REPÚBLICA DE NICARAGUA

Gobierno de Reconciliación y Unidad Nacional

El Pueblo, Presidente!

MINED

Un Ministerio en la Comunidad

UNIÓN EUROPEA

Programa de Apoyo al Sector de Educación en Nicaragua

PROSEN

Secondary ENGLISH BOOK

8th Grade

SERIE EDUCATIVA:
"EDUCACIÓN GRATUITA Y DE CALIDAD, DERECHO HUMANO FUNDAMENTAL DE LAS Y LOS NICARAGÜENSES"

Este texto es propiedad del Ministerio de Educación (MINED),de la República de Nicaragua.
Se prohíbe su venta y reproducción total o parcial.

Coordinación General, Revisión y Asesoría Técnica
Profesora María Elsa Guillén
Profesora Rosalía Ríos Rivas

Autor
Profesora María Isabel Moraga Acosta

Revisión Técnica General
Profesora Rosalía Ríos Rivas

Revisión y Asesoría Técnica Científica
Profesor Julio César Canelo Castillo

Diseño y Diagramación
Margine del Rosario Bonilla Ojeda
Joelly Jareth Guerrero Navarrete

Ilustración
Gerardo Hernández Arias

Fuente de Financiamiento
PASEN I - Recursos del Tesoro - PROSEN

Agradecemos los valiosos aportes de los docentes durante el proceso de validación, al proyecto TEFL del Cuerpo de Paz en Nicaragua y ANDEN.

Primera Edición_____

© Todos los derechos son reservados al Ministerio de Educación de la República de Nicaragua. Este texto es propiedad del Ministerio de Educación, MINED; se prohíbe su venta y reproducción total o parcial.

«La presente publicación ha sido reproducida con el apoyo de la Unión Europea a través del Programa de Apoyo al Sector de Educación en Nicaragua (PROSEN). El contenido de la misma es responsabilidad exclusiva del MINED y en ningún caso debe considerarse que refleja los puntos de vista de la Unión Europea».

PRESENTACIÓN

El Gobierno de Reconciliación y Unidad Nacional, a través de Ministerio de Educación (MINED) entrega a docentes y a estudiantes de Educación Secundaria, el libro de texto de Lengua Extranjera como una herramienta para el desarrollo efectivo de la competencia comunicativa en una segunda lengua, en este caso el inglés.

El propósito fundamental del texto, es propiciar en los estudiantes un papel más activo en el proceso de aprendizaje para que puedan interactuar con los conocimientos planteados en el libro, permitiéndoles que complementen lo desarrollado en la clase, consolidar, comparar, profundizar en aquellos aspectos que explicó su docente y prepararse para la evaluación entre otros aspectos importantes.

El libro de texto a través de sus contenidos y actividades, contribuye a la formación en valores individuales, comunitarios y sociales los que se reflejarán en el comportamiento de la o el estudiante dentro y fuera del Centro Educativo.

El libro de texto es un tesoro valioso en las manos de cada estudiante, y cuidarlo con esmero, permitirá que otros compañeros que están en los grados que les anteceden también puedan hacer uso de él, en su proceso de aprendizaje.

Esto significa que el libro de texto es una propiedad social por tanto se debe cuidar porque no solo a usted le será de ayuda, sino que dependiendo del cuido que le dé, también le será de provecho a otros, razón por la que le sugerimos lo forre, no lo manche, no lo ensucie, no lo rompa, ni lo deshoje. Esa será su contribución desinteresada y solidaria, con los próximos estudiantes que utilizarán este libro.

Ministerio de Educación

INTRODUCCIÓN

Esta es una obra para la enseñanza del idioma Inglés del Octavo grado compuesta por seis unidades divididas en lecciones.

Este libro ayuda a estudiantes en el proceso de aprendizaje, así como también a profesores y profesoras en el proceso de la enseñanza. El libro está diseñado para desarrollar cada uno de los tópicos de manera clara y sencilla; y de esta manera incrementar las habilidades de hablar, escuchar, escribir, y leer con solidez.

El número de las unidades están ubicadas en las páginas de las portadillas al inicio de cada unidad.

Las lecciones están compuestas por actividades. La estructura de cada actividad se presenta de diferentes formas, dependiendo del tipo de la actividad. Ejemplo: “Matching”, “Listen and repeat”, “Complete”, “Write”, etc…

Las actividades “Listen and repeat”, “Listen and repeat the conversation” y “Practice the pronunciation” siempre tienen que ser asistidas por la o el docente, ya que es él quien pronuncia la palabra u oración y luego el estudiante repite.

Las actividades de escritura deben ser resueltas en el cuaderno y no en el libro en sí.

Las actividades de lectura presentan preguntas inductivas que se responden antes de leer la lectura.

Las conversaciones que se proponen en este libro de texto son estructuralmente cortas, de manera que el estudiante no solo memorice, sino también lo capacite para expresar sus propias ideas.

Al final de este libro hay una sección de repaso, que ayudan en el proceso de consolidación de los contenidos estudiados a lo largo del año lectivo.

Contents

Unit 1

Descriptions

Contents

LESSON 1: Who is she?

Introducing yourself is important in order to meet more people and make new friends.

Activity 1

The girl in the picture is Sandra. Guess the information about her and write it in your notebook.

Name:

City:

Age:

Marital Status:

Occupation:

Marital Status:

- single
- married
- divorced
- widow

Activity 2

Study the chart with your teacher.

Subject Pronouns	Be	Statements
I	am	I am from Venezuela.
You	are	You are single.
He	is	He is 20 years old.
She	is	She is a doctor.
It	is	It is a computer.
We	are	We are classmates.
They	are	They are Julia and Sara.

Activity 3

Listen and practice. Do the correct rising and falling intonation.

What's your name?

Where are you from?

How old are you?

What do you do?

Are you single, or married?

Is she a widow?

Activity 4

Interview four students.

What's your name?	Where are you from?	How old are you?	Are you married or single?	What do you do?
Model: Javier	Managua	14	single	student

Activity 5

Use your notebook two paragraphs using the information you gathered in Activity 4.

Model :

His name is Javier.
He is from Managua.
He is 14 years old.
He is single and he's a student.

Activity 6

Work in group. Introduce one new friend to another. Follow the model in Activity 5.

Activity 7

Before reading

Where is Salma Hayek from?

Match the pictures with their information.

A. _____

B. _____

C. _____

D._____

E. _____

F. _____

1.

Marcos and Clara Díaz

Age: 73 and 70 years old

Marital Status: Married

Country: Masatepe

Occupation: Retired

2.

Román González

Age: 21 years old

Marital Status: Married

City: Managua

Occupation: Boxer

3.

Mariela López

Age: 30 years old

Marital Status: Single

City: Muelle de los Bueyes

Occupation: Teacher

4.

Gloria Hernández

Age: 28 years old

Marital Status: Single

City: Rivas

Occupation: Tourist Guide

5.

Scarlett Allen

Age: 35 years old

Marital Status: Married

Country: Bluefields

Occupation: Model

6.

Javier Reyes

Age: 32 years old

Marital Status: Single

City: Masaya

Occupation: Craftsman

LESSON 2: What does it look like?

When we see things around us, we want to know about the details.

Activity 1

Look and listen.

A. beautiful or ugly beach?

B. old or new cathedral?

C. tall or short building?

D. small or big house?

E. soft or hard pillow?

F. round or square table?

Activity 2

Circle the adjective that describes the pictures in Activity 1. Then write an affirmative and a negative sentence for each.

Model: The house is big. It isn't small.

Activity 3

Study the chart with your teacher.

Question Word	Be	Subject
What	is	that?
What	is	it like?
How long	is	the river?
How tall	is	the mountain?

What is it like? Asks about the description of something.

Activity 4

Complete the questions with **What, How big, How long, How tall or How much.** Then match to the best answer.

_____ are those like?	It's 5 feet long.
_____ is the Rio Coco?	It's black.
_____ color is it?	It's 800 meters high.
_____ is it?	It's the shape of Sandino.
_____ is it?	They're big with big ears.
_____ is it?	It weighs 75 pounds.

Activity 5

Write: **concrete, iron, steel, marble, wood and bronze in the blanks.**

A. 

_____

B. 

_____

C. 

_____

D. 

_____

E. 

_____

F. 

_____

Activity 6

Listen and read.

Partner Work: Create a conversation using the information about the statues.

A: How much does La Virgen statue weigh?
B: It weighs 1300 pounds.
A: What is it made out of?
B: It's made out of steel, iron and concrete.
A: How tall is it?
B: It's 19 meters high.

La Virgen monument represents the Catholic religion in Nicaragua.

La Virgen Statue in Managua

Weight: 1300 pounds
Material: steel, iron and concrete
Height: 19 meters

Activity 7

Partner Work: Create a conversation similar to the one in Activity 6. Use the information about the following statues.

The Montoya statue represents the Nicaraguan soldier.

Montoya Statue in Managua

Weight: 700 pounds
Material: bronze
Height: 9 meters

Alexis Arguello is one of the best boxers in the world.

Alexis Arguello Statue in Managua

Weight: 1750 pounds
Material: marble and white concrete
Height: 12 meters

Activity 8

Describe an object that interests you.

Activity 9

Before reading.

What do you see in the picture?
What does it mean to you?

A conversation between a tourist and tour guide

Marcos: What's that?

Fatima: That's the Ruben Dario monument.

Marcos: It's beautiful. How big is it?

Fatima: It's 6.18 meters high, 9 meters wide, and 12 meters long.

Marcos: That's big. Does the boat mean something?

Fatima: Yes, it represents poetry.

Marcos: Wow! What about the women?

Fatima: They're muses. The first one is Polyhymnia, the sacred poetry muse; the second one is Calliope, the heroic poetry and eloquence muse, and the third one who plays the lyre is Erato the lyric and love poetry muse.

Marcos: Look at those little angels. I think they're cute.

Fatima: Yes, they are. But they aren't angels. They are the god Eros and the goddess Psyche. They represent love and soul - in other words, eternal love.

Marcos: That's very interesting.

Fatima: The pool represents Nicaragua and its lakes and lagoons. Ruben Dario is on the top of the pedestal, which has some verses of his famous poems.

Activity 10

Use your notebook. Complete the sentences with the correct information.

1. The boat in the monument represents _____ .
2. It is _____ meters high, _____ meters wide and _____ _____ .
3. The women are _____ .
4. The name of the muses are _____, _____ and _____ .
5. The pedestal has _____ _____ of Ruben Dario's _____ .
6. The pool represents _____ and its _____ and _____ .

LESSON 3: What do you like about where you live?

Let's work together to make our community beautiful.

Activity 1

Places:

Match the words with their definitions.

What's a…?		It's a place where you…	
1.	market	a.	buy or sell things.
2.	barber shop	b.	watch or play open-air sport games.
3.	theater	c.	celebrate memorial days.
4.	bookstore	d.	buy books, school supplies, etc.
5.	square	e.	get a haircut.
6.	stadium	f.	see musical or artistic performances.

Activity 2

Practice asking questions.

Model :

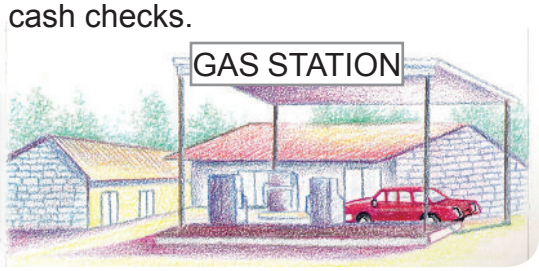
A: What's a market?
B: It's a place where you buy or sell things.

Activity 3

Partner work: Write the definitions for these places.

Model : A bank is a place where you cash checks.

bank	gym
gas station	university
beauty salon	technical school



Activity 4

Work in groups. Read the definitions in Activity 3.

Activity 5

Listen and practice the following conversation.

Martha: Excuse me, is there a pharmacy near here?

Woman: Yes, there is one on the next street.

Martha: I also want to watch a baseball game. Is there a stadium near here?

Woman: Yes, there is. Turn left and walk two blocks. You can ask for the tickets there.

Activity 6

Study the chart with your teacher.

Be + There	Noun		Answers
Is there	a barbershop	around here?	Yes, there is one in Metrocentro.
Are there	swimming pools	near here?	No, there aren't, but there are some on Universitaria Avenue.

Prepositions

on
next to
in front of
near
around
on the corner of
between

Activity 7

Use your notebook. Complete the sentences with "Is there" or "Are there".

1) _____ traffic lights?
2) _____ hotels?
3) _____ a bookstore?
4) _____ copy shops?
5) _____ restaurants?
6) _____ a coffee shop?
7) _____ a swimming pool?
8) _____ a cyber cafe?

Activity 8

Partner work: Ask and answer questions. Use the map above.

Model:
A: Excuse me, is there a bus stop near here?
B: Yes, there is. There's one in front of UCA University.
A: Excuse me, are there any good restaurants around here?
B: No, there are not.

Useful Expressions:
Sorry, I don't know.
Of course there is.

Activity 9

Use your notebook. Look at the map and write the answers to the questions.

Model: **A:** Where is Radio Ya?
B: It is **between** the bookstore and the bus stop.

A: Where is Supermarket Campesino?
B:
A: Where is the pharmacy?
B:

A: Where is the hair dresser?
B:
A: Where is Almendro Hotel?
B:

Activity 10

Mark the adjectives that describe your city or community.

☐ clean - dirty ☐ ☐ dangerous- safe ☐ ☐ crowded- uncrowded ☐

☐ hot - cold ☐ ☐ noisy - quiet ☐ ☐ polluted - unpolluted ☐

Before reading.

Do you like your neighborhood?

Send | Save as a Draft | Cancel

Insert addresses (separated by commas) Show Bcc

To: mymom@clmail.com

Cc:

Subject: new house

Attach Files Plain Text

Dear Mom,
My husband and I are finally in our new house. It's on Maple Street in a nice neighborhood. There's good transportation. The bus stop is near our house. There is a park in front of our house. In the afternoon we walk around and enjoy the trees and flowers.
The community is quiet, clean and harmonious. People love it. The community is also very convenient. There is a bank, a drugstore, a bookstore and a beauty salon.
Love,
Your daughter Jenne

Send | Save as a Draft | Cancel

Activity 11

Use your notebook. Answer the following questions.

1) Why is the neighborhood convenient? **2)** Why do people like the community?

Extra activity

Write about your neighborhood.

LESSON 4: The game was exciting!

