed
And I had not my eyes placed nor in my face
Nor elsewhere."

2.3 What do we want to know?

- We want to know why the poet talks about the eyes in his face.
- Why will we stop seeing each other?
- Where did he live, and why weren't his other writings published?
- When was he born? When did he die?

2.4 How can we get information?

- By reading Labyrinths, modern literatures, searching in internet.
- Visiting libraries, asking questions to the older members of the family who have already read his writings.
- Due to the ages of these students, the teacher plays an important role as source of information.
- The Bibliographic Card from which they will work together is all about furnishing tools for cognitive goals. As competent readers we not only locate and recuperate information but develop competence as to where and how we can apply strategies of reading.

This chart is provided to work with these three sections.

What do I know?	What do I want to know?	Where can I be informed?
He's a poet.	What kind of student was he?	In books and from people that knew him.

2.5 Locating and trying to retrieve information, we select the documents in [Wikimedia Commons](#)

Entails multimedia contents about [Ruben Dario](#).

2.6 Communicate the information.

- We prepare a mini exposition and show it to students of other classes.
- A little girl reads the poem "Labyrinths" and a little boy reads the life of Ronald Brooks, to some students from first grade and other grades.
- We share our opinions.

APPLICATION ACTIVITIES



1. I share with my family what I learned about the poet and writer, Ronald Brooks.

2. I comment and which one of his writings I liked, and why?

- Omen
- Dictionary

Bibliography and resources used.

UNIT N°- III: LET´S EXPRESS OUR OPINIONS



THEME I: DIALOGUE

I INITIAL ACTIVITIES



1. We sit and listen attentively as the teacher reminds us of what we learned about dialogue in previous classes.

2. We remember that:

Dialogue is a conversation between two or more persons. A dialogue can be either in oral or written form.

3. The teacher asks us to give our opinion about drugs.

4. I give my opinion.

5. I share my knowledge about drugs with my teacher and classmates.

6. I talk about the users' behavior.

II DEVELOPMENT ACTIVITIES



2. We sit in group of three and converse about the situation of drugs in our community.

3. We share our knowledge about drugs with each other in the group.

4. We prepare a debate about the situation of drugs in our community.

5. We assign parts of the debate to members of the group.

5. Each one writes his/her part in our notebook.

6. We proofread it in group.

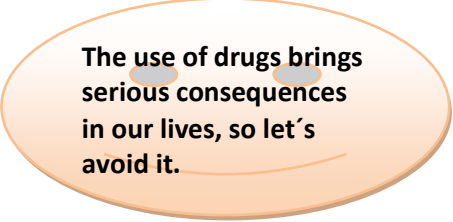
7. We share it with our teacher for corrections.

8. We present it orally in front of our classmates.

9. We listen carefully to the opinions and comments of the rest of our classmates.

10. We take into consideration their opinions about the theme.

11. Let's remember that:



The use of drugs brings serious consequences in our lives, so let's avoid it.

1. I make an interview with someone who consumes drug in my community.

I ask him/her about:

- What caused him/her to fall in the use of drugs?
- What does he/she feels under the effect of drugs.
- Ask them to share an experience they had, whether good or bad.
- How did he/she manage the situation?
- Any advice they would like to share with non-drug users.

2. I write in my notebook all the information I receive.

3. I organize them orderly.

4. Prepare a drama with the information that I gather.

5. I proofread my work.

6. I invite two or three classmates to participate with me in the dramatization.

7. I assign each person their part.

8. Each person makes sure he/she understands the role they play in the drama.

9. Present the drama to the teacher for approval.

10. Practice together.

11. Present the drama for the rest of classmates.

12, Ask for comments on the presentation.

In pair



1. We sit in pair and do brainstorming to create a text about the environment of our community and region.

2. We create the text and proofread it.

3. We make necessary corrections.

4. We write it down in our notebook.

5. We present it to our teacher for corrections.

6. We rewrite it in form of a dialogue.

7. We present the dialogue to our teacher.

8. We dramatize the text.

III APPLICATION ACTIVITIES



1. I share what I learned about use and consequences of drugs with my parents.

2. I share the experience I heard in my interview.

3. I share what I learned with my friends in the neighborhood.

4. I talk to some of the drug addicts in my community with the purpose of helping them, accompanied by my parents.

5. I create messages with drawings and place them on the walls of public places in my community for the drug addicts to read.

