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IPT MEXICO PANAMÁ  
GUÍA DE AUTOAPRENDIZAJE DE INGLÉS 2022  
SEGUNDO TRIMESTRE

NIVEL 10  
BACHILLER AGROPECUARIA

PROFESORA: SULEIMY MENDIETA

NOMBRE DEL ESTUDIANTE

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GRADO \_\_\_\_\_



# ECOLOGY

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

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

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

**DID YOU KNOW?**



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

## Practice #1

Identify the following pictures and write the word under the picture

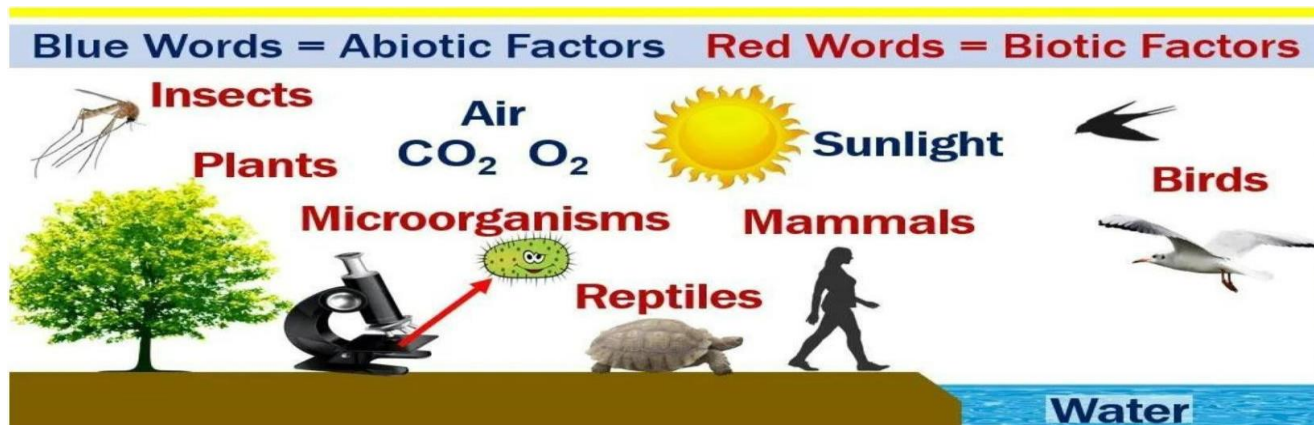
|   |   |  |   |
|---|---|--|---|
| pollution   | chemical waste  | global warming   | deforestation   |
| melting ice caps  | rubbish in seas   | polluted rivers  | littering   |
|  |  |  |  |
|   | pollution   |  |   |
|  |  |  |  |
|   |   |  |   |

## TOPIC

## EXPLANATION

## What is ecology?

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



## Vocabulary #1

Find the meaning of this words and practice.

1. Biodiversity
2. Couple
3. Fungis
4. Amazing
5. Ecosystems
6. Microorganism
7. Wildlife
8. Dry
9. Hiking
10. Mountain

## Reading comprehension #1: Ecosystems and Biodiversity in Panama



Panama is home to many different ecosystems and has an amazing amount of biodiversity. Biodiversity refers to all the different types of living things (plants, animals, etc.) in a certain area. In Panama, a few hectares may be home to more species of plants, fungi, animals and microorganisms than all the U.S. and Canada combined! Why



do you think Panama has so much biodiversity? Well, over three million years ago, Panama rose up through volcanic activity and created a bridge between North America and South America. This allowed land and marine life to migrate from north to south and south to north! For this reason, many people call Panama the “biological corridor”. In Panama City, there is a whole museum dedicated to the biodiversity in Panama called Biomuseo. A couple common ecosystems in Panama are tropical islands, tropical dry forests and tropical mountain forests. There is plenty of wildlife both on land in and in the water. Let’s start with the islands! Two of my favorite island regions in Panama are San Blas and Bocas del Toro. These are both found on the Caribbean side of the country and have beautiful clear water, white sand, palm trees and lots of marine life! The rural Los Santos region of Panama, Tonosi, is mostly made up of tropical dry forests. It is called this because the ecosystem has huge changes between the wet and the dry season. In the wet season, around May to December, it rains almost every day. The landscape is lush and green. In the dry season, around December to April, there can be droughts and the land turns from green to brown. Like most places in Panama, there is a lot of wildlife. Whenever we go to Tonosi, I always see monkeys playing in the trees. I have also seen a lot of snakes, lizards and spiders there, too.