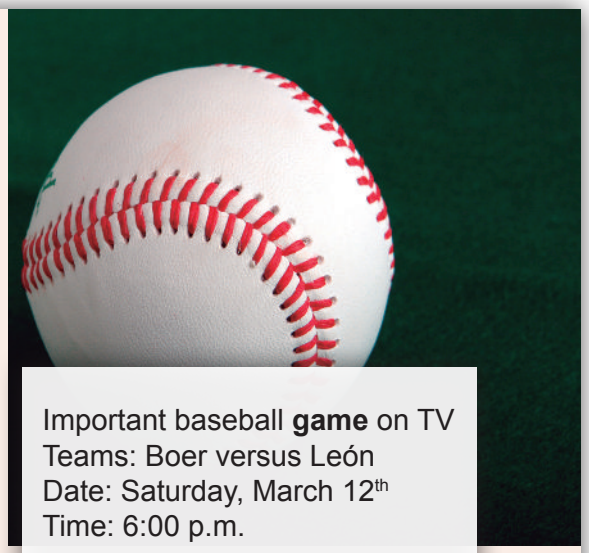
Some events in our lives are related to entertainment, sports, education and health.

Activity 1

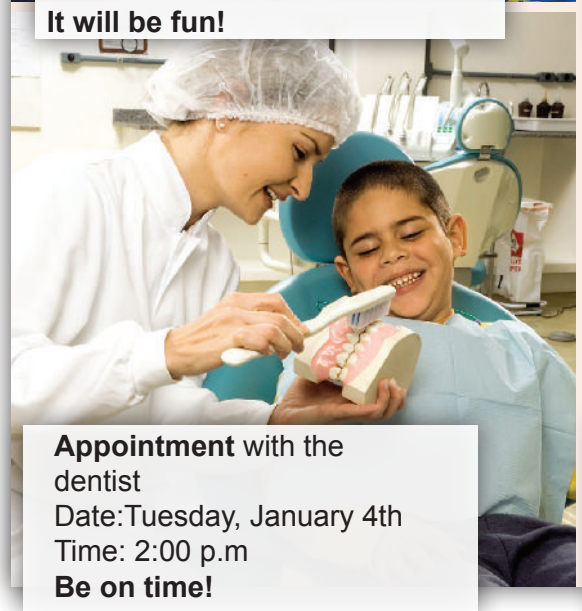
Before reading.

What events are important in your life?

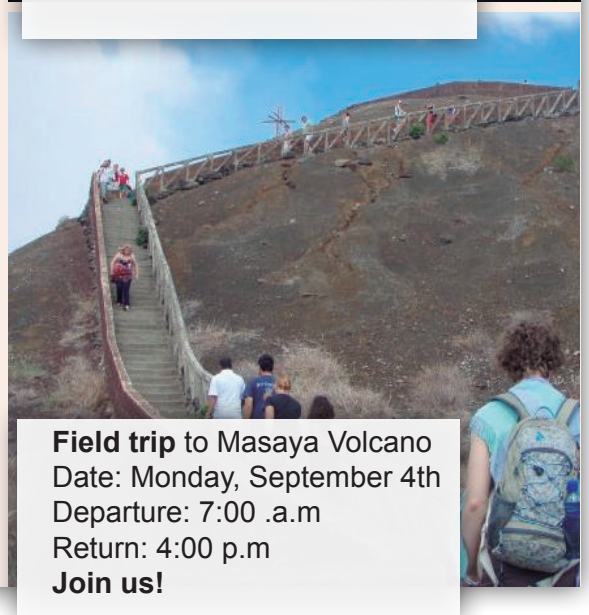
All 8th graders are invited to our **farewell party**
Place:Classroom 8-B
Date: Thursday, December 5th
Time: 9:00 a.m
It will be fun!



Important baseball **game** on TV
Teams: Boer versus León
Date: Saturday, March 12th
Time: 6:00 p.m.



Appointment with the dentist
Date:Tuesday, January 4th
Time: 2:00 p.m
Be on time!



Field trip to Masaya Volcano
Date: Monday, September 4th
Departure: 7:00 .a.m
Return: 4:00 p.m
Join us!

Activity 2

Use your notebook. Answer the questions.

1. When is the baseball game?
2. What time is the field trip?
3. What is on Tuesday, January 4th?
4. Where is the farewell party?
5. To where is the field trip?
6. What time do the students return from the field trip?

Activity 3

Use your notebook. Write the appropriate underlined word in the announcements in Activity 1 next to the appropriate definition.

1. _____ is a meeting arranged in advance.
2. _____ is a school trip to gain knowledge outside the classroom.
3. _____ is a competition with rules to determine a winner.
4. _____ is a party for a person or group who is about to retire from a school year, job or trip.

Activity 4

Listen and repeat.

beautiful	**boring**	**fun**
awful	**stressful**	**early**
exciting	**relaxing**	**late**

Activity 5

Partner work: Ask and answer questions. Use the list of the announcements.

Model:
A: When is the baseball game?
B: It is on March 12th.
A: What time is it?
B: It is at 6.00.
A: Is it early in the morning?
B: No, it is late in the afternoon.
A: Is it boring?
B: No, it isn't. It is fun.

Activity 6

Listen and practice. Do the weak and strong pronunciation.

Weak Pronunciation	Strong Pronunciation
It is fun. Is it fun? Are you tired?	It is not boring. Yes, it is. No, I´m not.

Activity 7

Study the chart with your teacher.

Yes/No question	Short answer	Information question	Affirmative
Am I happy?	Yes, you are. No, you aren't.	**How** am I in the class?	I am happy.
Are you tired?	Yes, I am. No , I am not.	**How** are you?	You are tired.
Is he fun?	Yes, he is. No, he isn't.	**How** is he?	He is fun.
Is she at the concert?	Yes, she is. No, she isn't.	**Where** is she?	She is at the concert.
Is it boring?	Yes, it is. No, it isn't.	**How** is it?	It is boring.
Are you at the theater?	Yes, we are. No, we aren't.	**Where** are you?	We are at the theater.
Are they at the stadium?	Yes, they are. No, they aren't.	**Where** are they?	They are at the stadium.
		Who are you with?	I am with my sister.

Activity 8

Use your notebook. Complete the conversation with the correct "to be" verbs.

A: When _____ the farewell party?

B: It _____ on Friday evening.

A: What _____ it like?

B: It _____ fun. All my classmates _____ there.

Partner work: Practice the conversation.

Activity 9

Unscramble the sentences.

Model: is/the/field trip/relaxing. The field trip is relaxing.

1) football/ the/ how/game/is?

2) interesting/and/it/fun/is.

3) field trip/is/the/Monday/on/?

4) is/yes/,/it/.

5) appointment/is/when/the/?

Activity 10

Use your notebook. Write the answer to the questions.

Model: **A:** Is the concert interesting?

B: No, it is boring.

1) **A:** Is the dentist appointment relaxing?

B: No, ...

2) **A:** Is the field trip boring?

Activity 11

Use your notebook. Answer the following questions about an event.

What is the event?	
When is it?	
How is it?	
Who is with you?	

Extra activity

Find the following words.

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

WORDS

TEAM

LIBRARY

FAREWELL

APPOINTMENT

STRESSFUL

EXCITING

BEAUTIFUL

CONCERT

TRIP

LESSON 5: What does she look like?

Beauty is not about physical appearance. It's about internal qualities.

Activity 1

Write in your notebook the adjectives on the correct picture.

short	thin	tall	straight	beard	old
average	long	bald	pretty	young	good-looking
heavy	curly	handsome	wavy	mustache	

Height

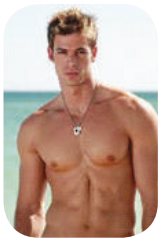
Weight

Hair

Face

Age

General appearance



Activity 2

Study the chart with your teacher.

Be: Affirmative statments

Subject	Be	Adjective
I	am	average height.
You	are	tall.
He	is	handsome.
She	is	pretty.
We	are	heavy.
They	are	thin.

Present tense **Have/Has**

Subject	Verb	
I	have	short hair.
You	have	curly hair.
He	has	a mustache.
She	has	brown eyes.
We	have	straight hair.
They	have	black eyes.

What does she/he look like? Asks about a person's physical appearance.

Activity 3

Listen and practice.

A: What does your girlfriend look like?
B: She's very beautiful. She has dark brown eyes and long red hair.

A: How long is her hair?
B: Her hair is very long.

A: How tall is she?
B: She is short. She is my height.

B: And is she thin, average weight, or heavy?
A: She is average weight.

Activity 4

Use your notebook. Write a conversation similar to Activity 3 that describes:

1. Your brother/sister

2. Your mom

Activity 5

Partner work: practice the conversations you wrote in activity 4.

Activity 6

Before reading. Answer the questions.

What is a family to you?

Do you have a united family?

My family and I

Hello! My name is Arlen. I am 13 years old. I am a student. I have two brothers. I have long, dark, wavy hair and dark eyes. I am thin.

My father's name is Roger. He is an English Teacher. He is 35 years old. He is tall and thin. He has dark eyes.

My mother's name is Laura. She is a doctor. She is 34. She has short, straight hair and brown eyes. She is tall and thin.

My younger brother is Roberto. He is 9 years old. He is tall and thin. He is tall and has dark hair.

My other brother, Kevin, is 11. He has straight hair.

Love,
Arlen

Activity 7

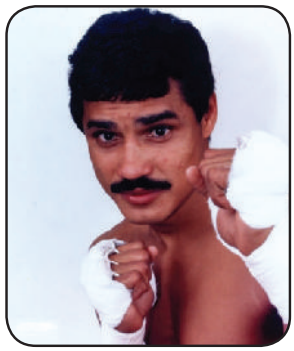
True or false? Write an X in the correct answer. If the answer is false, write the correct answer.

Model: Arlen is 19 years old. T or F Arlen is 18 years old.

1. Arlen has dark hair.	T	~~F~~	2. Arlen is not thin.	T	F
3. Arlen is a student.	T	F	4. Her father has a beard.	T	F
5. Her mother is a doctor.	T	F	6. Her brother Roberto is heavy.	T	F
7. Arlen's father is Roberto.	T	F	8. Arlen's mother has dark hair.	T	F
			9. Lisa has brown eyes.	T	F

Activity 8

Use your notebook. Can you recognize these people? Write the missing words using your own information.
information.



His name is: _____
He's from: _____
He has: _____ hair
His eyes are: _____ (color)
He is: _____ (general appearance)

Her name is: _____
She is: _____(marital status)
She's: _____(weight) and _____ (height)
She's: _____(age)
She is: _____(general appearance)

Paste here the photo of a person you admire.

Name: _____
Weight: _____ pounds
Height: _____ meters
Eye color: _____
Age: _____ years

Paste your photo here.

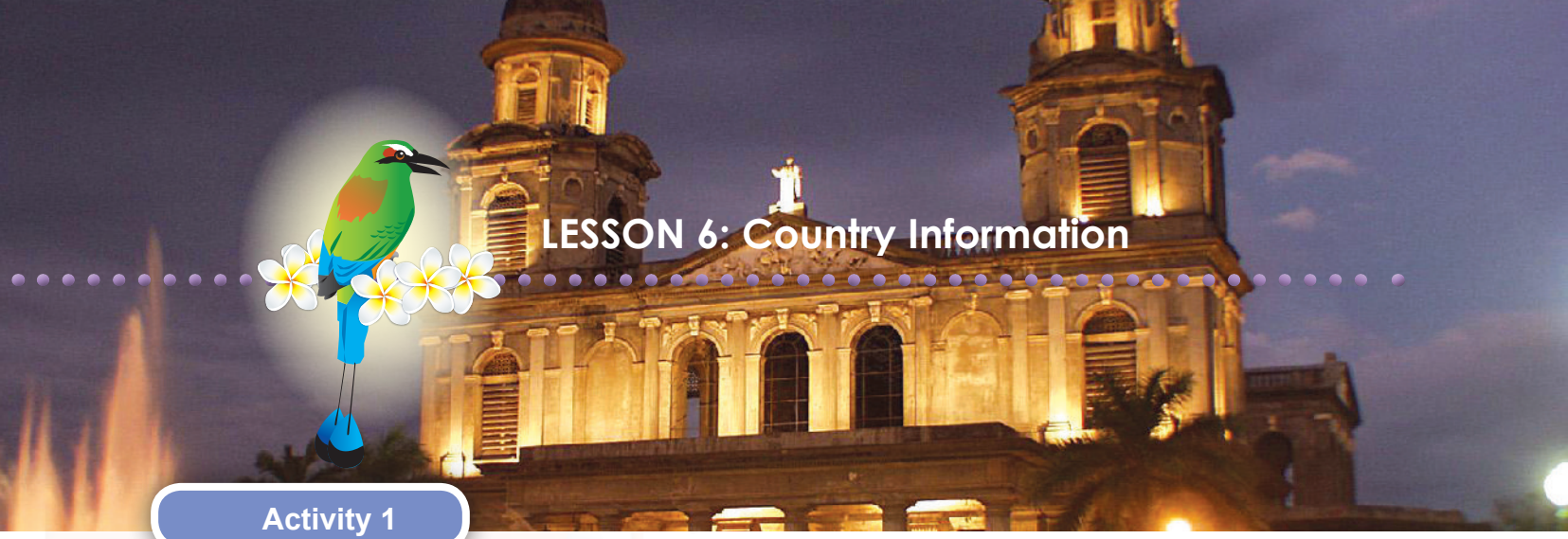
Name: _____
Weight: _____ pounds
Height: _____ meters
Eyes color: _____
Age: _____ years

Unit 2

National Identity

Contents

- ☑ Where is my country?
- ☑ Our national symbols
- ☑ Nicaraguan ethnic groups
- ☑ Nicaraguan dances and costumes
- ☑ Tourism in Nicaragua
- ☑ Tell me about Nicaragua



LESSON 6: Country Information

Activity 1

Listen and repeat.

population	currency	inhabitants
nationality	capital	country
language spoken	official language	current president

Activity 2

Read the following sentences.

1. The current president of Nicaragua is Daniel Ortega.
2. The currency of Guatemala is the Quetzal.
3. The capital of Honduras is Tegucigalpa. Its official language is Spanish.
4. Spanish is the official language of all the countries of Central America except Belize, which speaks English.
5. Costa Rica is a Central American country.
6. Soyapango is a city in El Salvador. Its population is 5,744,113.
7. Sara is from Nicaragua. Her nationality is Nicaraguan.
8. Garifona, Miskito, Sumo and Rama are languages spoken on the Caribbean Coast of Nicaragua.

Activity 3

To the right of the flag, write its country and nationality.

Nicaragua	Belize	Salvadorian	Belizean	Costa Rica
Guatemala	Honduras	Panamanian	El Salvador	Honduran
English	Nicaraguan	Guatemalan	Costa Rican	Panama

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Activity 4

Practice with your teacher the stressed syllables in nationalities.