6. I share what I learned about the environment of our community and region with my family.

7. I make educational messages and drawings and present it to my teacher for corrections.

8. I make educational posters and place them around in visible places for everyone to read.

THEME 2: SUMMARY

I. INITIAL ACTIVITIES

1. We sit in semicircle and listen to our teacher as she/he introduces our new content **“summary”**

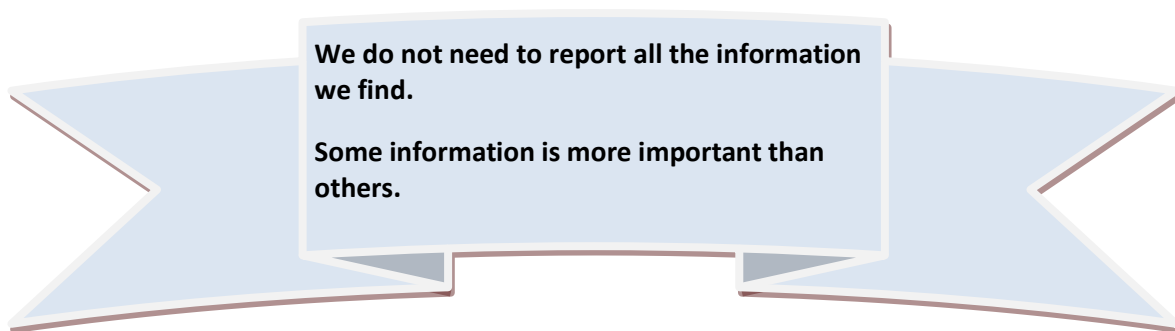
2. The teacher asks:

- What is a summary?
- What does a summary tell us?
- Where can we get information to make a summary?

3. I share my answer with my teacher.

4. I write in my notebook all that the teacher explains about the topic.

5. Remember:



A summary paragraph tells us only the most important information about a subject.

II DEVELOPMENT ACTIVITIES

1. Remember the first thing you should do is:



3. EXAMPLES:

News Article

Bike riders must obey all traffic signals as if they were driving a car. They must ride in the same direction as the traffic. Riders should use traditional hand signals: left arm up for a right turn, arm straight out for a left turn, and arm held downward to signal a stop. Riders should stay close to a curb. There should never be two riders on the same bicycle. At crosswalks, riders should always give walkers the right of way.

Interview

Q: what should a bike rider never do?

A: A rider should never let a second person sit on the handlebars. It is not safe.

Q: What else should a rider avoid?

A: It is very dangerous to hop a car to ride on the back.

Q: Does a bike rider need to obey traffic signs for cars?

A: A bike rider should always observe all traffic rules.

Q: What is the most important features on a bike?

A: It is important that brakes, lights, and horn work.

1. I Notice the examples ahead and copy them in my notebook to follow and make one on my own.

2. I read news paper, magazine and make interview to take out a topic for my summary.

3. I choose one topic from among all that I read or hear about.

4. I write the article that I read, in my notebook.
5. I make an interview with someone about the same topic.
6. I make a summary from the article and the Interview.
7. I write the summary in my notebook.
8. I proofread it.
9. I present it to my teacher for corrections.
10. I rewrite it on a wallpaper and present it in front of the class.

III APPLICATION ACTIVITIES



1. I share everything I learn about making a summary with my family.
2. I share my summary with my family.
3. With the help of my family I gather information to make another summary.
4. I proofread it and make corrections.
5. I present it to my teacher.
6. I share it with my classmates.

THEME 3: DESCRIPTION

I INITIAL ACTIVITIES



1. We sit in semicircle and listen carefully while the teacher tries to find out what we know about a **DESCRIPTION**.

2. The teacher asks:

- What is description?
- Is description the same as Narration that you saw in a previous theme?
- Who can make a description about anything at this moment?

4. I write the answer first in my notebook, then answer what I know about the difference between **description** and **narration**.

4. I remember that:

Narration is to tell a story or describe a series of events in a logical order. It tells about an incident or an anecdote.

Description means that the person points out characteristic or action of person, place, things, etc. It tells how they are.

II DEVELOPMENT ACTIVITIES



1. We form groups of three and make a description of an addict's behavior.
2. We try to get near to an addict and observe his/her behavior.
3. We investigate what he/she is addicted to.
4. We apply brainstorming procedure.
5. We interview experts from institutions or organizations that are involved to get the needed information.
6. We make a text describing their behavior and characteristics.
 - They always pass through the same place. (street, house, same color of house)
 - Way of dressing.(always dirty most of the time)
 - Their companions. (Always together.)
 - Does whatever it may take to get their drug at least every two to two and a half hours) etc.
7. We write it in our notebook.
- 8 We proofread all the information we gather.
9. We present it to our teacher.
10. We share it with our classmates using a roundtable technique.
11. We dramatize the theme in front of our classmates.