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

## Practice #2

Read and choose the correct answer

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

### Grammar structure: Descriptive adjectives and Modals Should

Descriptive adjective can be simply defined as the type of adjectives that are used to express the quality, size, color, or shape of a person, a thing, an animal, or a place.

It means to modify the noun to make the sentence more interesting.

#### Example:

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

### SHOULD/SHOULDN'T

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

Example:

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

#### Practice #3



Complete the sentences with an appropriate adjective.

Then use should /shouldn't to complete the sentences.

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

#### Practice #4

Write the correct answer

|   |  |
|---|--|
|  |  |
|---|--|

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

## GLOSSARY

Read and practice the pronunciation of this words.

1. **Ecology:** The study of the interactions of organisms with one another and their physical environment.
2. **Biotic:** The living (now or past) factors in an environment -animals, plants, insects, decomposers, etc.
3. **Abiotic:** The non-living factors in an environment. -sunlight, temperature, water, climate, soil, etc.
4. **Ecosystem:** All of the communities (biotic factors) and all of the physical factors (abiotic) in a given area.
5. **Community:** All of the different populations living in the same area at the same time. --Only the biotic factors of an ecosystem/habitat.
6. **Population:** The number of individuals of the same species living in the same place at the same time
7. **Organism:** A single living thing-Ex. A zebra, an elephant, an insect, a palm tree, a bacterium, etc.



# NATURAL RESOURCES

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

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

Phones    Water    Airplanes  
 Computer    Animals    Cars  
 Forest    Land    bikes  
 Rocks    Fridge

**DID YOU KNOW?**

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





### TOPIC EXPLANATION: What are Natural Resources?

Natural Resources: Are the resources that are found in the environment and are developed without the intervention of humans.

Common examples of natural resources include air, sunlight, water, soil, stone, plants, animals, and fossil fuels.

What are the Different Types of Natural Resources?

Based on the availability are two types of natural resources:

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

Difference between Renewable and Non-Renewable Resources

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

### Reading comprehension #2: Natural Resources

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

Natural resources can be a solid, liquid, or gas. They can also be organic, coming from living things, or inorganic, coming from a non-living source. They can also be made out of metal or be non-metallic. All-natural resources are also either renewable or non-renewable. Renewable resources are always available and can be easily replaced or recovered. The examples of renewable resources include water, plants, animals, the sun, wind, and a few others.

Organic renewable resources come from living things such as animals and trees. Inorganic renewable resources come from non-living things such as the water, sun, and wind. Non-renewable resources cannot be easily replaced once they are destroyed. Examples of these resources include fossil fuels such as coal, petroleum, oil, and natural gas. Non-renewable resources may take thousands or millions of years to be replaced.

**Practice #5**

**1. Which of the following resource is renewable?**

- A: Water and plants
- B; Petroleum and oil
- C; Plants and natural gas

**2. Water is**

- A: not a natural resource
- B: a renewable natural resource
- C: nonrenewable natural resource

**3. Organic renewable resources come from living things**

- A: wind and trees
- B: water and sun
- C: animals and trees

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

- A: oil
- B: sunlight
- C: water

**Practice #6**

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

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

| Renewable | Non-Renewable |
|-----------|---------------|
|           |               |

**Grammar structure: Can, could, should, must, have to.**

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

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

## Practice # 7

Put the words in order to make a sentence.

our    conserve    We    natural    should    resources.