Nica**ra**guan	Costa **Ri**can	Guate**ma**lan
Salva**do**rian	Pa**nama**nian	Central A**me**rican
Hon**du**ran	**En**glish	Be**li**zean

Activity 5

Listen and practice.

A: You talk like a Nicaraguan. Are you Nicaraguan?

B: Yes, I am. I am proudly Nicaraguan.

A: Oh! The land of lakes and volcanoes, right?

B: Yes, it is. And what about you?

A: I'm Salvadorian.

B: Yum! Delicious pupusas!

A: Yes, we have the best ones.

Activity 6

Study the charts with your teacher

Q-word	Be	Subject	Long answer
Where	is	Nicaragua?	Nicaragua is in C.A or It's in C.A .
Where	are	Nicaragua and Honduras?	Nicaragua and Honduras are in C.A or They are in C.A .
Where	are	you from?	I'm from Nicaragua.
What	is	her nationality?	She is Salvadorian.
What	are	their nationalities?	They are Costa Rican.
What	is	your native language?	My native language is Spanish.

Q-word	Do	Subject	Verb	Answer
Where	do	you	come from?	I come from Nicaragua.
Where	do	they	come from?	They come from Panama.
Where	does	he	come from?	He comes from Honduras.
What languages	do	you	speak?	I speak Spanish.

Note:

- In questions with **Be**, Be is the main verb.
- In questions with other verbs **Do** and **Does** are auxiliary verbs. Another verb is needed.

Activity 7

In your notebook, complete the questions with is, are, do, or does. Then complete or write the answers using the given country's flag.

Conversation 1

A: Where _____ you come from?
B: I come from _____.
A: What ____ your nationality?
B: I am _____.
A: What ____ your native language?
B: _____.

Conversation 2

A: Where ____ Ricardo Arjona from?
B: He ___
A: What ____ his nationality?
B: He's _____.
A: What language _____ he speak?
B: He speaks_____.

Conversation 3

A: Where _____ Makano and Gavilán Cortes come from?
B: They _____
A: What _____ their nationalities?
B: They _____.

Conversation 4

A: Where _____ Omar Torrijos come from?
B: He _____
A: What _____ his nationality?
B: His nationality is _____
A: What _____ his native language?
B: _____.

Capitalize nationalities and languages.

Example:

- Salvadorian
- Spanish

Activity 9

Write in your notebook.

Complete the chart with the information you know about Central American countries.

Country	Capital	Currency	Current President	Languages Spoken

Activity 10

Listen and repeat.

Pacific Ocean	Atlantic Ocean	Caribbean Sea
North	South	East
West	Border	

Use capital letter to write cardinal points. **Example:** South, West...

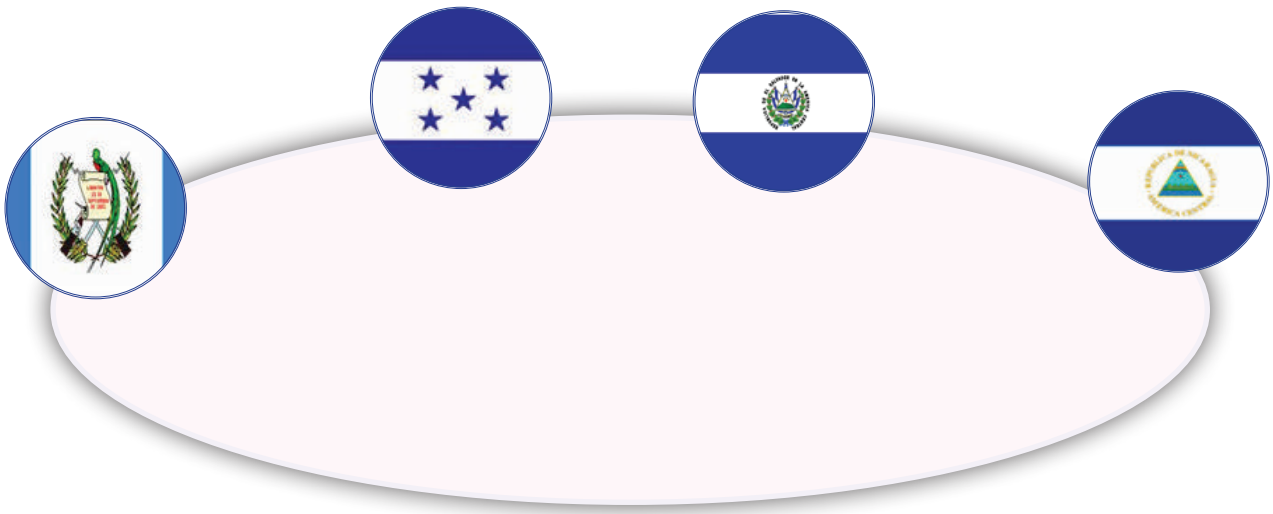
Activity 11

Write on the map the Central American countries you know and their capitals.

Activity 12

Write in your notebook the borders of Nicaragua. Use the map in Activity 10.

Model : El Salvador borders Guatemala to the North, Honduras to the South, Pacific Ocean to the West and Honduras to the East.



LESSON 7: Our national symbols

As Nicaraguans, we should have loyalty to and respect for our national symbols as signs of patriotism. Because tourism is developing in Nicaragua, it is necessary and important to know about our symbols in a foreign language, English.

Activity 1

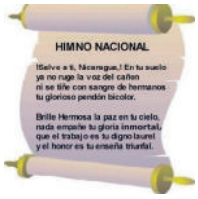
Some of the names of the Nicaraguan national symbols are incorrect. Correct them, following the model.

~~Guardabarranco~~

national flag

Sacuanjoche

national bird



national anthem

triangle

Madroño

national flower

Salve a ti Nicaragua

national tree

national flag

national emblem

Activity 2

Use your notebook. Write the parts of the flag and emblem. Use the given words.

triangle

volcanoes

white band

cap of liberty

rainbow

blue bands

emblem

Activity 3

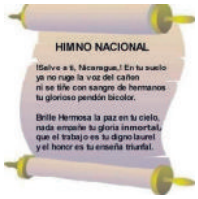
Match the symbols with their information.

It is the national tree. Its scientific name is *Callycophyllum candidissimum.* Its height is 15-20 meters. Its flowers are used for altars in December.

Its scientific name is *plumeria rubra*. It is white and has a yellow center. It was declared on August 27, 1971.

The poet Salomon Ibarra Mayorga wrote it. It was adopted on October 25, 1971.

The rainbow means peace and the volcanoes represent the Central American countries. It has the legend of “Republic of Nicaragua, Central America.”



It has a rectangular shape. It has two blue bands and one white band. It has an emblem in the center. It was adopted on August 27, 1971.

Activity 4

Circle the words that do not belong to the information. Follow the model.

Madroño	Sacuanjoche	National Flag	Guardabarranco
1) *Callycophilum candidissimum* 2) Heigth 15-20 meters 3) National flower 4) 1971	1) National flower 2) Yellow and red 3) *Plumeria rubra*	1) August 27th 2) Emblem in the center 3) Blue yellow and blue bands 4) Rectangular shape	1) Colorful tree 2) Small size 3) *Eumomota supercilosa* 4) National bird

Activity 5

Listen and complete the missing information about the Nicaraguan National Anthem.

In 1918 under the President _____ Chamorro there was a contest to put new words to the _____ _____ . The only rules were: 1) two verses about peace and work; 2) peace and work were the only topics; 3) the words should fit the music.

The winner was the poet _____ _____.

The name of the anthem is _____.

It was approved on _____ 20th, 1939, and officially adopted on _____ 25th,1971.

Activity 6

Read and practice the dialog.

Silvia: The class was very interesting.

Eduardo: I agree. I liked it a lot.

Silvia: It is very important to know about our national symbols.

Eduardo: Yes! Especially in English because we learn more vocabulary.

Silvia: I didn't know about the scientific name of the guardabarranco!

Eduardo: I loved the pictures. They were beautiful.

Silvia: What do you think about our National Anthem?

Eduardo: I didn't know it was written because of a contest.

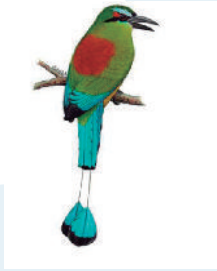
Silvia: I didn't know it either.

Activity 7

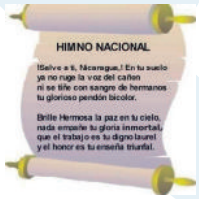
Use your notebook. Complete our national symbols.

our national _____

our national _____



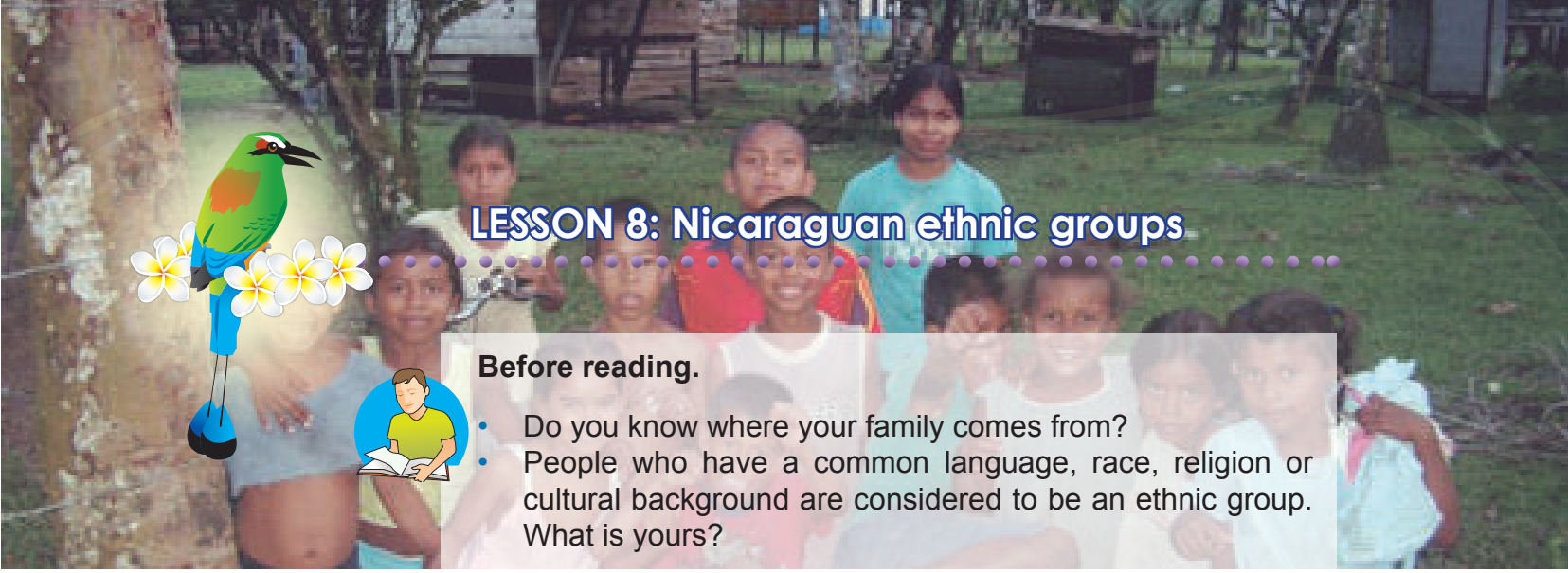
our national _____



our national _____

our national _____

our national _____



LESSON 8: Nicaraguan ethnic groups

Before reading.

- Do you know where your family comes from?
- People who have a common language, race, religion or cultural background are considered to be an ethnic group. What is yours?

Mestizos:
Mestizos are descendants of Spanish colonizers and indigenous groups. They are the majority of the population in the western part of Nicaragua. Their language is Spanish and their culture is a mixture of European and Spanish traditions.

Ulwa:
Ulwa and Mayangna constitute the Sumo branch of the Misumalpan language group. They live in Karawala, the southeastern Caribbean Coast of Nicaragua. Their language is in great danger of disappearing, with only 400 speakers remaining.

Miskito:

The Miskito's constitute the largest of the indigenous nations living on the Eastern region of Nicaragua an Honduras. They speak the Miskito language which belongs to the Misumalpan group.

Garifuna:

Garifuna is one of the two groups of Afro-descendents on the Caribbean Coast. Although they still speak their language in Honduras and Belize, in Nicaragua there are only 4 speakers. In Nicaragua they live Pear Lagoon, Orinoco, and other communities in RACS.

Rama:

The Rama people, who live in the southern part of Bluefields, are in danger of losing their language, which only five people still speak.

Creole:

Creole is a group of Afro-descendents on the Caribbean Coast of Nicaragua. They are African descendants and speak an English Creole.

Mayangna:

The Mayagna´s, formerly known as Sumos, are divided into three recognized indigenous nations: The Tuahka people who live in various communities of the municipality of Rosita: Wasakin, Walangwan, Tubahwas, Dibahil, Kalmata, Betania etc. They speak the Tuahka langue. The Panamahka people who live in communities on the edge of the Waspuk, Kahka, Pispis, Tungki, Umbra, Bocay, Lakus and Wawa rivers. They have their own customs and speak the Panamahka language. The Ulwa people, who live in Karawala, and other communities on the Río Grande de Matagalpa, speak the Ulwa language.

Activity 1

Use your notebook. Work in groups on the map, write the 7 ethnic groups from the readings.

Eastern region of Nicaragua and Honduras

Western part of the Pacific Coast

Eastern part of the Caribbean Coast

Activity 2

Add the groups of Ulwa and Creole to the previous map.

LESSON 9: Nicaraguan dances and costumes

Each region of Nicaragua has traditional folkdance costumes.

- Pacific Coast - Masaya, Managua, Carazo, Leon
- Central/North - Esteli, Jinotega, Matagalpa
- Caribbean Coast - Bluefields, Miskitos

When you read, look for words you are familiar with and don't stop when you do not understand a word.

Activity 1

Read and match the name of the dances to their description.

