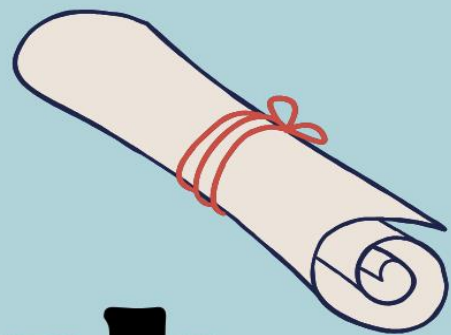
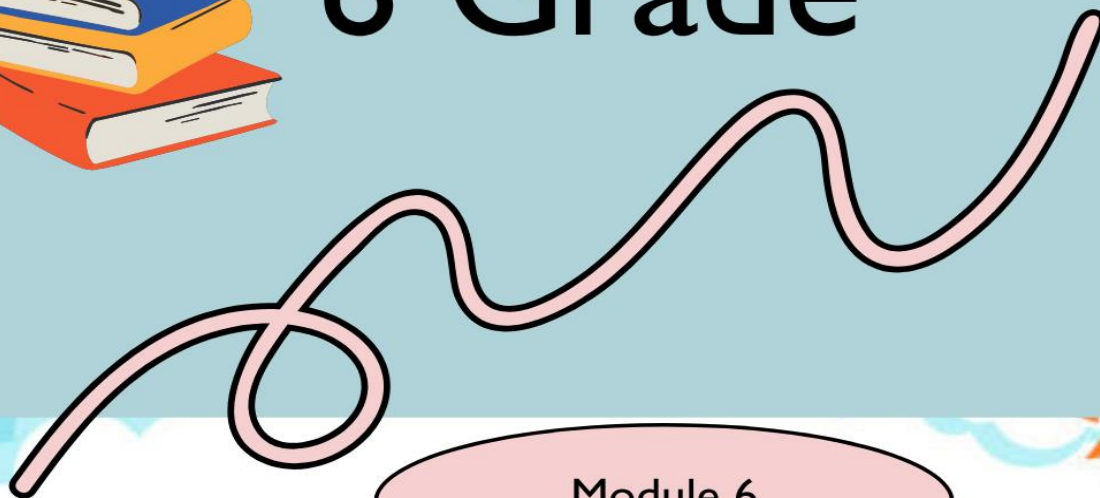


class of

English



6 Grade



Module 6



TRANSPORTATION AND COMUNICATION

Learning Objectives:

By the end of this module, students will be able to:

- Identify various means of transportation in the community, distinguishing between traditional and modern forms.
- Recognize the importance of different means of transportation in Panama for people and the economy.
- Describe occupations related to transportation.
- Use "Wh-" questions to ask about transportation and communication.
- Apply demonstratives (this, that, these, those) to identify objects.
- Correctly use singular and plural nouns.
- Employ comparative and superlative adjectives to describe transportation and communication methods.

Module Breakdown:

This module is primarily focused on Transportation, with an implicit connection to communication through the sharing of information about these topics.

- **Unit 1: Transportation in Panama: Then & Now**
- **Unit 2: Modes of Transport & Their Importance**

Unit 1: Transportation in Panama: Then & Now

Concepts:

- **Transportation:**
 - **Traditional:** Examples like dugout canoes (cayucos), horse-drawn carts, walking, early trains (Panama Railroad).
 - **Modern:** Examples like buses (Diablos Rojos/Metro Bus), cars, motorcycles, taxis, the Metro (subway), modern cargo ships, airplanes.
 - **Occupations:** Drivers, pilots, sailors, mechanics, train operators, bus assistants, traffic police, Metro workers.
 - **Importance:** Connecting people, moving goods, supporting tourism, economic development.



Grammar:

- **Wh- questions:** What, Where, When, How, Who, Why.
- **Demonstratives:** This, That, These, Those.
- **Nouns:** Singular and Plural (e.g., a car, two cars; a bus, many buses).
- **Adjectives:** Descriptive words for transportation (e.g., fast, slow, big, small, old, new).

Procedures:

- **Identifying traditional and modern means of transportation in Panama:**
 - Brainstorming session: "What are some ways people travel in Panama?"
 - Image sorting activity: Students categorize pictures of different Panamanian transport methods into "Traditional" and "Modern" groups.
 - Short video clips or historical photos showing the evolution of transport in Panama (e.g., Panama Canal construction, old Panama Railroad).
- **Creating a timeline about the evolution of the means of transportation:**
 - Students research key historical moments in Panamanian transportation (e.g., opening of the Panama Canal, introduction of the first buses, construction of the Metro).
 - They visually represent these milestones on a timeline, including pictures and short descriptions.
- **Classifying different modes of transportation on land, sea and in the air:**
 - Sorting activity: Students are given various pictures or names of vehicles and classify them into "Land," "Sea," or "Air" categories.
 - Group discussion: "What are the advantages and disadvantages of each mode?"