III APPLICATION ACTIVITIES



1. I share what I learned with my family about an addict.
2. I share the experiences that we heard, with them.
3. I talk with drug addicts, in company with my friends or family, to try to convince them to give up that kind of living.

THEME 4: ROOT WORDS WITH ADDED ELEMENTS (PREFIX AND SUFFIX)

I INNITIAL ACTIVITIES

1. We sit in semicircle and listen to our teacher as he/she asks:

- Who can say what prefixes are?
- Could you give one or two examples?

2. I share what I know with my teacher and rest of classmates.

3. We sit and listen to the teacher as he/she explains to us what a prefix is.



4. I write the meaning of certain prefixes in my notebook.

PREFIX	MEANING	EXAMPLES
Uni	One	Unicycle (one wheel)
Mono	One, single	Monolingual (one language)
Bi	Two, twice	Bilingual (two languages)
tri	three	Triangle (three angles)
inter	between, among	International (among nations)

A prefix is a letter or group of letters added to the beginning of a word.

II DEVELOPMENT ACTIVITIES



1. I notice the words below and see how the prefixes are highlighted.

PREFFIX

o verflow	pre pay	re write	post date	un do	un happy
------------------	----------------	-----------------	------------------	--------------	-----------------



1. I transcribe the following exercises in my notebook and solve the exercises.

2. I divide the words separating the **prefixes**.

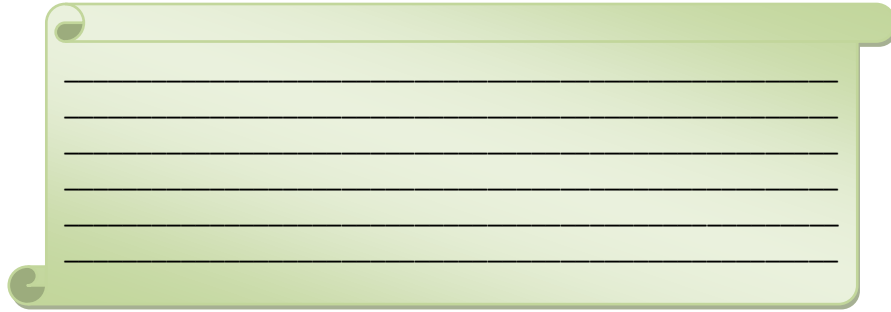
- a) unseen _____
- b) rewrite _____
- c) displease _____
- e) untie _____
- f) bisexual _____
- g) underestimate _____



1. I copy the following **prefixes** in my notebook and investigate the meaning of each one.

- Under: _____
- Pre: _____
- Re: _____
- Over: _____
- Com: _____
- Post: _____

3. I form words with each **prefix**.
4. I make a sentence with each word
5. I write them in my notebook.



6. I proofread them.
7. I present them to my teacher.
8. I share them with my classmates.
9. I notice the examples in the box below:

Thank + **full** = thankful

help + **less** = helpless

reck + **less** = reckless

Attract + **ive** = attractive

comfort + **able** = comfortable

sad + **ness** = sadness

Suffix is a letter or group of letters added to a word to form another word. Adding suffix to words always changes the meaning of the word.

Some suffixes are: full, less, ive, or able

11. I write the words given below in my notebook and form words by adding suffixes to each one.

- a) good _____
- b) help _____
- c) right _____
- d) pain _____
- e) skill _____
- f) suit _____

12. I make a sentence with each word form by adding a suffix.

13. I write them in my notebook.

14. I present it to my teacher.

15. I share them with my classmates.



1. I observe the following prefixes and suffixes.

in direct	dis honor	im partial	un thankful
comfort able	right ful	help less	friend ship

16. I copy the following exercises in my notebook.

17. I write each prefix and suffix where they belong.

- a) dismiss
- b) helpless
- c) uniform
- d) degrade
- e) expensive
- f) illegal
- g) originate
- h) incorrect
- i) unable
- j) homeless

PREFIX	SUFFIX

18. I proofread my work.
19. I present it to my teacher.
20. I share it with my classmates.

III APPLICATION ACTIVITIES



1. I share all that I learn about prefix and suffix with my family.
2. I share my work with them.
3. With their help I redact text with prefix and suffix.
4. I identify the derivatives (prefixes, suffixes)
5. I write it in my notebook.
6. I proofread it.
7. I present it to my teacher.
8. I share it with my classmates.

THEME 5: ADVERB OF TIME AND PLACE

I INITIAL ACTIVITIES

1. We sit and listen attentively while the teacher asks:

- Who knows what an adverb is?
- Could you give me an example of an adverb of time?
- How many types of adverbs do you know?
-
- Could you give me an example of an adverb of place?