---

have to    of    People    water    take care

---

Should    Panamanian    wild    protect    animals

---

plants    The    must    to grow    sunlight    help    the



## ENVIRONMENT PROBLEMS

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

**DID YOU KNOW?**

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



Practice #8

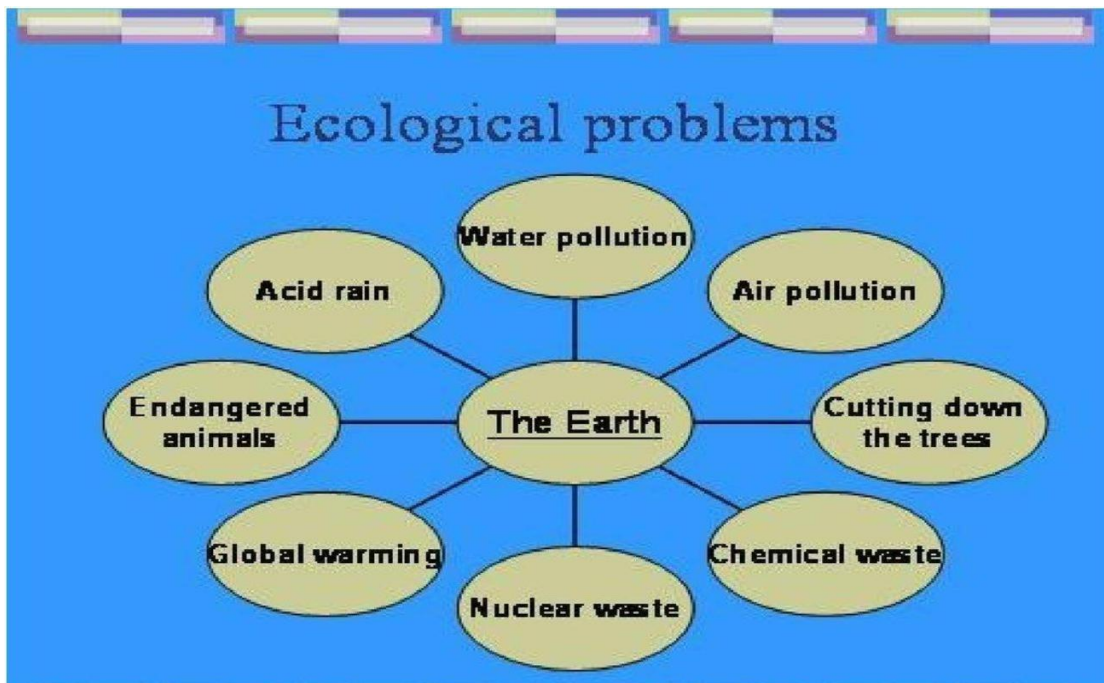
What kind of pollution do you see in these pictures?  
Use words from the word bank to identify them.

*Water pollution*      *air pollution,*      *sound pollution,*      *soil pollution*



**TOPIC EXPLANATION:**

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



**Grammar structure: Use of modal auxiliary**

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

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



## CAUSES, EFFECTS AND PREVENTION OF POLLUTION IN THE ENVIRONMENT

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

### OBJECTIVES

—  
—

**DID YOU KNOW?**

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

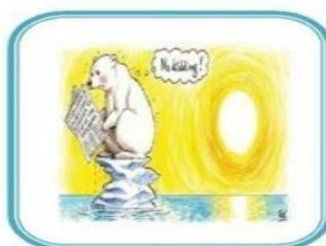
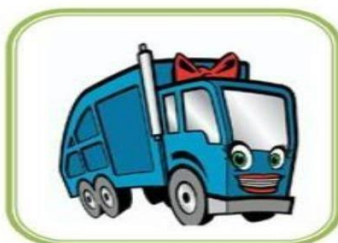


## Practice #9

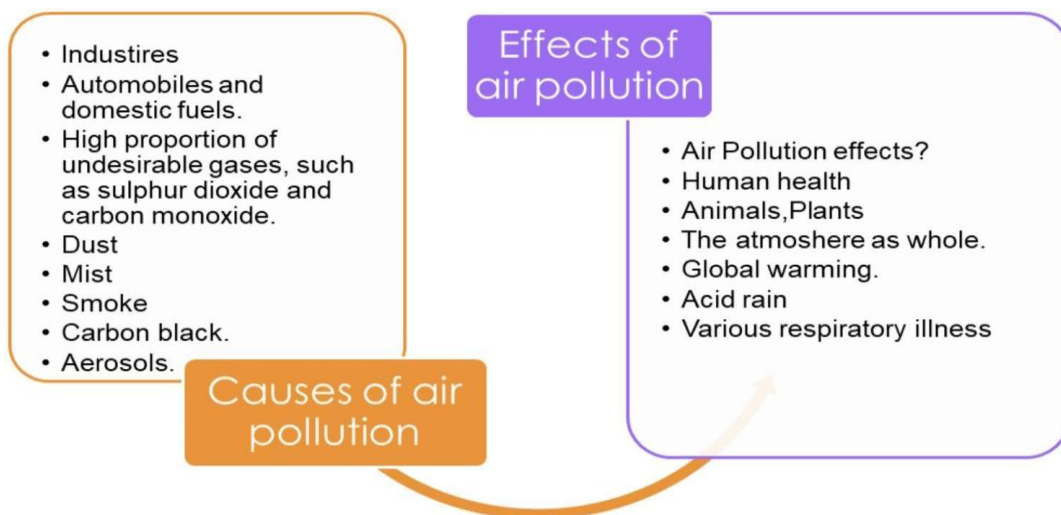
What do you know about environmental threats?