Attitudes:

- **Being aware of the importance of the means of transportation for people:**
 - Discussing how transportation affects daily life (getting to school, work, market).

- Understanding how transportation helps connect different parts of Panama and the world.
- Appreciating the efforts of people who work in transportation.

Progress / Achievement Indicators:

The student:

- **Designs a brochure with the traditional and modern means of transportation in Panama:** The brochure should clearly show examples of both types and include short descriptions.
- **Elaborates a poster with the timeline about the evolution of the means of transportation:** The timeline should be clear, chronological, and include relevant images and information.
- **Creates a bulletin board with the modes of transportation on land, sea and in the air:** The bulletin board should effectively categorize and illustrate different vehicles.
- Identifies occupations associated with different types of transportation.
- Uses singular and plural nouns correctly when discussing vehicles.
- Formulates and answers "Wh-" questions related to transportation.
- Uses demonstratives appropriately (e.g., "This is a Metro train," "Those are old cayucos").

Suggested Assessment Activities:

- **Presenting orally the brochure with the modes of transportation:** Students present their brochures to the class, explaining their choices and descriptions.
- **Delivering a poster with the timeline about the evolution of the means of transportation:** Students present their timelines, explaining the historical progression of transport in Panama.
- **Explaining the bulletin board in front of the class:** Students explain their classification of vehicles, perhaps pointing to examples and describing them.
- **"Guess the Vehicle" game:** Teacher describes a vehicle using adjectives and students guess what it is.

- **"What Do They Do?" matching activity:** Students match transportation occupations with their descriptions.
- **Short written quiz:** Questions on identifying traditional/modern transport, singular/plural nouns, and basic "Wh-" questions.

Unit 2: Modes of Transport & Their Importance (Continued Focus)

Concepts:

- Review of traditional/modern and land/sea/air classification.
- **Importance of Transportation:**
 - For the economy (trade, tourism, goods delivery).
 - For social connection (visiting family, going to events).
 - For personal mobility (getting to school, work, appointments).
- Connecting transportation with daily life in Panama (e.g., how the Metro helps people get to work faster, how boats are essential for island communities).



Grammar:

- **Comparatives and Superlatives:**

- Comparing two types of transport (e.g., "A plane is *faster* than a car." "A bus is *bigger* than a taxi.").
- Superlatives (e.g., "The Metro is the *fastest* way to travel in the city." "The cargo ship is the *largest* vehicle on the sea.").

- Review of previous grammar points (Wh- questions, nouns, demonstratives).

Procedures:

- **Debate/Discussion:** "Which is the most important type of transportation in Panama and why?" (Focus on supporting opinions with reasons related to importance).
- **"My Dream Vehicle" activity:** Students design and describe their ideal vehicle, explaining its features using adjectives and discussing its purpose.
- **"Journey Planning":** Students plan a hypothetical journey within Panama (e.g., from Panama City to Bocas del Toro), identifying the best modes of transportation, considering cost, time, and comfort.
- **Interview activity:** Students interview a family member about their preferred mode of transportation and why, using "Wh-" questions.

Attitudes:

- Appreciating the diversity and complexity of transportation systems.
- Developing critical thinking about the impact of transportation on society and the environment.
- Showing curiosity about future developments in transportation.

Progress / Achievement Indicators:

The student:

- Uses comparative and superlative adjectives accurately to compare and contrast different modes of transportation.
- Articulates the importance of various transportation methods for the community and country.

- Can describe a specific journey using appropriate transportation vocabulary.
- Participates actively in discussions about the advantages and disadvantages of different transport options.

Suggested Assessment Activities:

- **"Compare and Contrast" Worksheet:** Students complete sentences using comparative and superlative adjectives to compare different vehicles. (e.g., "A bicycle is _____ than a car. (slow)").
- **Short essay/paragraph:** "Why is the Panama Canal important for transportation?" (Focus on economic and global importance).
- **Oral presentation:** Students present their "Dream Vehicle," explaining its design and purpose using descriptive language.
- **Role-play:** "Travel Agent": Students act as travel agents helping a client plan a trip within Panama, recommending appropriate transportation.
- **"True or False" game:** Teacher makes statements about transportation; students say if they are true or false and correct the false ones.