2. After listening to the explanation our teacher gives, I share my knowledge about adverb with my classmates.



3. We sit in pair and make a list of words that we consider to be adverbs.

4. We copy them into our notebook.

5. We proofread them to see if they are correct.

7. We present it to our teacher for corrections.

8. We share it with our classmates writing them on the board.



I learn and copy in my notebook that:

Adverb is a word used to modify a verb, an adjective, or another adverb.

Adverb tells how, when, where, or to what extent the action of the verb is done.

Many adverbs end with “ly”

II DEVELOPMENT ACTIVITIES



1. I notice the following examples of words that tells time, when and place:

Adverb (time)	Adverb (place)
Today	Away
Tomorrow	There
Next year	Here
Tonight	Far
Next week	Together
Now	Backward
Later	Everywhere
afterwards	above



2. I write them in my notebook.

3. I copy the following exercises in my notebook and complete the sentences.

1. She will reach to class _____.(time)
2. We will sit _____ in class. (Place)
3. They will travel _____(time)
4. I need my money _____(time)
5. The car was moving _____(place)

4. I complete the sentences in my notebook.
5. Check it over to see if there is any mistake.
6. I exchange my work with a classmate to be corrected.



1. I read the following text and identify words that indicate adverbs of time and place.

Yesterday I saw some birds flying over my head, and I thought, if it would only land over here, then I would catch it and give it a place to sleep until tomorrow or later in the week. These birds usually travel here, there and everywhere.

They always travel far, so they will not return until next week or next year.



1. I copy the reading into my notebook.

2. I analyze the text and identify the adverbs.

3. I underline each adverb of place and circle each adverb of time.

4. I proofread my work.

5. I present it to my teacher.

6. I share my work with my classmates.



1. I write a text using adverb of place and time.

2. I proofread my text and make possible corrections.

3. I present it to my teacher.

4. I write it on wallpaper.

5. I share it with my classmates.



1. I copy the following sentences in my notebook and classify them.

SENTENCES	WHEN	WHERE
a) She was here yesterday.		
b) I will sit over there.		
c) We will reach early tomorrow.		
d) Right now it's raining everywhere.		
e) They like to travel far.		

2. I review the sentences and make corrections.

3. I present them to my teacher.

4. I share it with my classmates.

III APPLICATION ACTIVITIES



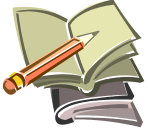
1. I share everything I learn about adverbs of place and time with my family.

2. I ask their help to make another text of using adverb of time and place.

3. I Write it in my notebook and present it to my teacher.

THEME 6: LET'S WRITE APPLICATION LETTERS, JOB, PERMISSION, SCHOLARSHIP,

I INITIAL ACTIVITIES



We sit in semicircle and listen as the teacher explains how to make an application letter.

1. I write the parts of a letter in my notebook to study them.
2. I write that:

The parts of an application letter are:

- ❖ Heading
- ❖ Inside address
- ❖ Greeting
- ❖ Body
- ❖ Closing
- ❖ Signature



3. Remember that:

A letter should be clean, presentable, brief and clearly written.

II DEVELOPMENT ACTIVITIES



1. In pair we sit and analyze the function of each part of a letter.

- **Heading**: The heading includes the writer's address and the date.
- **The inside address**: Carries the name and address of the person receiving the letter.(Written at the left side of the letter.
- **Greeting**: (a) To companies use the greeting Dear (name of the company) (b) To a person use Dear Mr./Mrs. (name). Put a colon (:) after your greeting.
- **Body**: The body of your letter should be business-like, clear and polite. Indent each paragraph.
- **Closing**: The correct closing is: Yours truly or Very truly yours. Place a comma after the closing of the letter.
- **Signature**: Write your full name under the closing.
- Type your full name under the closing.
- Write your signature with pen between the closing and your name.

2. We comment about the function of each part.



1. I read and analyze the example of each type of application letter.

PERMISSION

Heading →	Bluefields, October 14, 2010
Inside Address →	Mr. Mario Taylor, Manager Pesca Fresca S.A. Santa Rosa Neighborhood Bluefields
+	
Salutation →	Dear Mr. Taylor:
(Greeting)	I have an emergency and need to be off my job for a few days. I will be returning as quick as possible to continue
Body →	I thank you for your comprehension.
	Yours truly,
Closing →	Jane E. Smith Jane E. Smith
Signature →	

2. I Follow the example of a permission letter above and redact one of my own.
3. I write it into my notebook.
4. I proofread it and make corrections.
5. I present it to my teacher for correction.
6. I share it with my classmates.