Use words from the box to identify the pictures below

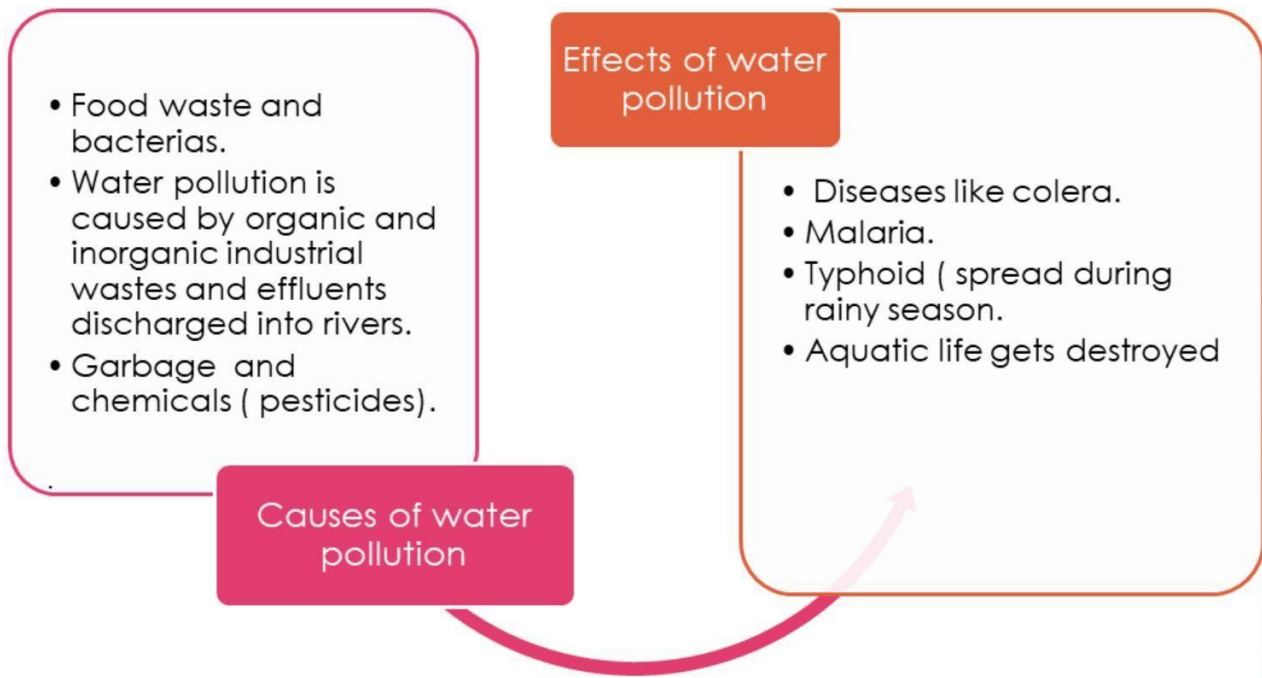
Deforestation - toxic waste - air pollution - ozone depletion - acid rain - disposal



**TOPIC EXPLANATION: Read about causes and effects and how to avoid pollution.**

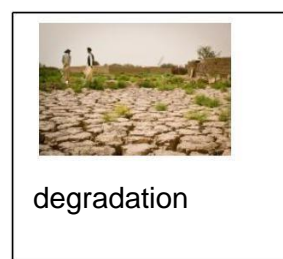






## Vocabulary # 2

### Key words from the Reading



### Reading comprehension: Pollution and its negative effects

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

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

The sources of pollution are numerous. The identification of these different pollutants and their effects on ecosystems is complex. They can come from natural disasters or the result of human activity, such as oil spills, chemical spills, nuclear accidents ... These can have terrible consequences on people and the planet where they live:

destruction of the biodiversity, increased mortality of the human and animal species, destruction of natural habitat, damage caused to the quality of soil, water and air.