A. The polkas and waltzes

B. The Indian girls of Masaya

C. The Giantess

D. The little cow

E. The May Pole

F. The Little Mermaid

G. Dance of the cutter ants

H. El Gueguense

I. The old man and the old woman

1. It originated on the Pacific Coast. It represents the fusion of the Spanish culture with the native Nicaraguan. It shows how the Mestizo race was formed between two distinct races and cultures: the timid, oppressed Indian woman and the arrogant, Spanish gentleman._____

2. There are between thirteen and fourteen characters in the drama: the Old Wise Man, Don Ambrosio, Don Forsico, the Royal Council, the governor, and others. The drama is presented during the celebration of Saint Sebastian, patron Saint of Diriamba._____

3. This dance comes from Europe from the colonialists who settled in this region. The natives imitated these dances and adapted them to their culture. It is danced in San Rafael del Norte, north of Jinotega._____

4. They plant a tall tree, similar to pine, adorn it with flowers and dance around it to the African-Caribbean rhythms. It is mostly danced in Bluefields and other cities on the Caribbean Coast._____

5. It is a huge doll in the form of a very tall woman with a hole so that the dancer can manipulate the doll from inside._____

6. It is a satirical dance that represents an old man flirting with a young girl. The wife gets angry and chases her husband with her walking stick. It is danced in many places, especially in Leon, Masaya and Carazo._____

7. On Ometepe island, the majority of the people work in agriculture.The island has all kinds of insects. During one of the prosperous years for agriculture in the town of Altagracia, there is an invasion of cutter ants that covers all the plants, but the plague disappears when the people process with the saint….._____

8. The man dresses like a fisherman and simulates his activities in the ocean. Then a beautiful young woman appears with long hair and a costume that imitates the long tail of a fish. It is danced in the Caribbean Coast._____

9. It is danced in Masaya during the celebration of Saint Jerome. One version says that it represents the temptation of the saint with the female devils playing guitars._____

10. This dance is presented during the festivals in honor of Saint Domingo of Guzman, patron of the capital city. The dancer, a woman who is the cow, gets inside a hoop and…._____

Activity 2

Use your notebook. From each description in Activity 1, rewrite a sentence in the present tense.

Model: The dance comes from Europe.

The present tense is used to express habits or customs. Example: Nicaraguans are friendly.

1._____ 4._____

2._____ 5._____

3._____ 6._____

Activity 3

In the reading section, paragraph 1, you will find two sentences having a third singular person as subject. Rewrite them **in your notebook.**

-s, -es or -ies are added to the verb when it has a third singular person as subject (he, she, it). This does not change the meaning of the sentence.

Model: Melissa wears long dresses.

Activity 4

Write the correct region of Nicaragua next to the description of its culture **in your notebook.**

Pacific - Caribbean - North/Central Nicaragua - In Masaya

1._____: the main cultural feature of this region is known in Latin America as “mestizaje”, which is a real mixture of cultures.

2._____: the culture in this part of the country is considered to be a mixture of the indigenous and Spanish culture.

3._____: the Nicaraguan culture in this region is mainly expressed by dances and music with African influence, but the contribution of native indigenous tribes can also be observed.

4._____: In the mountainous region of the north and center of the country, the European heritage brought by Spanish and German descendents that settled the area can be easily recognized.

- Nicaraguans like loud music.
- The Nicaraguan music and dances are a product of the heritage and the mixture of different cultures from indigenous tribes, Europeans and African slaves.
- We share one cultural identity though our music and dances, which were born in different regions of the country.

Activity 5

Listen and repeat.

braided hair

ribbon

ceramic pot

wrapped dress

sleeveless blouse

feather

barefoot

embroidery skirt

Activity 6

Match the dances with their costumes.

A.

B.

C.

D.

E.

F.

G.

___ The dance of the May Pole
___ The dance of the Old Man and Old Woman
___ The little Cow
___ The dance of El Gueguense
___ The dance of the Little Mermaid
___ The dance of the Indias
___ The dance of El Mestizaje

Activity 7

Unscramble the word under the picture.

1. colorful sibrbno _____

2. atehresf_____

3. otpteyr____ otp_____

4. otbreoaf_____

5. sbaed_____

6. ardpep_____dress.

Activity 8

Unscramble the typical Nicaraguan folk dances.

1. mermaid/ the / of/ dance/ little/the.
2. the/ of/May / dance/Pole/ the/.
3. Giantess/dance/the/of/the
4. Cow/the/little/dance/of/the
5. Masaya/dance/of/girls/ the/little/of
6. Old/the/and/woman/man/old/dance/the/of
7. Devils/of/dance/the /little/of/the/
8. Cutter/ the/ants/of/dance/the

Activity 9

Partner work: Complete the sentences using the words in the box.

wrapped dress, ceramic pot, colored beads, barefoot, homemade sandals, braided hair, white long sleeve shirt, palm tree, homemade rope

1. The woman dances _____ in the Little Mermaid folklore dance.

2. In the dance of the Indian Girls of Masaya, a _____is necessary for the woman to put on top

of her head.

3. In the Mestizaje folk dance, women wear _____.

4. A _____is needed to dance the May Pole.

5. Men in the Polka Mazurka Waltzes wear_____. And the woman looks beautiful

with her _____on a wrapped dress.

6. Colorful_____are necessary to make a beautiful typical skirt.

7. In the dance of Quesillo, we see _____.

Activity 10

Now that you're very familiar with our typical dances, draw a line to their city of origin.

- The Atlantic Coast
- Managua
- Masaya
- Carazo
- Diriamba
- Leon, Masaya, Carazo
- The Island of Ometepe
- San Rafael del Norte, Jinotega
- Bluefields
- The little devils.
- Mazurcas, polkas and waltzes.
- The little Indians girls of Guacal.
- The old man and the old woman.
- The little mermaid.
- The dance of the cutter ants.
- The may pole.
- The little girl of.
- The little cow.
- The Gueguense or macho raton.

Activity 11

Complete the conversation in your notebook.

A: Which dance comes from your region?

B:_____

A: What does it mean?

B: It means……

Activity 12

Partner work: Practice the conversation.

Activity 13

The following words are components of national identity. Write in your notebook the word that goes with the sentence.

loyalty - patriotism - courage - nationalism - identity - national identity

1. I don't imitate customs from other cultures or countries. I have my own_____
2. I know and love myself. _____
3. I celebrate the day when Nicaragua became independent from Spain._____
4. I want to serve my country, Nicaragua, in all conditions. _____
5. I love my country, Nicaragua. I don´t want to change my nationality. _____
6. I strongly feel Nicaraguan._____

The San Juan River is 100% Nicaraguan!

San Juan River is 200 kms. long and 350 at is widest part.

LESSON 10: Tourism in Nicaragua

Activity 1

Read the following definitions.

UNESCO: United Nations Educational Scientific and Cultural Organization

Heritage: something that is passed to future generations; a tradition.

Natural heritage: natural places protected as reserves and national parks.

Cultural heritage: practices that are often preserved through constant traditions and practices.

Intangible: non-physical, cannot to be touched.

Tangible: physical, can be touched.

World heritage site: a place (such as a forest, mountain, lake, desert, monument building, complex or city) that is listed by the UNESCO as having special cultural or physical significance.

Activity 2

From the definitions above give four examples.

Tangible
- **church**
-
-
-

Intangible
- **music**
-
-
-

Cultural heritage
- **Gueguense**
-
-

Natural heritage
- **Xolotlan lake**
-
-
-

Before reading.

What do you know about world heritage in Nicaragua?

World Heritage in Nicaragua

Gueguense

The Gueguense was declared a masterpiece of the Oral and Intangible Heritage of Humanity in 2005. It is a satirical drama written in Nahualt and old Spanish in the XVIII century. It is performed from January 17th to 27th during the festival of San Sebastian, the patron saint of Diriamba. There are 14 characters in the play of the Gueguense: the Gueguense, Don Forsico, Don Ambrosio, Governor Tastuanes, the Chief Alguacil, Suche Malinche, the Royal Secretary, the Registrar, the Machos, and the Ladies.

Language, dance, and music of the Garifuna

Proclaimed a Masterpiece of the Oral and Intangible Heritage of Humanity by UNESCO in 2001 in Nicaragua, Honduras and Belize. There are about 6000 Garifunas in Nicaragua located in Bluefields, Pearl Lagoon, Corn Island and Orinoco.

Leon Viejo

The ruins of León Viejo were declared World Heritage Site of Humanity by UNESCO in 2000. It has a main square, the Santa Maria de la Gracia Cathedral, the ruins of La Merced Church, and the ruins of the Casting House. It was founded in 1524 by Francisco Hernandez de Cordoba. It was abandoned in 1610.

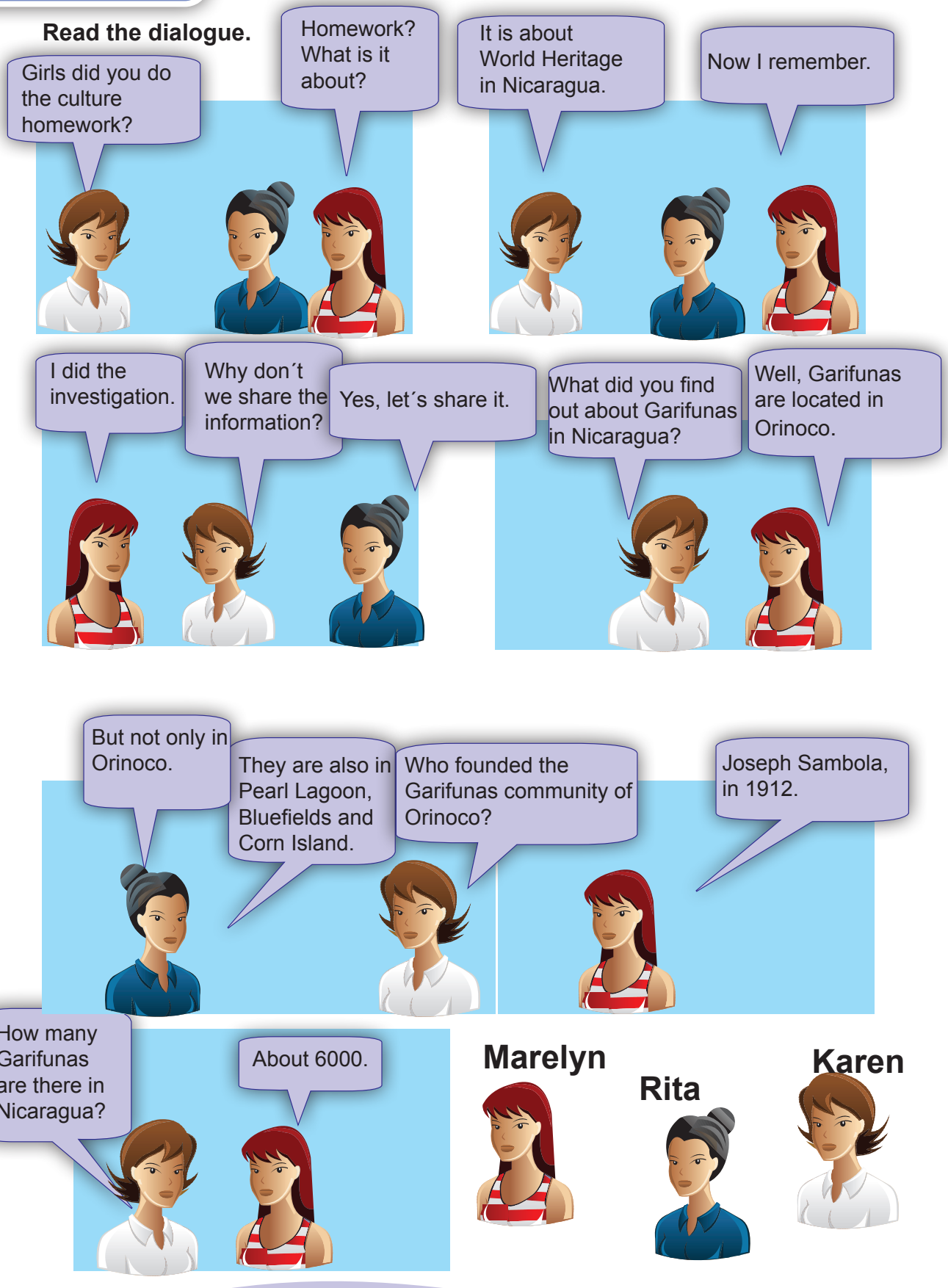
Activity 3

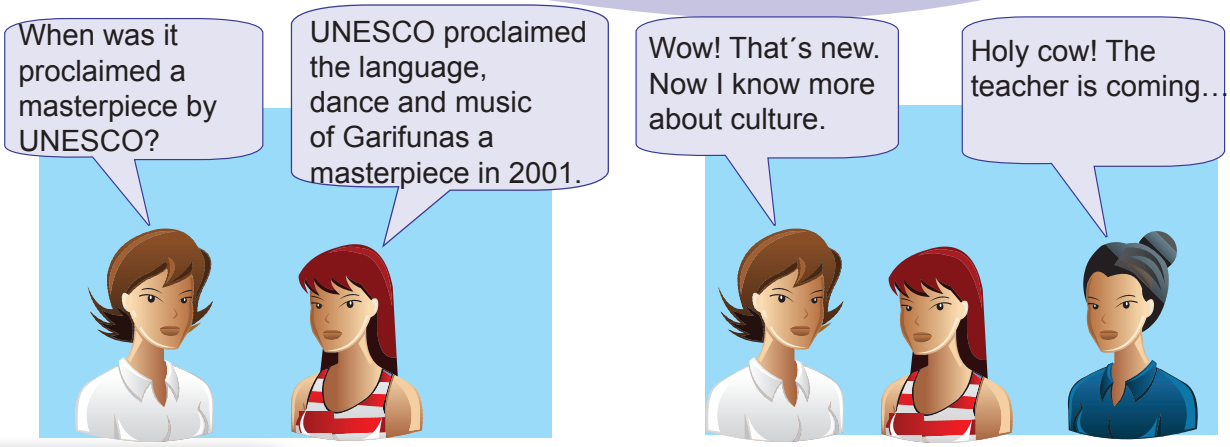
Write the answers to the questions.

1. What are the World Heritages declared in Nicaragua?
2. What is the Gueguense?
3. What are the characters of Gueguense?
4. Who founded Leon Viejo?
5. Why do you think Leon Viejo was abandoned in 1610?

Activity 4

Read the dialogue.





Activity 5

Match to make sentences.

1. Marelyn	**a.** are located in Orinoco, Pearl Lagoon, and Bluefields.
2. UNESCO	**b.** is about World Heritage in Nicaragua.
3. Garifunas	**c.** proclaimed Garifunas language, music, and dance in 2001.
4. Three girls	**d.** likes to share her homework information.
5. There are	**e.** is about the sites of Nicaragua listed in UNESCO
6. The homework	**f.** do their homework together.

Activity 6

Partner work: Point out on the map the sites of world heritage listed by UNESCO.

Nicaragua is the only country in Central America and one of six in Latin America to have 2 masterpieces proclaimed by UNESCO.