JOB APPLICATION

Bluefields
September 13, 2010

Mr. Norton Miller
El Gallo Enterprise
Central Neighborhood
Bluefields

Dear Mr. Miller:

I have learned that a vacancy exists in your Sales Department for the Month of December . Please consider me as an applicant for this position.

I am twenty-three years old and recently graduated from Horatio Hodgson High School in this City of Bluefields. I speak English and Spanish fluently.

May I have a personal interview at your office? My telephone number is 25721001.

Very truly yours,

Robert L. Savage

Robert L Savage

8. I follow the example above and write a job application letter.

9. I write it in my notebook.



10. I proofread my letter and make corrections.

11. I present it to my teacher.

12. I share it with my classmates.



1. With the help of my teacher I make a scholarship application letter.

A large rectangular box containing several horizontal lines for writing. The lines are arranged as follows: two lines on the right side, three lines on the left side, a long line followed by four shorter lines in the center, a line ending in a period on the left, a long line ending in a period in the center, and two lines on the right side.



2. I write my letter in my notebook.

3. I make necessary corrections.

4. I present it to my teacher.

5. I transcribe it on a wallpaper and present it to my classmates.



Remember that:

We must be neat and orderly in our work.

Our letters should be brief, clear and cordial.

III APPLICATION ACTIVITIES



With my family.

- 1. I share everything I learn about making the different kinds of application letters with my family.**
- 2. I share my letters with my family.**
- 3. With the help of my family I write more letters of each type.**
- 4. I write them in my notebook.**
- 5. I proofread each one and make necessary corrections.**
- 6. I present them to my teacher.**
- 7. I transcribe them on wallpaper and place them on the wall.**
- 18. I share each one with my classmates.**

THEME 7: WE LEARN MORE ABOUT PREDICATE COMPLEMENT DIRECT OBJECT - INDIRECT OBJECT

I INITIAL ACTIVITIES



1. We sit in group and listen carefully when the teacher refreshes our memories by asking us the following questions about sentence :

- Which are the two main parts of a sentence?
- What is the subject in a sentence?
- What is the predicate?
- What is a direct object?
- What is an indirect object?

2. We raise our hands to participate in answering the questions.



3. I copy the concept of direct and indirect object in my notebook.

A direct object receives the action of the verb or shows the result of this action. It answers the question WHAT? Or WHOM? After an action verb.

Ex. The storm delayed the **plane**. (Delayed what? Plane.)

My mother bakes her own **bread**. (Bakes what? Bread.)

An indirect object comes before the direct object and tells to whom(or what) or for whom (or what) the action of the verb is done.

Ex. The teacher gave **Frank** some good advice. ←

We made **ourselves** some rice and beans.

Note: An indirect object is rarely found without a direct object.

II DEVELOPMENT ACTIVITIES



1. Alone, I read and analyze the exercises below.
2. I transcribe them in my notebook and make them.
3. I analyze them and identify the direct object and indirect object.
4. I underline the direct and indirect object in the sentence.
5. I write (d.o.) if it's direct object.
6. I write (I,o,) if it's indirect object.

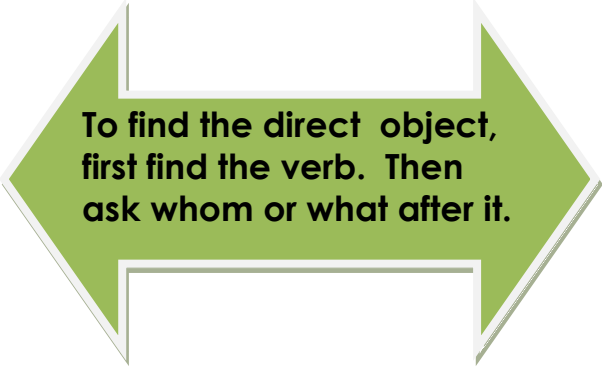
Written exercise:

- a) The president gave him the prize.
- b) We dug a hole.
- c) Jane wrote the story.
- d) Carlos saw the movie.
- e) Sandra washed the clothes.
- F) Dayane sewed Milton a pants.
- g) They baked me a cake.
- h) We told Dina a story.



Remember:

7. I proofread my work.
8. I present it to my teacher for correction.
9. I share it with my classmates.



**To find the direct object,
first find the verb. Then
ask whom or what after it.**



1. Alone, I make sentences of my own.
2. I think on words to make a sentence.
3. I find the verb first, then I find the direct object.
4. I I ask myself whom? or what?
5. I put the words together and form the sentence.
6. I recognize the direct object in the sentence.
7. I write them into my notebook.
8. I proofread them.
9. I share them with my teacher.
10. I share them with my classmates.