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



#### Practice # 10

Check the right answer.

Read each item and select understanding.

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

**Grammar structure: Coordinating conjunction ( and – or – but – because)**

**Coordinating conjunctions link similar words or word groups.**



Practice #11

Complete each sentence with the correct conjunctions

- 1-I will study every night \_\_\_\_\_ I can pass the test.
- 2-We can drive into the city, \_\_\_\_\_ we can take the bus.
- 3-I wanted to call you last night, \_\_\_\_\_ my brother was on the phone.
- 4-She went to the store, \_\_\_\_\_ bought some new shoes.
- 5-He went to the hospital, \_\_\_\_\_ he hurt his leg.
- 6- Sami bought a new car, \_\_\_\_\_ he is very poor.

**Match the correct sentences:**

**Use color pencils!**

- |                        |                             |
|------------------------|-----------------------------|
| 1 Alia is happy        | - so I shut the window.     |
| 2- Tom studied hard,   | - and she can cook          |
| 3 Do you prefer coffee | - because she won the race. |
| 4It was cold,          | - but failed the test.      |
| 5She can draw well     | - although it was raining.  |
| 6He went our           | - or coffee                 |



# Nutrition and Healthy Habits

## NUTRITION AND HEALTHY HABITS

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

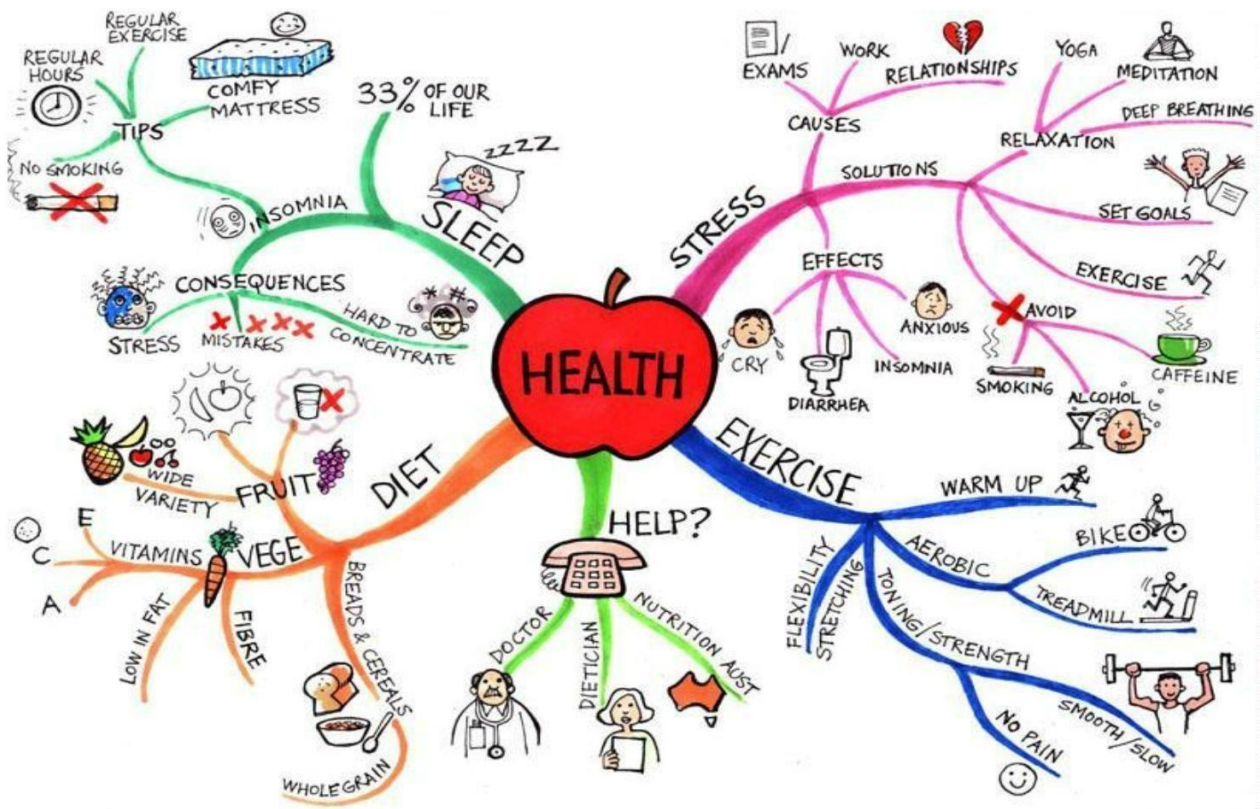
**There are five nutrients: carbohydrates, proteins, fats, minerals, vitamins.  
Write down the name of the nutrients present in these foods.**