Activity 7

Study the chart with your teacher.

Information questions with Be in the past.			
Question Word	**Be**	**Subject**	
When	was	Leon Viejo	declared a World heritage site?
What sites	were	declared by UNESCO	in 1995?

Activity 8

Partner work: Complete the following dialogues, using when or what.

1. A: _____ is a World Heritage Site?
   B: The city of Granada and its natural environment.
2. A:_____ was the Garifunas founded?
   B: The Garifunas was founded in 1912.
3. A: _____ was it declared a world heritage city?
   B: It was declared as a world heritage city in 1885
4. A: _____ is Nicaragua?
   B: It is excellent with beautiful beaches and a big fresh water lake.
5. A: _____ was the Güegüense declared as a Masterpiece of the Oral and Intangible of Humanity?
   B: It was declared as a Masterpiece of the Oral and Intangible of Humanity in 2005.

Activity 9

Write the meaning of every letter in the word.

U *United*_____

N _____

E _____

S _____

C _____

O _____

LESSON 11: Tell me about Nicaragua

Activity 1

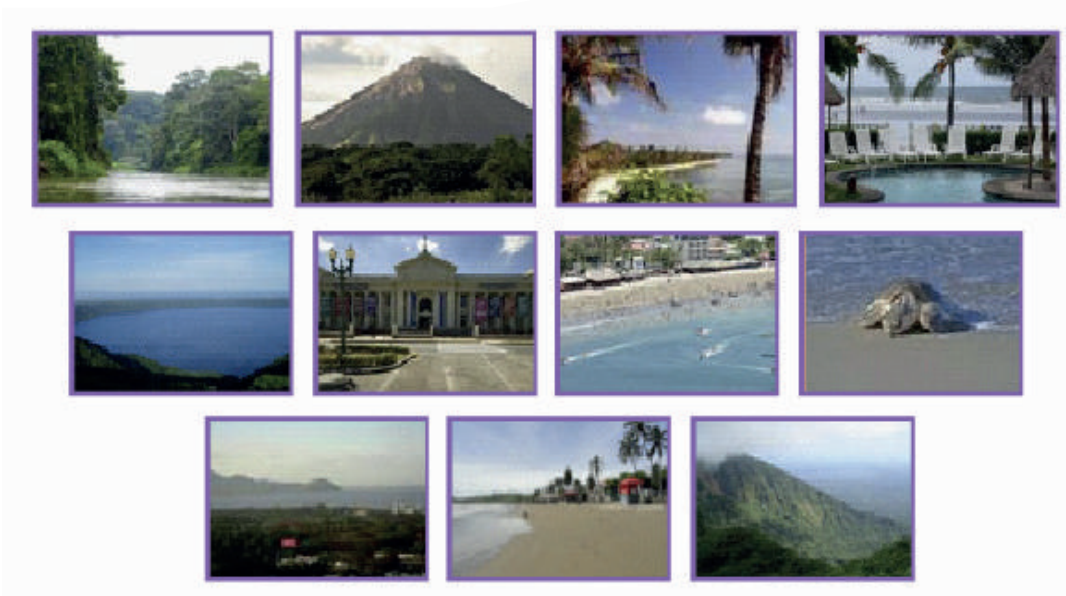
Draw a line to match the words.

a. Corn Island
b. Masaya
c. National
d. San Juan del Sur
e. Maderas
f. Turtle, Chacocente
g. Pochomil
h. Momotombo
i. San Juan
j. Granada

1. river
2. fresh water lake
3. lagoon
4. museum
5. volcano
6. island
7. port
8. active volcano
9. extinct volcano
10. arribadas

Activity 2

Partner work: Use the words you matched in Activity 1 with the pictures to make a sentence using the “to be” verb.



Activity 3

Listen and practice the conversation.

A: Tell me about your country, Nicaragua.

B: It has many beautiful tourist attractions.

A: Like what?

B: Like Corn Island in the Caribbean and the Pochomil beach on the Pacific Coast.

Activity 4

Partner Work: Practice the conversation in Activity 3. Give more than 2 tourist attractions in your answer.

Activity 5

Partner Work: Complete.

1- One freshwater lake of Nicaragua is:

2- Three extinct volcanoes of Nicaragua are:

3- Four active volcanoes of Nicaragua are:

4- The longest rivers of Nicaragua are:

5- Three museums of Nicaragua:

6- Three beaches on the Pacific Coast are:

7- Two lagoons in Nicaragua are:

8- Three islands of Nicaragua are:

9- Two ports of Nicaragua are:

Activity 6

Read the following definitions.

Arribadas: it is a phenomenon in which thousands of turtles at the same time arrive at the beach to lay their eggs.
Nest: lay eggs.
Lapse : period of time.
Wild life: life in its original natural state, not domesticated.
Refuge: shelter (protection) from danger.
In danger: in extinction.
Trade: buying or selling.

Arribadas: it is a phenomenon in which thousands of turtles at the same time arrive at the beach to lay their eggs.
Nest: lay eggs.
Lapse : period of time.
Wild life: life in its original natural state, not domesticated.
Refuge: shelter (protection) from danger.
In danger: in extinction.
Trade: buying or selling.

Before reading.

- What turtle species do you know?
- Do you like turtle eggs?

Turtles' arribadas in Nicaragua

In the Pacific Coast of Nicaragua, four of the seven species of existing marine turtles nest: Paslama, Tora, the Black turtle, and the Carey turtle.The Paslama Turtle is the most abundant and nests in practically all sandy beaches of the Pacific Coast.

The Paslama turtle, Tora turtle, the Black turtle, and the Carey turtle, nest in two wildlife refuge beaches, such as Chacocente and La Flor. Their arribadas are a phenomenon in which hundreds or thousands of female turtles nest at the same time during a lapse of 2 to 7 days. As many as 3000-4000 individuals arrive per night during the highest season from July to December.

All of the species are endangered due to egg extraction, water pollution (plastic, metal, paper, etc.), and overfishing. Their domestic and international trade is prohibited. That´s why the Nicaraguan Army, the Navy, environmental organizations, and volunteers support the protection campaigns during the arribadas.

Activity 7

Read and complete the sentences.

1. The four species of turtle that arrive in Nicaragua are...
2. The beaches where the turtles do the arribadas are...
3. The highest season of arribadas is...
4. The quantity of turtles that arrive is...
5. The turtles are in danger due to...

Activity 8

Answer the following questions about the reading.

1. Why is it important to protect turtles?
2. How can you help stop turtle extinction?

Activity 9

Partner work: Practice the conversation. You may add the words you wish.

A: I love Nicaragua, what about you?
B: I do too.
A: It's beautiful.
B: Yes, it is!

Activity 10

Study it's vs. its.

Its is the possessive form of **"it."**
- **This country has its own cultural identity.**
- **The bird lost some of its feathers.**

It's is a contraction of **"it is"** or **"it has."**
- **It's time to go.**
- **It's been long since I´ve seen you.**
- **I like your new class.**
- **It's very interesting.**
- **Do you know where my purse is? It's on the table.**

Activity 11

Fill in the blanks with *it's* or *its*.

1. ____ time for class. Let's go inside.
2. Nicaragua is famous for_____ lakes and volcanoes.
3. Our national bird is Guardabarranco. ___ beautiful!. ___ tail is long and blue.
4. The San Juan river is located in Nicaragua. ___ Its wildlife is very interesting for tourists.
5. Let's celebrate Earth day. ____ on April 22.

Activity 12

Use your notebook. Describe a person. Follow the clue sentences.

Her/his name is_____. She/he is_____years old.
She/he is_____(Nationality). He/she speaks_____(Language). She/he is from_____(Country). She/he lives in_____(City). She/he is_____(marital status.) She/he has a_____(girlfriend, boyfriend). She/he has_____(children,___daughter(s) and ___son(s).

She/he likes_____(+ing). He/she likes to_____. He/she doesn't like_____(+ing). He/ she doesn't like to_____.

She/he is_____(height). He/she is_____(weight). She/he has_____(long/short) hair.

She/he has_____(brown/black/blue) eyes. She/he has_____(curly/straight/blond hair). He has a_____ (mustache/ beard). She/he wears_____(glasses/sunglasses/contacts).

Her name is Sandra. She is 19 years old.
She is Nicaraguan. She speaks Spanish.
She lives in Rio San Juan.

Activity 13

Match the two halves of the sentences. Write the letter in the box.

1.		Karen's party was	**a.** It's too complicated.
2.		The English class	**b.** many traffic lights in the city.
3.		My house is made	**c.** is interesting.
4.		Ruben Dario is	**d.** it like?
5.		There's	**e.** We're classmates.
6.		It weighs	**f.** out of wood.
7.		A bookstore is	**g.** a drugstore near my house.
8.		I don't understand the exercise	**h.** 75 pounds.
9.		There are	**i.** fun.
10		Its scientific name is	**j.** is one of our national personages.
11		What is.	**k.** place to buy books or school supplies.
12		We're in grade 8.	**l.** *plumeria rubra.*

Activity 14

Practice the pronunciation of the following group words.

Theater (thee-uh-ter)	museum (mju:zi:□m)	island (áiland) -
Thesis	music	aisle
These	mule	islander
This	mute	islanding

Remember "s" in island does not have a sound. It's mute.

Study word stressed.

Each word has one syllable that is stressed. The other syllables in the word are unstressed. Stressed syllables are marked by big circles and unstressed syllables by small circles. These circles are placed over the vowel sound in each syllable. For example:

port interesting island museum refuge lagoon theater

Activity 15

Show the stressed and unstressed syllables. You may look in a dictionary if you're not sure about it.

music	thesis	mute	mermaid	pottery	islander
custom	volcano	lake	active	extinct	barefoot

Activity 16

Write these words in the table. The number in the chart represents the number of words.

museum lagoon theater islander

volcano	**customs**	**active**	**island**
mute	**lake**	**ribbon**	**pottery**

○ ○	○ ○	○	○ ○ ○	○ ○ ○
2	5	2	2	museum 1

Activity 17

The followings are conversations you may have as a tour guide. With a partner, complete the dialogues. Use the given word stressed pattern.

1. **A:** What is there in the National Palace of Managua?

B: There's a ○○○ museum .

2. **A:** What is Ometepe?

B: It's an ○ ○ _____.

3. **A:** What is San Juan de Oriente famous for?

B: It's famous for its ○ ○ ○ _____.

4. **A:** Cerro Negro is located in Leon. What is it?

B: It's an ○ ○ ○ ○ ○ _____ _____ .

5. **A:** I want to go to Masaya.

B: Yes! Let's go to the ○ ○ _____.

6. **A:** I love to watch our folk dance ○ ○ _____.

B: You're right. It´s beautiful!

Work with a partner. Practice the conversations in Activity 17.

Unit 3

Food

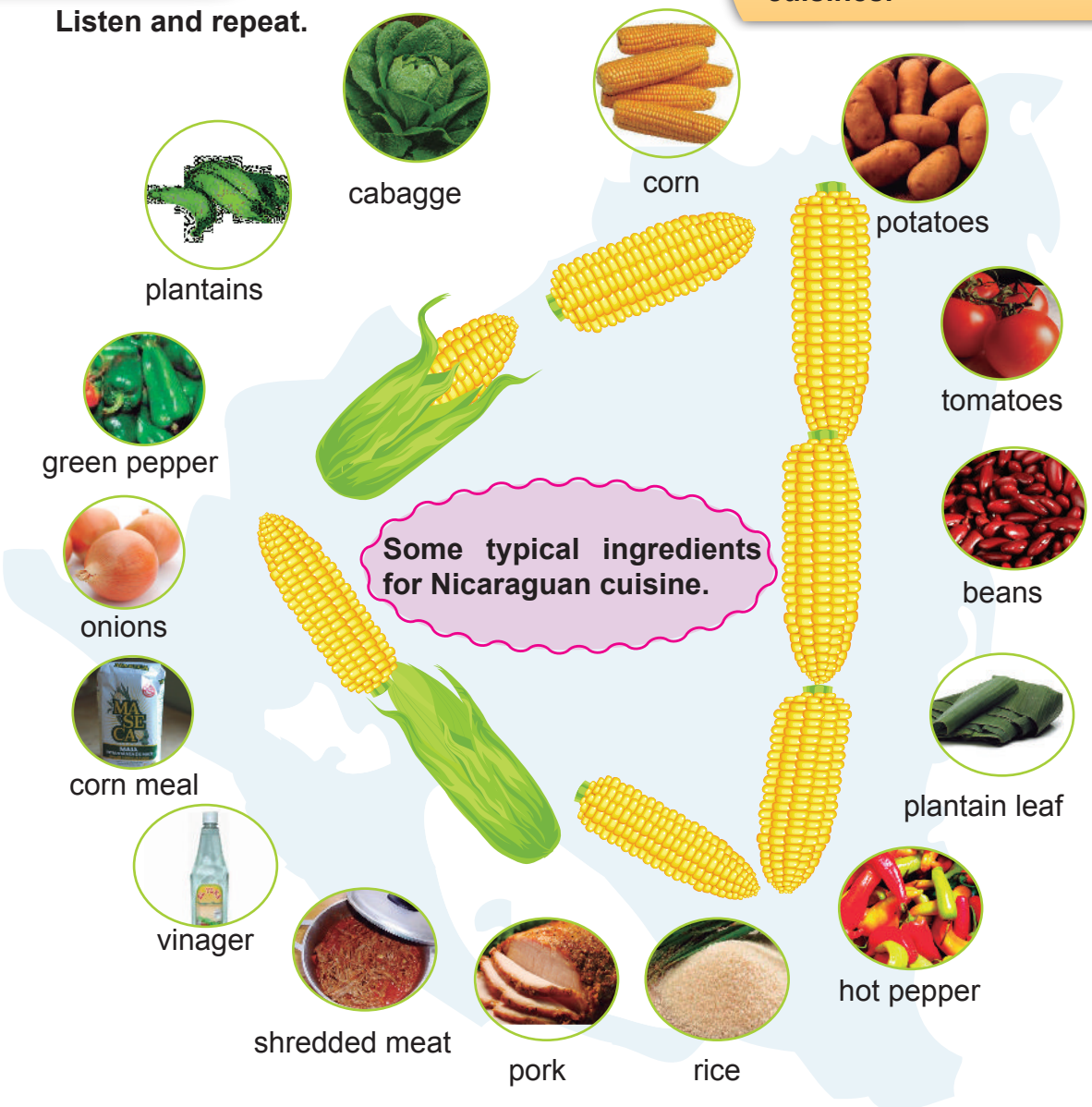
Contents

LESSON 12: Typical Nicaraguan foods

Our food and drink are representative of our diversity. We have Spanish, Creole and indigenous cuisines.