III APPLICATION ACTIVITIES



1. I share what I learned about direct and indirect object with my family.
2. I share with them the work that I did.
3. With the help of my family, I make a text, applying direct and indirect object.
4. I write them in my notebook.
5. I proofread them and make corrections.
6. I present it to my teacher.
7. I share it with my classmates.

THEME 8: LET'S LEARN AND USE COMPOUND WORDS SPEAKING AND WRITING.

I INITIAL ACTIVITIES

- 1. We sit in semicircle and listen while the teacher explains about compound words.**
- 2. I raise my hand to participate. I answer the question.**
 - Who knows what a compound word is?
 - Who can give two or three examples?



- 3. I write five compound words in my notebook.**
- 4. I proofread the words to verify their spelling.**
- 5. I write them on the board.**
- 6. I read them to my classmates.**



- 1. I listen carefully while the teacher reads the concept of compound words**
- 2. I write it in my notebook.**

**Compound words are the one made up of two simple words joined together to form a new word with a new meaning.
Ex. Bride-maid = Bridesmaid tooth-paste = toothpaste**

II DEVELOPMENT ACTIVITIES



1. In pair we brainstorm and make a list of compound words.
2. We write them in our notebook.
3. We verify words using a Dictionary.
4. We make the correction according to what we find in the dictionary.
5. We write them on the board to share with our teacher and classmates.
6. We notice the words that our classmates write on the board.
7. We copy them in our notebooks.



Remember:

**you must always read carefully before writing.
Your work must always be neat, clean and presentable.**

1. I copy the following exercises in my notebook and make them:

A

- a) Book
- b) Tooth
- c) Pillow
- d) Butter
- e) Air

B

- fly
- bag
- plane
- paste
- case

- 2. I join the words from group "A" with words from group "B" to form compound words.
- 3. I verify in the dictionary if the words are correct.
- 4. I make a sentence with each one of the compound words formed.
- 5. I copy them in my notebook after proofreading them.
- 6. I present it to my teacher.
- 7. I share them with my classmates.

IN MY NOTEBOOK



1. We form two groups “A” and “B”
2. We do brainstorming to form compound words and use them to make a competition between the two groups.
3. The members of each group write a compound word on the board.
4. The teacher makes the correction.
5. The group that wins, writes their words on a wallpaper and place it on the wall for the rest of classmates to see.

1. I make a text using the compounds words that were written on the board.
2. I write it in my notebook.
3. I proofread it and make corrections with the use of a Dictionary.
4. I present it to my teacher.
5. I share it with my classmates.

III APPLICATION ACTIVITIES



1. I share all that I learn about compound words with my family.
2. I share the new words that I learned with them.
3. I share my text with my family.
4. With their help I make another text.
5. I write it in my notebook.
6. I proofread it and make corrections.
17. I present it to my teacher.
8. I share it with my classmates.

UNIT IV:

WE ENJOY ACQUIRING NEW KNOWLEDGE



THEME I: LET'S LEARN MORE ABOUT IRREGULAR VERBS

I INITIAL ACTIVITIES



1. We sit in semicircle and listen to the teacher as she explains about Irregular Verbs.



2. We listen to the teacher as he/she asks the following question:

- Who knows why the verb is called Irregular Verb?
- Where is the irregularity?

3. I share my knowledge about irregular verbs with my teacher and Classmates.



4. I write five irregular verbs on the board.

5. The teacher corrects them on the board.

6. I Copy the reason of irregularity in my notebook.

They are irregular because they have a change in spelling in the past tense.

Example: Go (present) went (past) --- Not goed.

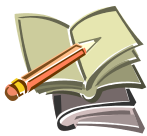
Eat (present) ate (past) -----not eated

THEME 2: LET'S LEARN TO ORGANIZE OUR MEETINGS.

I INITIAL ACTIVITIES



1. We sit in group and listen while the teacher explains to us about making an agenda.
2. We comment about what was said by the teacher about an agenda.



3. I read and copy the steps to prepare an agenda in my notebook.

AGENDA

PARTS OF AN AGENDA:

- Reading of minutes from previous meeting.
- Objective of the meeting.
- The points of the agenda to be carried out .
- Various
Different points that will be discussed.

II DEVELOPMENT ACTIVITIES



Remember;

1. There is no specific rule to prepare an agenda since it depends on the type of meeting, the characteristic of the participants and how often the meetings are held.

- **The points of the agenda should not be different from the theme assigned to be discussed in the meeting.**
- **Present just the necessary points to be discussed.**
- **Don't present more points than you could cover in the meeting.**
- **Avoid long discussions. Do not go over the time estimated for the meeting.**
- **Each point should be written in a descendent form.**
- **The general detail of an agenda must include the type of meeting to be held.**
- **The date of the meeting.**
- **The hour to begin and to end.**



1. We sit in group of three and analyze, then comment about how an agenda is used in a meeting.



2. I notice the following example of an agenda.

PARENTS MEETING

Date: September 20, 2010

Hour: 2:30 to 4:30 p.m.