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



## TOPIC EXPLANATION: LOOK AT THE PICTURE AND SEE HOW WE CAN KEEP HEALTHY



### GLOSSARY

Check out these key words with their meanings

1. **Nutrition:** The process of providing the food necessary for health and growth.
2. **Chew:** Bite and work (food) in the mouth with the teeth, especially to make it easier to swallow.
3. **Grease:** Oil or fat used or produced in cooking
4. **Cholesterol:** Is a waxy, fat-like substance that's found in all the cells in your body.
5. **Nutrients:** A substance that provides nourishment essential for growth and the maintenance of life.
6. **Food:** Any nutritious substance that people or animals eat or drink.
7. **Energy:** The strength and vitality required for sustained physical or mental activity.
8. **Fried food Meal:** Any of the regular occasions in a day when a reasonably large amount of food is eaten, such as breakfast, lunch, or dinner.

## **Reading comprehension: Basic principles for good nutrition.**

### **Basic principles for good nutrition**

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

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

**Reading comprehension: Answer the following questions about the text.**

1. How many meals are recommended?

---

2. Why is chewing food well so important?

---

3. Which juices are recommended? Why?

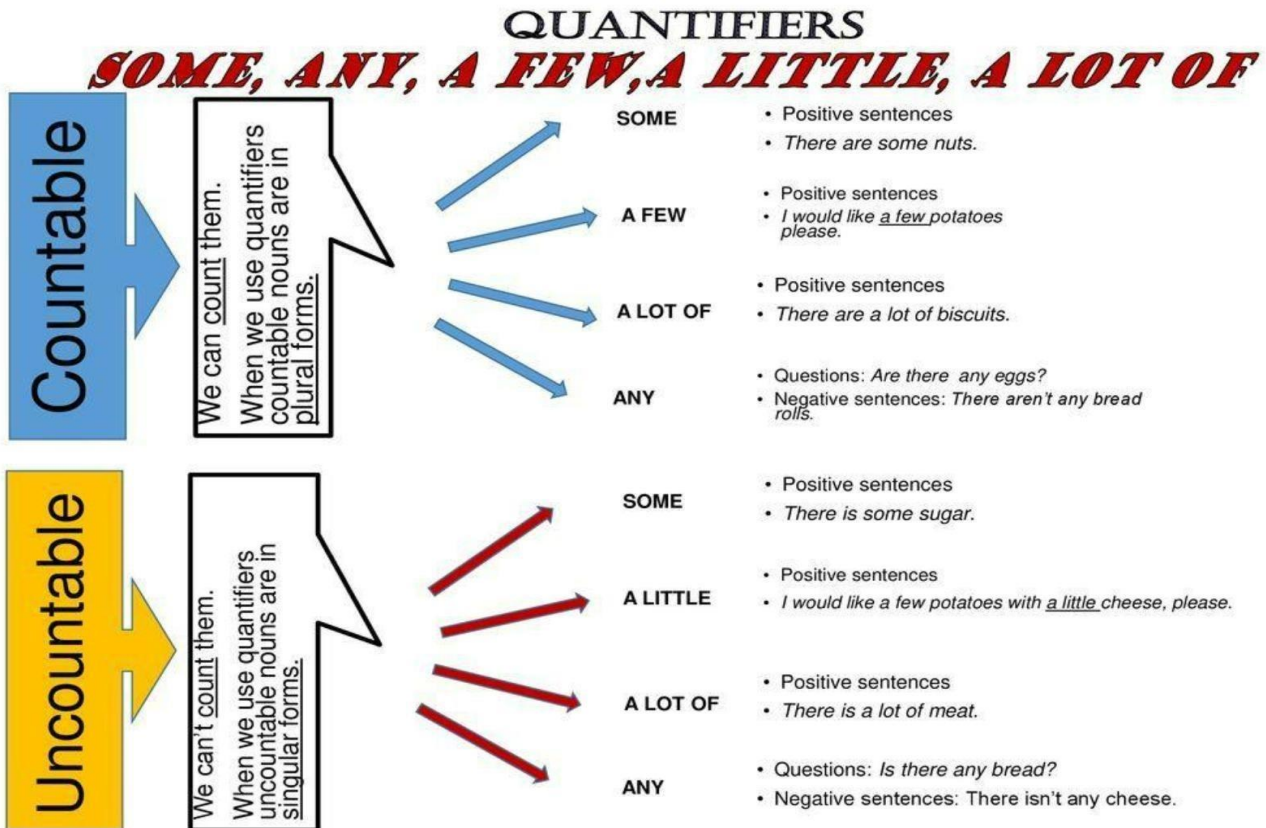
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4. How much water do you have to drink every day?