Activity 1

Listen and repeat.



Some typical ingredients for Nicaraguan cuisine.

Activity 2

Write the names of the ingredients.

1. To prepare french fries, you need _____ .
2. To make salad, you need _____, _____, _____ and _____ .
3. To make tostones you need _____.
4. To make chicharrones, we fry _____ skin.
5. To serve quesillo, we put _____, _____ and _____on top.

Activity 3

Read to the class the sentences from Activity 2.

Activity 4

Work with a partner. Match the words on the left with Nicaraguan typical food on the right.

1- weekends	_____	nacatamal
2- Patron Saints party food	_____	vigoron
3- dessert	_____	indio viejo
4- specialty of Granada	_____	rondon
5- rice and beans	_____	tostones
6- Nicaraguan drink	_____	quesillo
7- Nagarote, Leon	_____	chicha de maiz
8- round mashed plantains	_____	buñuelo
9- origin in Bluefields	_____	gallo pinto

Activity 5

Partner work: Read the descriptions. Then with a partner, write the name of the food from Activity 4.

1. This is a food that Nicaraguans eat almost every day for breakfast or dinner. _____.
2. This is a popular individual midday meal served on plantain leaves. You can find it at public places. _____
3. This is a dessert that consists of fried yucca, cheese and honey. _____
4. It consists of crunchy deep-fried plantains. _____.

5. It's a piece of cheese placed inside a tortilla, then wrapped in a plastic bag. _____

6. This is an individual portion packed in plantain leaves and tied with small threads. It looks like a tiny pillow. _____

7. It is fermented corn meal mixed with water and sugar .

Activity 6

Study the chart with your teacher.

Imperative Verbs

Verb	Object
Chop	the potato
Mix	the rice and beans

Negative Imperative Verbs

Do + Not	Verb + Object
Do not	eat oily food.
Don't	overcook your food.

Do not = Don't


chop


peel


wrap


mix


boil


add

Activity 7

Listen and repeat.

A: What are the ingredients for gallo pinto?

B: Rice, beans, oil, onions, green pepper, and salt to your taste..

A: How do you prepare it?

B: First, cook the beans. Then fry the beans with onions and green pepper. Then add cooked rice. Mix them and continue to cook to mix the flavors.

Activity 8

Partner work: Write a similar conversation for each food.

1. Tostones	**A:** _____
2. Quesillo	**B:** _____
3. Indio Viejo	**A:** _____
4. Nacatamal	**B:** _____

Activity 9

Partner work: Practice the conversations in Activity 8.

President Ortega won a prize from the United Nations for reducing hunger and malnutrition, and for providing food security to the people.

Activity 10

Make a list of our typical foods.

Breakfast	Lunch	Dinner
Dessert		
Fruit & Vegetables		
Drinks		

Before reading.

How many recipes of Nicaraguan foods do you know?

Ingredients

- 2 pounds of beef
- 2 tablespoons of achiote paste
- 4 medium diced tomatoes
- 1 bunch of fresh mint
- 2 red sliced peppers
- juice of 3 or 4 sour oranges
- 2 diced medium onions
- 1 cup corn meal
- salt

Fry the onions. Add the meat, orange juice and enough water to cover the meat. Boil for about two hours. Remove the meat to let it cool. In a bowl, add corn meal and two cups of water. Mix and then add tomatoes, onions, peppers, achiote paste, and corn meal mixture. Stir everything till ingredients are soft. Shred the meat with forks or your hands and add to the mixture. Before you serve, put it in the mint and the rest of the juice. Serve with fresh tortillas.

Activity 11

Answer the questions.

- What is the title of the recipe?
- List the ingredients to boil.
- List the ingredients to stir.

LESSON 13: Meals

Activity 1

Listen and repeat.

Breakfast


eggs


cereal


pancakes


toast

Lunch or Dinner


soup


french fries


cucumber


salad


lettuce


sandwich


fish


avocado


pasta


green beans

Beverages


coffee


tea


soda


milk


orange juice


pinolillo

Desserts


cake


buñuelos


pie


cookies


ice cream

Fruits


bananas


an apple


oranges


grapes


mangoes

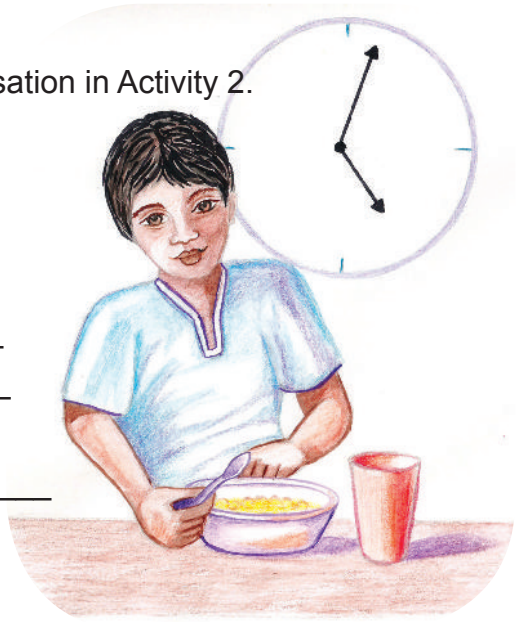
Activity 2

Complete the conversations.

1. A: What time do you eat breakfast?
   B: I eat breakfast at_____
2. A: What do you eat for breakfast?
   B: I eat _____
3. A: What time do you eat lunch?
   B: I eat lunch at _____
4. A: What do you have for lunch?
   B: I have_____
5. A: What time do you have dinner?
   B: I _____
6. A: What do you have for dinner?
   B: I _____

Activity 3

Partner work: Practice the conversation in Activity 2.



Activity 4

Complete.

Jorge has lunch from_____ to _____
He eats _____ and _____
He drinks _____
For dessert, he has _____

Activity 5

Study the chart with your teacher.

Quantifiers: Use quantifiers to talk about the number or amount of something.

Quantifier	Count Noun	Quantifier	Non Count Noun
An	egg	A little	**orange juice**
A	sandwich	Some	shredded meat
A couple of	apples	A lot of	soup
Some	tomatoes		
A lot of	french fries		
Several	onions		

- Count Nouns have a singular and plural form.
- Non count nouns do not have a plural form.

Let´s say you´re very hungry at this very moment. What would you like to eat and drink?
"Would like" is a polite way to express something you need. I would like = I´d like (contracted form).

Activity 6

Write the initials CN for count nouns and NCN for non count nouns.

1. banana _____ 2. soup_____ 3. salt _____ 4. sugar _____

5. mango _____6. milk _____ 7. avocado _____ 8. corn meal _____

9. cereal _____ 10. plantain _____ 11. cabbage _____12. pork _____

Activity 7

Cross out the improper quantifier.

one two an	egg	a couple of a little of some	tomatoes
a couple of a little some	onions	a couple of a little some	milk
one two an	buñuelos	a couple of a little some	avocado

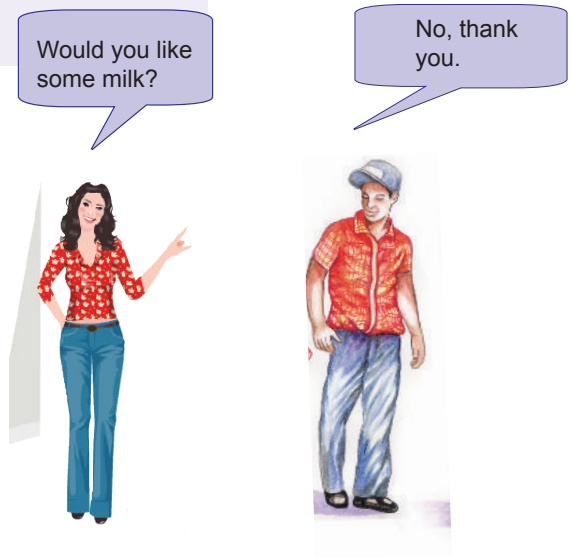
Fruits and vegetables are essential in a healthy diet. They are low in calories and have a lot of vitamins, minerals, antioxidants and fiber.

Activity 8

Listen and practice.

A: Would you like an egg?

B: Yes, I would.



Activity 9

Partner work: Practice the conversation.

Activity 10

Write the ingredients you would like to have in your main dish.

I would like _____

_____

_____

_____

_____

Before reading.

- Do you know what food programs there are in Nicaragua?
- Can you name them?

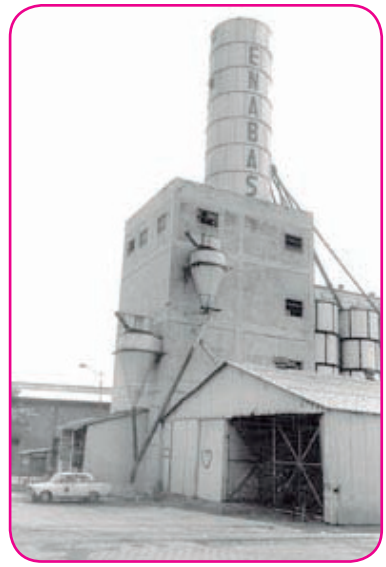
Food for the People program

ENABAS is a national warehouse with the mission of providing food for Nicaraguans. The Nicaraguan government supervises the National Basic Food Company, which exists all over the country as part of the program "Food for the People".

Over the last few years, ENABAS has been working to incorporate as many farmers and agricultural cooperatives as possible into the government program. In November 2007, it was reported that ENABAS had signed agreements with over 50,000 small scale farmers and 72 agricultural cooperatives to buy basic grains and other basic food products at set prices. ENABAS distributes the products bought from local farmers directly to the people in vulnerable neighborhoods and communities at below market prices.

Activity 10

Write “T” for true, “F” for false, or “I DON´T KNOW”.



1. ENABAS is a big national basic-grain container. _____

2. The Nicaraguan government supervises the distribution program “Food for the People”. _____

3. The name of the government program is “Food for Rich People” _____

4. The “Food for the People” program has 72 distribution sites around the country. _____

5. Food from “Food for the People” program is expensive. _____

Activity 11

Circle the words from the list.

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

farmers

cooperatives

basic food

people

mangoes

toast

soup

containers

community

Activity 12

In your notebook, write the food names.
















Activity 13

What food is for breakfast, lunch, and dinner? Write the proper foods in the boxes. Choose from the chart in Activity 12. You may add others.

breakfast	**lunch**	**dinner**	**snack**

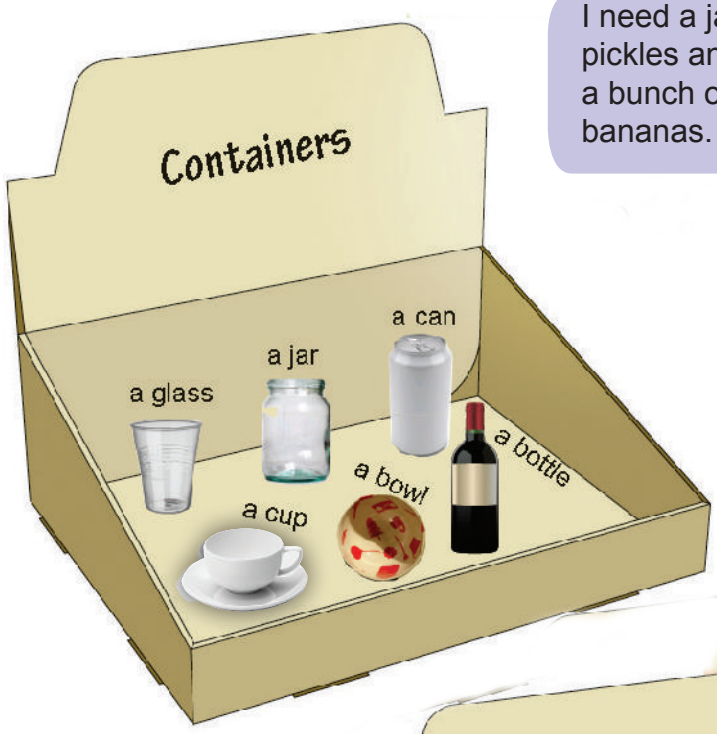
LESSON 14: Food containers

Do not throw away empty cans, bottles or jars. Recycle them.

RECYCLABLE

Activity 1

Listen and repeat.



I need a jar of pickles and a bunch of bananas.

Empty containers are recyclable. Protect the environment. Start recycling now!

Activity 2

Study the chart with your teacher.

Quantities with noncount nouns	
I'd like some water. I'd like a glass of water. I'd like a cup of coffe. I'd like a piece of fruit. I'd like a bowl of soup.	some water = unspecific quantity a glass of = a specific quantity Notice the plural form of the quantity.

Expressions of quantities
a glass of water
a carton of milk
a bowl of cereal
a tube of toothpaste
a bottle of olive oil
a cup of coffee
a jar of mayonnaise
a loaf of bread
a head of lettuce

Activity 3

Listen and repeat the conversation.

A: Would you please get a bag of rice when you go to the market?

B: A bag of rice? Sure, I´d be happy to.

Activity 4

Practice pronunciation: Do the rising and falling intonation.

A: When you go to the market, would you please get a bag of rice? ↗

B: A bag of rice? ↗

B: Sure, I´d be happy to. ↘

Activity 5

Write a conversation. Use the appropriate container.

1. Cabbage
2. Milk
3. Bread
4. Toothpaste
5. Corn meal

Model:
cabbage

A: When you go to the market, would you please bring me a head of cabbage?

B: Of course!

Activity 6

Partner work: Practice the conversation you wrote in Activity 5.

Activity 7

This is a conversation you may have at a grocery store. With a partner, take turns practicing.

Situation 1

Clerk: Can I help you?
You: Yes, can I have a dozen eggs, please?
Clerk: Here you are.
You: Thank you.

Situation 2

Clerk: Can I help you?
You: Yes, can I have a dozen eggs, please?
Clerk: Sorry, we don´t have any right now.
You: That´s OK. Bye!
Clerk: Bye.

Activity 8

Partner work: have a conversation similar to Activity 7. Use the food pictures.

Words are divided into syllables. For example:

- Bunch - has one syllable.
- Empty - has two syllables.
- Containers - has three syllables.

Activity 9

How many syllables do these words have? Write your answers in your notebook.

piece __1___	breakfast____
recycle ____	lunch_____
lettuce ____	onions____
dozen _____	sugar_____
cabbage____	cucumber_____
spoon_____	tomatoes_____

Activity 10

Match the syllables and write the complete word in your notebook.

plan	_____ fast
cab	_____ cake
shred	_____ goes
pan	_____ tuce
man	_____ kles
let	_____ ions
pic	_____ ton
on	_____ bage
car	_____ ded
break	_____ tains

Before reading.