Points to discuss:

- 1. Reading of the last minutes on August 17, 2010.**
- 2. Review the agreement between parents and teacher to better their attention to their children.**
- 3. Result of the last partial evaluation.**
- 4. Causes that contribute to failure once more.**
- 5. Measurement to be taken by teacher and parents towards students with low grades this third partial.**
- 6. Suggestion from parents about bettering the notes.**
- 7. Aspects that need more effort:**
 - **Students discipline in and out of the classroom.**
 - **Children`s punctuality and attendance.**
 - **Complying with assigned homework.**
 - **Teacher`s discipline in attendance and punctuality.**
- 8. Various points.**



3. I follow the example given of an agenda and plan a meeting.
- 4 I follow the example carefully and prepare my agenda.
5. I write it into my notebook.
6. I proofread it to make possible corrections.
7. I present it to my teacher for corrections.
8. I write it on a wallpaper.
9. I share it with my classmates.



III APPLICATION ACTIVITIES



1. I share what I learned about an agenda with my family.
2. I shar my agenda with my family.
3. With their help I organize another meeting and prepare an agenda for it.
4. I copy it in my notebook.
5. I proofread it and make corrections.
6. I present it to my teacher.
7. I share it with my classmates.

THEME 3: WE WRITE DOWN EVERYTHING NOT TO FORGET. (MINUTES)

I INITIAL ACTIVITIES



1. We sit in group and listen to our teacher when he/she explains to us about minutes.

2. In group we discuss these questions about minutes.

- What is a minutes?
- Who should take the minutes?
- Could you name some of the parts or elements?



3. I share my answers with my classmates and teachers.



4. I read carefully everything about minutes.



5. I copy in my notebook the concept of a minute.

CONCEPT

Minutes is keeping a record in writing of the happenings or agreements taken in a meeting or assemble.

II DEVELOPMENT ACTIVITIES



Remember

This type of documents are used in business meeting groups, syndicates, organizations and other meetings. The main objective is to leave a testimony about everything said and agreed on.



1. I copy the reminder in my notebook.

2. I copy the elements in my notebook and read them carefully.

ELEMENTS

- Number of meetings.
- City, local, time and date of session.
- Names of the ones that attended the meeting.
- Person who presided the meeting.
- Existence of quorum.
- Objective of the session.

3. We sit in group and read, then comment with our teacher about the example of minutes below.

MINUTE NO. 3

Bluefields, South Atlantic Autonomous Region. On Wednesday September 20, 2010 at 2:30 p.m. a third parents meeting was held in the fifth grade classroom of the Escuelita Santa Rosa School, with the parents. The objective was to discuss the result of the III partial evaluation.

This meeting was presided by the Principal, Lic. Sandra Artola, Teacher Maritza Jones, Secretary in charge.

The principal opened the meeting with a prayer and the teacher was asked to verify the attendance of the parents present and the quorum. Fourteen parents were present and 12 were absent, therefore we had quorum to carry out the meeting.

The secretary presented the Agenda

1. Reading of the last minutes on August 17, 2010.
2. Review the agreement between parents and Teacher to better their attention to their students.
3. Result of the last partial evaluation.
4. Causes that contribute to failure.
5. Measurement to be taken by teacher and parents towards students with low grades this third partial.
6. Suggestion from parents about bettering the notes.
7. Aspects that need more effort:
 - Students discipline in and out of the classroom.
 - Children`s punctuality and attendance.
 - Complying with assigned homework.
 - Teacher´s discipline in attendance and punctuality

8. Various.



4. We sit in group and continue reading the report with our teacher.

Article 1

Reading and agreement of the last report.

Article 2

Review the last agreement and compromise between parents and teacher.

- a) Better their attention towards their children.
- b) Give the help they need to improve.
- c) Work along with them.

Article 3

Principal gives report on the last partial evaluation.

Article 4

Teacher talks about what contributed to the low grades.

- a) Noncompliance with work in classroom, and home work.
- b) Very little interest in learning.
- c) Possible home problems.
- e) Indiscipline, inattendance, punctuality.

Article 5

Principal gave suggestion about measurement to be taken by the teacher and parents to better their grades in the coming partial.

Article 6

Parents gave opinions concerning ways to help the students better their grades in the coming partial.

Article 7

Principal spoke about aspects that need to be bettered.

- a) Keeping a good discipline in and outside the classroom.
- b) Attendance and punctuality.
- c) Complying with school work.
- d) Attendance and punctuality of the teacher.