---

5. Why should you avoid fat food?

---



Practice #12

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

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

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





## THE IMPACT OF A GOOD NUTRITION

## THE IMPACT OF A GOOD NUTRITION

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

**DID YOU KNOW?**

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



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

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

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

### How to Read a Food Label

1. Serving Size- Shows how many servings are in a package. Serving sizes are given in cups or pieces. The nutrition information on the label is based upon ONE SERVING of food.
2. Amount of Calories- The calories listed are for one serving of the food.
3. Percent % Daily Value- Tells you how the nutrients in one serving of the food contribute to your total daily diet. Choose foods that are high in the nutrients you should get more of, and low in the nutrients you should get less.

Daily values are based on a 2,000 calorie diet

4. Limit these Nutrients- Eating too much total fat (especially saturated fat and trans fat), cholesterol, or sodium may increase the risk of chronic diseases, such as some cancers, heart disease, or high blood pressure.

Try to keep these nutrients as low as possible

5. Get enough of these Nutrients- Dietary fiber, Vitamin A, Vitamin C, Calcium, Potassium to stay strong and healthy.

## GLOSSARY

**Check out these key words with their meanings**

1. **Cholesterol:** a substance present in animal fat and tissues.
2. **Protein:** is a substance found in food and drink such as meat, eggs, and milk.
3. **Sodium:** is a mineral found in most of the foods we eat.
4. **Nutrition:** the process of obtaining the food necessary for health and growth.
5. **Carbohydrates:** are the sugars, starches and fibers found in fruits, grains, and milk products.
6. **Ingredients:** all of the foods that go into a meal or food product.
7. **Junk food:** unhealthy food, esp. snacks and take-away or take-out food.
8. **Obesity:** the condition of being very overweight.
9. **Saturated fat:** a type of fat, esp. found in foods like butter, cheese, red meat, etc.
10. **Trans fats:** artificial fats that make food last longer and taste better but are bad for health.
11. **Calories:** refer to the energy people get from the food and drink they consume.

**Reading comprehension: Let's read about Trans Fats.**

Does your mouth water when you think of cookies, donuts, burgers and French fries? Many people prefer junk food like this to healthy food because they develop a taste for it. Processed, baked, and fried foods often contain a high amount of trans fats.

Trans fats raise bad cholesterol and lower the good cholesterol that your body needs. Fatty foods do more than cause obesity. Trans fats build up in the body and block blood flow to the heart.

People whose diet contains a high percentage of trans fats are at risk of developing heart disease or having a stroke. Food companies and restaurants choose to use trans-fat oils because they're cheap and they make food like crackers and baked goods last longer. They also improve the taste and texture of food. Trans fats became very popular in the second half of the 20th century. This is around the time butter got a bad name for its cholesterol levels.

People were told to use margarine containing trans fats instead because it was "healthier", but we now know that butter is actually the healthier option. Food and beverage makers must attach a Nutrition Fact label to their products.

These list daily recommendations and detail all the ingredients in a product, including trans fats if they're used. Fast food chains such as McDonalds are being forced to change their recipes as people become more health-conscious. Reading the list of ingredients on the label is a good way of avoiding

dangerous ingredients like trans fats. Another way is to avoid eating out, especially in fast food restaurants.