- What environment programs does your school have?
- Do you participate? Why?

Environmental Education

Our public schools now require that students learn about the environment, recycling, and other issues affecting our communities and natural resources. Educators are involving students in educational programs and implement activities that help students understand what the environment is, why we need to protect it and what they can do to help. As a part of environmental education, many students also get to participate in environmental projects that help reinforce the concepts taught by teachers and other school professionals.

Students and teachers may spread the words about not littering, recycling as many items as you can, properly disposing of dangerous substances, and using recycled products at home. We only have one planet, so let's all do our part to keep it clean.

So don't litter, and if you see garbage on the ground, pick it up and place it in your pocket while you find a garbage can. And if you see someone littering, find a nice way to make him/her understand that littering affects our environment.

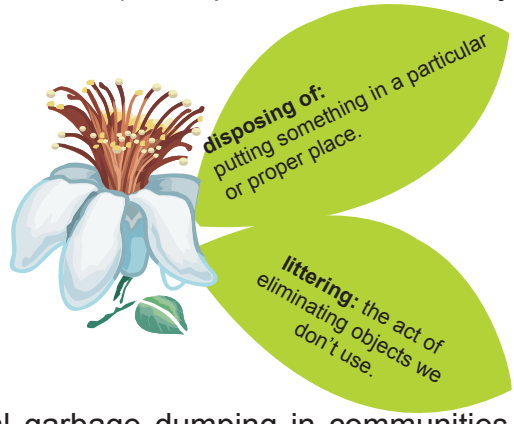
Activity 10

Answer the questions. Give a complete statement. (A complete statement: subject +verb+ object)

1. What is environment education?

2. How are students involved in protecting the environment?

3. How can we stop littering?



Activity 11

This picture shows the existence of illegal garbage dumping in communities or cities.

Write 4 ways to stop this.

Littering is bad because it makes our city look disgusting.

LESSON 15: What are you eating?

There are six food groups that we need to eat food from every day to stay healthy. These are: grain, fruits and vegetables, dairy, meat and protein, fats, oils, sweets and fiber.

Activity 1

Read. Then do the exercises.

Grain

This is the food group that we should eat most often. It includes healthy foods like cereal, rice and pasta. We should eat between six and eleven servings from this group every day. Bread products provide us with carbohydrates which give us energy.

Fruits and vegetables

Fruits and vegetables give us fiber and important vitamins and minerals. We should eat at least three servings of fruit and three to five servings of vegetables every day.

Dairy

We should have two to four servings from the dairy food group every day. This is the best source of calcium, which we need to make our bones strong.

Meat and protein

We should eat two to three servings a day of the foods in this group. This food group includes chicken, fish, meat, dry beans, eggs, and nuts. The foods from this group give us protein, iron, and zinc.

Fats, oils and sweets

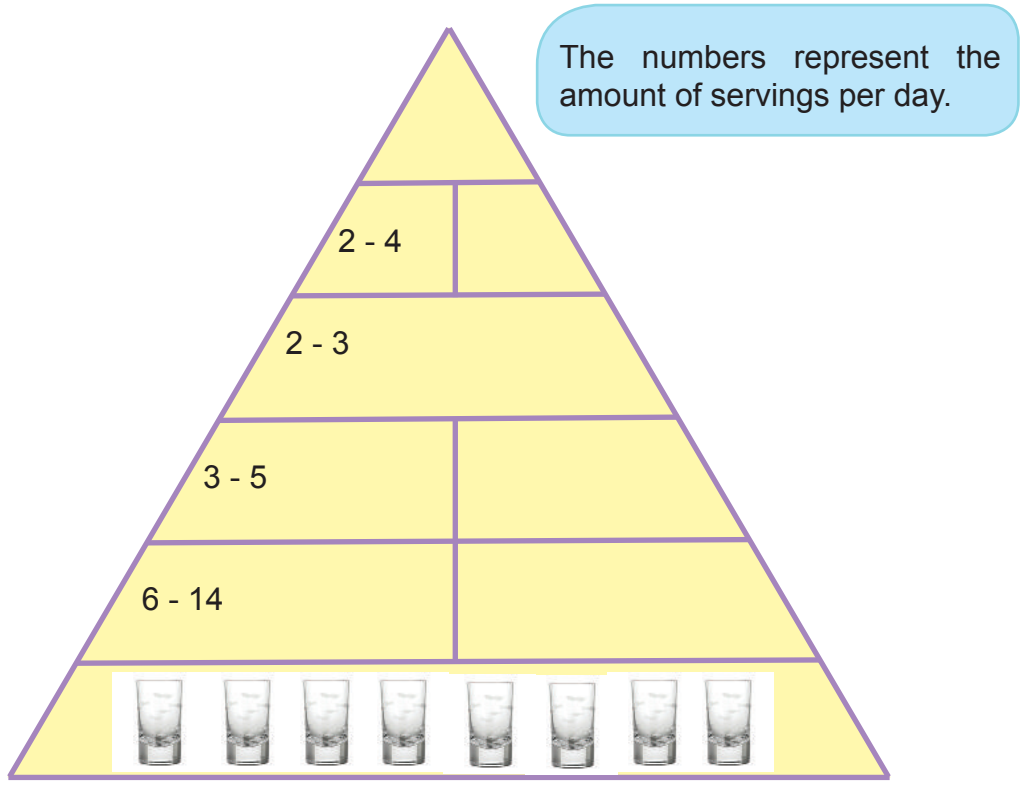
Fats, oils and sweets provide hardly any nutrition for the body so we should eat very little from this food group.

Fiber

Fiber is very important in our diet because it helps move food through the digestive track, helping prevent constipation. Everybody needs some fiber in their diet. It is in fruits, vegetables, and grains.

Activity 2

Place the foods on each level on the pyramid according to the numbers in the triangle.



Activity 3

What food group is it? Write the name.

1. _____ provides little nutrition .
2. _____ is a great source of calcium to make our bones strong.
3. _____ helps us move food through the digestive track.
4. _____ provides carbohydrates for energy.
5. _____ give us protein, iron and zinc.

Activity 4

Write the answer to the questions in the conversation.

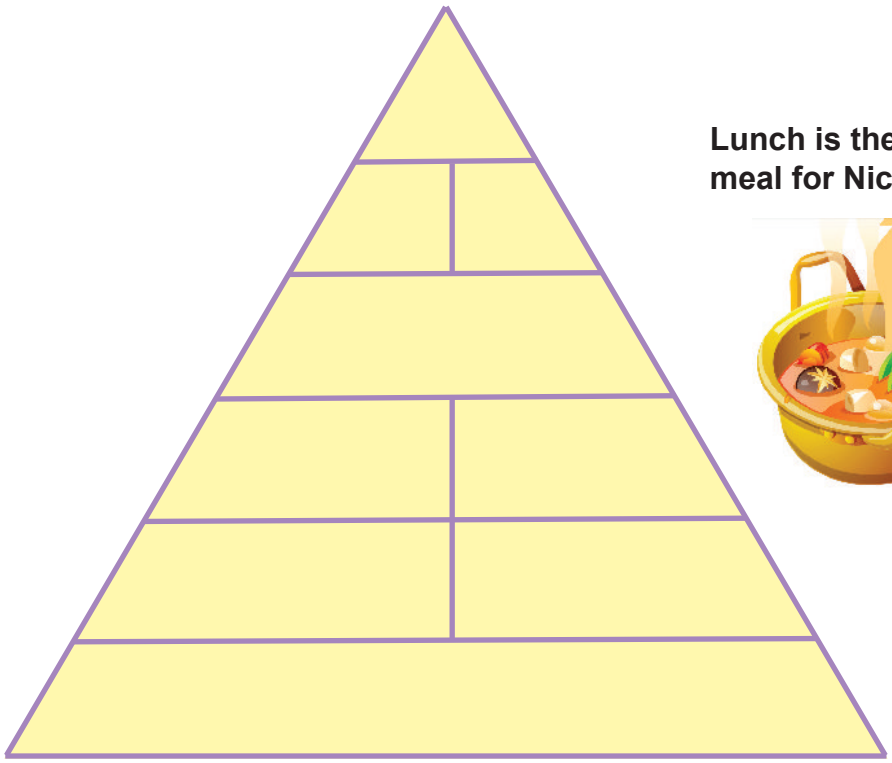
A: What do you usually have for breakfast?
B:
A: What food group does it belong to?
B:

Activity 5

Partner work: Ask and answer the questions on activity 4.

Activity 6

Write the ingredients of a Nicaraguan lunch in the pyramid.



Lunch is the main meal for Nicaraguans.

Activity 7

Read the quote. Then answer the questions.

> The Nicaraguan government gives great importance to food and nutritional security, which is reflected in the efforts it has made on the national level with small farmers and poor peasants to improve the food situation for all Nicaraguans.
>
> **Dr. Gero Vaagt**

1. Why does Dr. Vaagt say the government gives big importance to food and nutritional security?

2. Do you know what the most vulnerable segments of the Nicaraguan population are?

Before reading.

- What do you do before you buy canned or packaged food?

Steps to read food labels

• Identify the serving size or the number of servings in the package.
• Read the amount of calories or any other nutrients per serving. It helps us manage our weight.
• Calculate the total amount of the nutrients in all the servings you eat. Here we should limit these nutrients. Eating too much fat, saturated fat, trans fat, cholesterol, or sodium may increase your risk of certain chronic diseases, like heart disease, some cancers, or high blood pressure. But we should get enough of these nutrients: dietary fiber, vitamin A, vitamin C, calcium, and iron in our diets. Eating enough of these nutrients can improve your health and help reduce the risk of some diseases and conditions. A diet rich in fruits, vegetables, and grain products that contain dietary fiber, particularly soluble fiber, and low in saturated fat and cholesterol may reduce the risk of heart disease.
• The food note is after "%Daily Value", in the lower part of the nutritional label, which tells you "%DVs are based on a 2,000 calorie diet". This sentence appears on all food containers.
• Read the expiration date on the label before you buy. Otherwise you could eat expired food.

Activity 8

In the following information on "Nutrition Facts" indicate:

Nutrition Facts
Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving	
Calories 250	Calories from Fat 110
	% Daily Value*
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

-Start here

- Get enough of these nutrients
- Check for calories
- Limit these nutrients
- Foot note

Activity 9

Answer the questions.

1) What sentence is on all food labels?

2) What reduces the risk of heart disease?

3) What helps us manage our weight?

4) Why is it important to read the expiration date on foods?

LESSON 16: Asking for prices

Activity 1

Read the food advertisement.

6 for C$10.00

3 for C$ 5.00

6 for C$ 30.00

1 for C$ 35.00

A dozen for C$ 5.00

A liter for C$16.00

One for C$1.00

One pound for C$ 12.00

One jar for C$20.00

12 for C$ 10.00

Numbers at the beginning of a sentence are written in letters. Use containers if it is necessary.

Activity 2

Work with a partner. Write the prices of the foods shown in Activity 1.

Model: Six carrots cost C$ 10.00.

Activity 3

Study the chart with your teacher.

How much	Be	Noun	Answer
How much	is	one jar of pickles?	It´s 20 córdobas a jar.
How much	are	the star fruits?	They are 5 córdobas a dozen.

Activity 4

Complete the conversations between a customer and salesperson.

1. Customer: _____?

   Salesperson: _____?

2. Customer: _____?

   Salesperson: _____?

3. Customer: _____?

   Salesperson: _____?

Activity 5

Partner work: Practice the conversation you completed in Activity 4.

Activity 6

Ask your partner the questions below and write down the answers.

1.How often do you cook?_____

2.How often do you eat healthy food?_____

3.What do you eat?_____

4.How often do you eat unhealthy food?_____

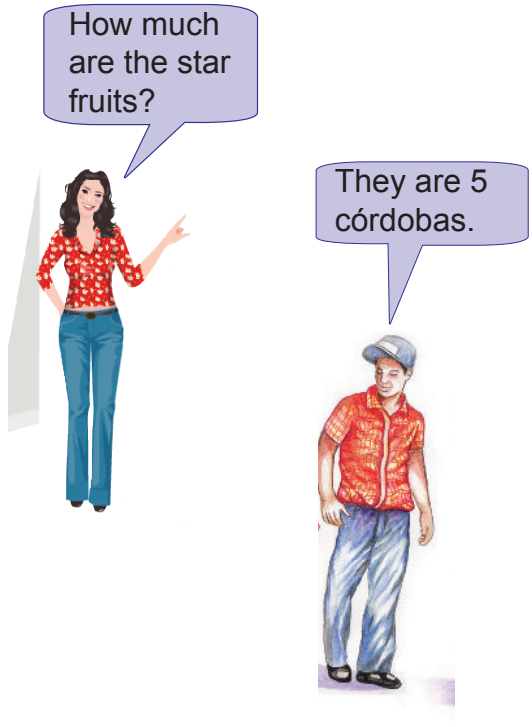
5.What do you eat?_____

6.What do you usually eat for breakfast?_____

7.What do you usually eat for lunch?_____

8.What food do you like?_____

9.What food you don´t like?_____



LESSON 17: Household activities

Activity 1

Everyone in my family helps with the housework. Listen and repeat what each person does around the house.

make (cook) dinner

set the table

make the bed

wash (do) the dishes

do laundry

mop the floor

sweep the patio

water the plants

dust the furniture

clean the house

take out the garbage

Activity 2

Complete the conversations.

1. A: What do you have to do around the house?
B. I have to ____the patio
A: And what about you?
B: I have to ____out the garbage
2. A: Does your brother help around the house?
B: Of course he does. He ____ the floor.
A: What about your sister?
B: She ____the plants.
3. A: Mom, do you need help?
B: Yes, I do. Please ___the laundry.
A: I will do it.
4. A: Does your father help with the housework?
B: Yes, he does. He ___the dishes every night after dinner.

have to
has to > **obligation**

I have to study.
She has to study.

Activity 3

Partner work: Practice the conversations in Activity 2.

Activity 4

Study the chart.

Question	Be + Verb	Frequency expressions
How often does he cook?	He cooks	every day. every other day. once a week. twice a month. three times a month. very often. hardly ever. seldom. almost always. almost never.
almost always = usually almost never = hardly ever = seldom		

Activity 5

Fill in the table.