Article 8

Various

The teacher promised to arrive ahead of the students.

The teacher compromised to help students with learning difficulties after or before class.

The meeting was closed by the principal at 4:00 p.m.

Principal signature
Signature

Secretary



5. I asked the teacher to explain what I didn't understand.

6. I brainstorm and got some good ideas to make an agenda.

7. I review the points that I am going to use.
8. I make an agenda and proofread it to make corrections.
9. I present it to my teacher for correction.
10. I share it with my classmates.

AGENDA

III APPLICATION ACTIVITIES



1. I share what I learned about agenda and minutes with my family.
2. I share my agenda with them.
3. I ask for their help to write minutes using the agenda I made.
4. I proofread it and make corrections.
5. I present it to my teacher.
6. I share it with my classmates.



Remember:



THEME 3: WE USE GOOD ENGLISH WHEN WE MAKE SUBJECT AND VERB AGREE.

I INITIAL ACTIVITIES



1. We sit and listen carefully to what the teacher has to say about speaking correctly by making subject and verb agree.
2. We raise our hands to answer the following questions:

- How many forms do most nouns have?
- What is the difference in form called?



3. I share my answer with my teacher and rest of classmates.
4. I notice the following sentences and analyze them.

- Dan run fast. (incorrect)
The sentence is incorrect because the subject **Dan** is singular, so the verb **run** must be singular .
- Dan runs fast. (correct)
(The sentence is correct because both subject **Dan** and verb **runs** are singular

II DEVELOPMENT ACTIVITIES



1. Remember:

The subject and the verb must agree in number.

If the Subject is singular, the verb must be singular.

If the subject is plural, the verb must be plural.



2. I read and copy the rules below into my notebook.

RULES FOR AGREEMENT OF VERBS WITH SUBJECT

RULE 1. Use singular verb with singular subject. (A present singular verb used with a noun subject will end in "s".)

Ex. This boy **comes** every day. George **works** hard.

Rule 2. Use plural verb with plural subject.

Ex. These boys **go** every day.

RULE 3. Use is, was, has, or does with a singular subject.

Ex. Tom **is** my cousin. That man **has** left.

One girl **was** late. Marlon **does** careful works.

RULE 4. Use are, were, have or do with plural subject.



1. I copy the following exercises in my notebook and choose the correct verbs to make subject and verb agree.

- Dawn and Jean (were, was) at Mary's house yesterday.
- My cousins (is, are) lawyers.
- The children (was, were) crying.
- I (were, was) there.
- Those boys (do, does) look like each other.
- The dog (bark, barks) loud.
- The girls and their aunt (helps, help) us.

2. I proofread them and make corrections.

3. I present them to my teacher.

4. I share them with my classmates.



1. I read the following text and identify the concordance between the subject and the verb.

The children in my neighborhood are always willing to do things that are good for others. They are also mannerly and respect older people.

They are willing to go where ever they are sent. Mr. Joseph is the person who organizes all the activities in the neighborhood where we live, even though he doesn't live there.

2. I read the text loudly for my teacher and classmates to hear and stress on the subject and verbs.

3. I repeat the subject and the verb two times, to make the difference.



1. With the help of my partner I make a text with agreement of subject and verb.
2. I write it into my notebook.
3. I proofread it.
4. I present it to my teacher.
5. I share it with my classmates.

III APPLICATION ACTIVITIES



1. I share with my family what I learn about making subject and verb agree.
2. I share with them my text that I made with the help of my classmate.
3. With their help I make a next text applying the theme in study.
4. I proofread it and make corrections.
5. I write it in my notebook.
6. I present it to my teacher.
7. I share it with my classmates.
8. I practice to use good English in my home.

GLOSARY

Atmosphere:	A layer of gas that surrounds a planet.
Bibliography:	A list of books by one author or on one subject.
Condensation:	The process whereby a gas or vapor turns into a liquid as a Result of cooling.
Characteristic:	Typical, distinctive, a distinguishing element.
Chemicals:	Substance produced by or used in chemistry.
Degrade:	To disgrace or humiliate.
Disable:	To deprive of mental or physical ability.
Evaporation:	change from a liquid into a vapor.
Exhausted:	Very tired.
Labyrinth:	A complicated network of passages.
Outstanding:	Excellent, remarkable
Pedagogical:	Work of teaching.
Previous:	earlier, former, prior.
Proofread:	To read and mark for correction, the proof of a text.
Prominent:	Jutting out; projecting.
Recourse:	A source of help or protection.
Scenery:	Landscape when attractively rural.
Flip- chart paper/ wallpaper :	(known as pepelografo)

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