**Grammar structure: How much? How many?**

**HOW MUCH/ HOW MANY**

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

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

**Example:**  
**HOW MUCH** money do you have?  
**HOW MUCH** sugar are there in the kitchen?

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

**Example:**  
**HOW MANY** students are there in the school?  
**HOW MANY** chairs are there in the kitchen?

**Practice #13**

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

Example; How much water is there? -



There is a bottle of water.

1. \_\_\_\_\_ pop corn is there? -



There is a \_\_\_\_\_ of popcorn.

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



There \_\_\_\_\_.

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



There \_\_\_\_\_.



Colorful Carnival in Panama City

# HOLIDAYS, FESTIVALS and CELEBRATIONS

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

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

## OBJECTIVES

**DID YOU KNOW?**



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

**Have you ever participated in any of the following activities?**

TOPIC EXPLANATION: Examples of Holydays, Festivals and Celebrations

Panama has many celebrations.

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

- Birthday       Religious event       Pineapple Festival  
 Pollera's Festival       Manito Festival       Christmas  
 Independence Day       Holy Friday       Carnival season  
 Wedding       Manito Festival       New Year's Day  
 Corpus Christi       Diablos y Congos Festival       Baby Shower  
 Independence Day, November 28th

Vocabulary # 4

Look for the meaning of these words using your dictionary

1. Independence
2. Parade
3. Country
4. Ancestor
5. contest
6. Sovereign
7. brave
8. Declaration
9. quality
10. Citizen
11. descendants
12. Spain
13. Reasons
14. Enthusiastic

### READING COMPREHENSION: Independence Day

Panama from Spain Read and add more details about that special day. Independence Day in our country is a special event that involves all the citizens in a way or another. We, Panamanians, participate in parades, games, school music bands contest in those days. There are many enthusiastic activities to remember the inheritance of our ancestors to build a sovereign Nation. On November 28<sup>th</sup>, 1821 after la Villa de Los Santos' independence declaration (November 10<sup>th</sup>). A group of brave Panamanians declared our independence from Spain in the city for all the Nation. There were many reasons why the fathers of the nation fought for the freedom. They wanted a better quality of life for their descendants and those ancestors thought that a free union to Colombia.

#### Practices #14

Read and complete with your own words


#### READING COMPREHENSION


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

ACTIVITY 2

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

Do you know when is our Independence Day?







\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do we do to celebrate the Independence Day?





\_\_\_\_\_

**Grammar structure:****Structure****Clauses: nouns and adjectives clauses punctuation**

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

**ACTIVITY 3****Read each sentence and classify the underline part in adjective or noun clause**

What cultural Festival is celebrated in your province?

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

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



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

GLOSSARY

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

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

**IPT MEXICO PANAMA HIGH SCHOOL  
WRITTEN EVALUATION**

**TEACHER: SULEIMY MENDIETA**

**STUDENT'S NAME: \_\_\_\_\_ POINTS: 20**

**EVALUATION: \_\_\_\_\_**

| <b>ASPECT</b>                                      | <b>EXCELLENT<br/>(4)</b>                                   | <b>GOOD<br/>(3)</b>                                   | <b>SATISFACTORY<br/>(2)</b>                    | <b>NEEDS<br/>IMPROVEMENT<br/>(1)</b>             |
|--|--|---|--|--|
| <b>Following<br/>English guide<br/>Directions</b>  | All directions were followed.                              | You followed most directions.                         | You followed some directions.                  | None of the directions were followed.            |
| <b>Organization,<br/>order and<br/>cleanliness</b> | Strong organization, order and cleanliness.                | Organizes, ideas in a logical way                     | Attempts to organize the work                  | Little to no attempt at organization             |
| <b>Content</b>                                     | The student includes all information.                      | The student includes a Good information.              | The student has fair information.              | Student did not appear to learn much the topics. |
| <b>Spelling and<br/>Grammar</b>                    | No spelling or grammatical errors.                         | No more than a couple spelling or grammatical errors. | No more than 3 spelling or grammatical errors. | More than 3 spelling or grammatical errors.      |
| <b>Responsability</b>                              | The student delivers the portafolio on the scheduled date. | The student delivers the portafolio late.             | More than 3 days.                              | More than week late.                             |

## **BIBLIOGRAPHY**

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