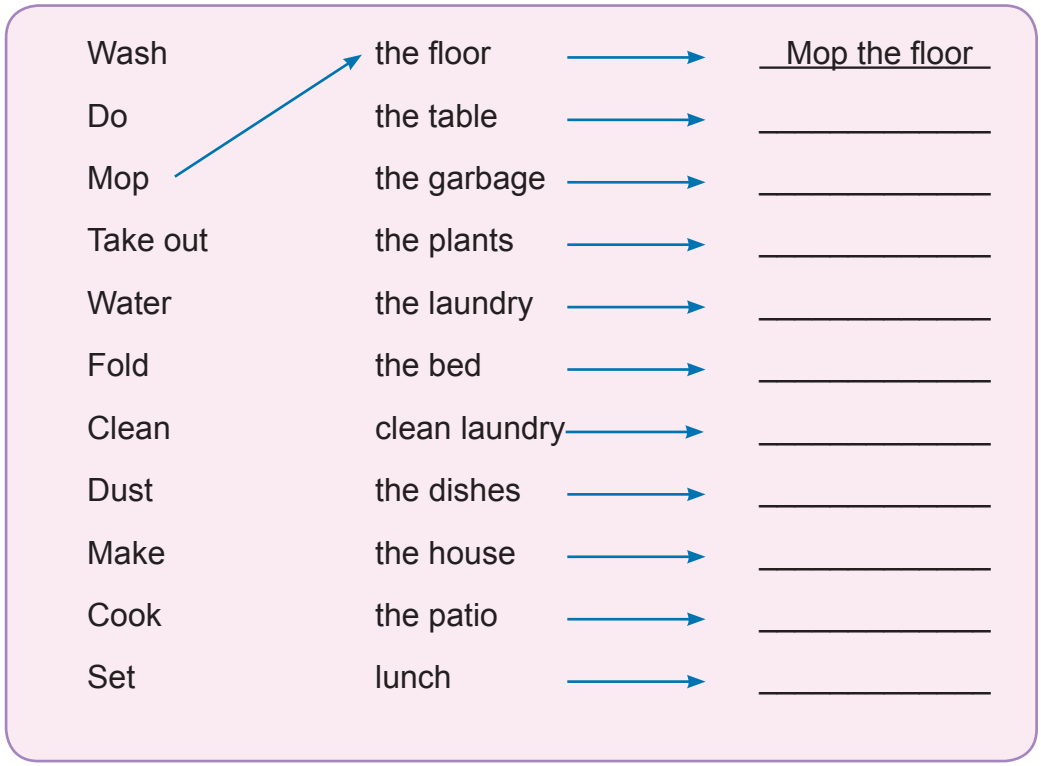
How often do you…	Every day	Every other day	Once a week	Other
Sweep the patio?				
Take out the garbage?				
Make the bed?				
Cook dinner?				
Set the table?				

Activity 6

Often is pronounced : /of□n/
With a partner, take turns asking and answering the questions in Activity 5.

Activity 7

Match the house chores. Then write it.



Some words have two pronunciations: STRONG and WEAK. Listen to the strong and weak forms of the words "of", "to" and "and". The table shows how they are pronounced.

Strong form	Weak form
"of" /ov/	/□v/ A can of pickles
"to" /tu:/	/t□/ I like to cook
"and" /ænd/	/□nd/ David and Susan

Activity 8

Listen to the phrases or sentences. Write "of", "to" or "and" in the spaces.

1. A bottle___oil.
2. I'm going___the market.
3. I need a couple___tomatoes.
4. I love___cook.
5. My mother___father are great parents.
6. Food___exercises are important.

Activity 9

Which of these kinds of foods go together? Complete each phrase with a word from the box.

beans	cream
butter	chips
cake	

1. rice and_____
2. bread and_____
3. cheese and_____
4. coffee and _____

Activity 10

Repeat the phrases.

Activity 11

Write more phrases that describe foods that go together.

Activity 12

Listen to the conversation.

A: Do you cook?
B: Yes, I do. I love to cook.
A: How often do you do it?
B: Three times a week.

A: Do you cook?
B: No, I don't. But I like to mop the floor.
A: How often do you do it?
B: Every other day.

Activity 13

Partner work: Practice the conversations. Change the underlined words.

Before reading.

Do you help with the house chores?
What do you do?

Is housework related to a good relationship between couples?

Nowadays, men do more house work than in the past. According to studies a third of men are doing house work. In 1976, men spent approximately six hours every week doing housework but since the year 2005 the hours have increased to thirteen. The interesting thing is that women's weekly housework hours were cut from 26 to 17. This information is based on health, economics, and social data obtained from thousands of families. From a woman's point of view, when a husband helps with the housework, it brings harmony to the home. That means reduced stress and more relaxation. This explains the real connection between housework and good relationships between the couple and all family members.

Women find these kinds of men more romantic. A relationship between housework and harmony explains that when a couple and their children do housework together, extra time is created for recreational activities allowing unity among the family. Women confessed to being more communicative with their husbands and families when they all share housework responsibilities. Wives or mothers like it when the household chores are shared but they also think that husbands intentionally create more work for them. This shows that it is not an easy task to make a relationship work.

Activity 14

Choose the best answer.

1. a. 1/3 of men do the housework.

b. 2/3 of men do housework.

c. 1/2 of men do housework.

2. a.Helping with housework causes stress to wives or mothers.

b.Helping with housework brings happiness to homes.

c.Helping with housework doesn't permit unity in families.

3. a.Women think children intentionally create more work for them.

b.Women think husbands and children intentionally create more work for them.

c.Women think husbands create more work for them on purpose.

Answer the questions on your own.

- What did you learn from the reading?
- Can you think of ways to change men's attitude towards housework?
- Do you think it is possible for every member of a family to help around the house? How?

Unit 4

Clothes

Contents

LESSON 18: What can I wear today?

Activity 1

Listen and repeat.


shirt


shorts


jacket


raincoat


pants


tie


dress


suit


sweater


skirt


blouse


bathing suit


tank top


T-shirt


hat


cap

Activity 2

Categorize.

Women´s clothes for winter		Men´s clothes for winter	

Women´s clothes for summer		Men´s clothes for summer	

Activity 3

Unscramble the words.

1. itsu _____
2. estwaer _____
3. gtahinb _____
4. teckjta _____
5. rsiht-t _____
6. hrsto _____
7. cpa _____
8. olbues _____

Activity 4

Study the chart with your teacher.

How much + Be + Noun	How much+ Aux. V + Noun + Cost
How much is that blue shirt? How much are those shirts?	How much does the blue shirt cost? How much do those shirts cost?
Answer statements	**Answer statements**
It's C$ 10.00. They're C$ 60.00 each.	It costs $10.00. They cost C$ 60.

Activity 5

Write a form of be, do, does to complete the conversations.

1 A: Excuse me. How much_____the skirt?
B: It_____ C$ 140.00.

2. A: May I help you?
B. Sure! How much _____the hat cost?
A: 80.

3. A: How much_____these dresses?
B: They____C$40.00.

4. A: I want to buy these shoes. How much_____they cost?
B: C$150.00

Activity 6

Partner work: Practice the conversations in Activity 5.

Activity 7

Practice the pronunciation of long “u”: it sounds like the “u” in blue or suit.

blue	**glue**	**flu**	**suit**	**juice**	**fruit**
tube	**cube**	**spoon**	**food**	**mule**	**school**

Activity 8

With your teacher, practice three different ways of giving compliments.

1) A: I like your blouse.
   B: Thanks. It is my favorite color.

2) A: What a beautiful blouse you’re wearing today!
   B: Thanks, I like it a lot.

3 A: That’s a very nice outfit!
   B: Thank you. Today is my birthday.

It is always nice to give compliments about our friends’clothes.

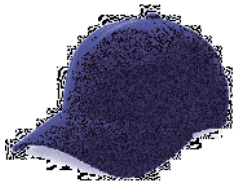
Activity 9

Partner work: Practice one of the conversations in Activity 8. Use the clothes.

A. 

B 

C. 

D. 

LESSON 19: What else do you wear?

Activity 1

Listen and repeat.


shoes


flip flops


sandals


boots


rubber boots


sneakers


socks


walking shoes


stockings


pajamas


bathrobe


graduation gown


vest


scarf

Activity 2

Complete.

1. I put on my _____ before I go to bed.
2. She puts on her _____ to go to a party.
3. Students put on their _____ to their promotion.
4. Put on your _____ to go outside. It is rainy and muddy.
5. He always puts on his _____ when he wears shoes.
6. I put on my _____ when I do exercises.
7. Carlos puts on his _____ when he leaves for work. He works at a bank.
8. I wear a _____ when I get up in the morning.
9. Women wear a _____ to walk comfortably.
10. I put on my _____ when I take a shower.

Activity 3

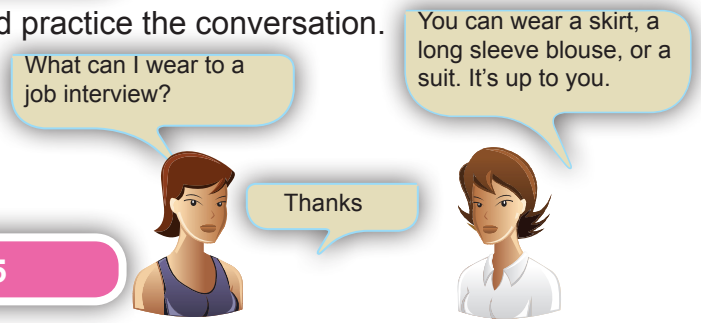
Study the chart with your teacher.

Nouns: singular and Plural

Most nouns: add **s**	Nouns ending in x,s,sh, or ch add **es**	Nouns ending in y preceded by a consonant change **y** to **i** and add **es**	Nouns ending in **f** and **fe** change **f** to **v** and add **s** or **es**	Irregular plurals
cap caps tie ties shoe shoes sock socks tray trays	watch watches dress dresses box boxes brush brushes	party parties city cities library libraries	scarf scarves knife knives wife wives	woman women man men child children

Activity 4

Listen and practice the conversation.



The articles a and an are used for the singular form only.

Activity 5

Write the conversations like the one in Activity 4. Use the places.

1. to the beach
2. to school
3. to a party
4. at home
5. to the church

Activity 6.

Partner work: Practice the conversations.

Activity 7

Practice the pronunciation of short o: it sounds like the o in sock.

hot	sock	box	stop	top	dog
flops	mop	olive	dot	clock	bottle

Before reading.

- What's the origin of Wellington boots?
- When can you wear them?

The Wellington boot

The Wellington boot is a waterproof rubber boot that covers the knee. It was named after the First Duke of Wellington, Arthur Wellesley, also known as "The Iron Duke". It is also known a welly, a wellie or a gumboot. This boot was fashionable among the British aristocracy in the early 19th century.

The first Duke of Wellington instructed his shoemaker, Hoby of St. James Street, London, to modify the 18th century Hessian boot. The resulting new boot designed in soft calf skin leather had the trim removed and was cut closer around the leg. It was hard wearing for battle, yet comfortable for the evening. The Iron Duke didn't know what he had started. The boot was called the Wellington and has been ever since.

Activity 8

Complete with the correct information.

1. The word Wellington comes from _____.
2. These are waterproof rubber boots that cover the _____.
3. Thanks to the invention of _____, farmers can wear Wellington boots when they work on harvesting food.
4. Wellingtons were fashionable among the _____ in the _____century.
5. Arthur Wellesley was also known as the _____ .

Extra activity

Look at the picture and write a list of clothes the farmer is wearing.
Then answer:

- Are farmers important to you? Why?
- Could a woman do this job too?

LESSON 20: Clothing Adjectives

Activity 1

Listen and repeat.

Activity 2

Use your notebook. Complete the chart and study it with your teacher.

Usual order of ajectives					
Opinion	**Size**	**Age**	**Color**	**Material**	
beautiful					skirt
	medium				t-shirt
		new	striped	cotton	shirt

A noun can be modified with more than one adjective.

Activity 3

1. a black leather (leather, black) jacket
2. _____ (small, nice) flip flops
3. _____ (rubber, new) boots
4. _____ (brown, big) shorts
5. an _____ (old, cheap, wonderful) belt.

Activity 4

Circle the word that matches the picture.

scarf
socks
hat

long sleeve blouse
tank top
sleeveless blouse

checkered shirt
stripped shirt
plain shirt

loose pants
tight pants
baggy pants

plain skirt
pleated skirt
a tight skirt

polka dot blouse
stripped blouse
flowery blouse

suit
graduation gown
vest

Activity 5

Listen and repeat the conversations.

1. A: Does the dress fit?
B: No, it's too loose.

2. A: Do the jeans fit?
B: No, they're too tight.

Activity 6

Partner work: Practice the conversations in Activity 5. Use the clothes.

A.

B.

C.

D.

Before reading.

- Is it difficult for you to decide on your best clothes when going shopping?
- Do you always ask someone else about the way you look in a new outfit?

Shopping on Saturday afternoon

Gabriela: Well Barbara, what do you think?

Barbara: Mmm, it's nice, but I think you need a bigger size.

Gabriela: I think this is the only one. Excuse me? Do you have this blue dress in size 14?

Shop assistant: No, we only have it in size 12.

Gabriela: Oh dear, it's just a little too tight.

Shop assistant: I think we have a size 14 in red.

Gabriela: Oh no. Red is not my color.

Shop assistant: It's not bright red, it's a nice dark red. Here it is. Why don't you try it on?

Gabriela: It fits like a glove. What do you think Barbara?

Barbara: It looks really nice. I guess red suits you after all.

It's Saturday and Gabriela is going shopping with her friend Barbara for a new dress at the mall.

Activity 7

Answer the questions.

1.Does Gabriela like the color red?

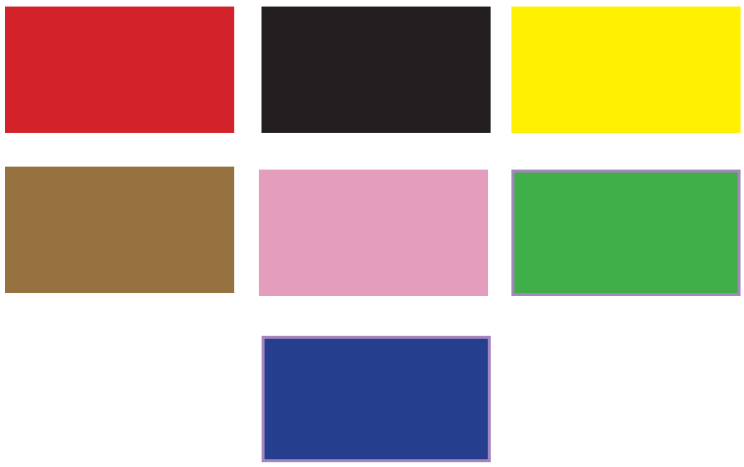
2. What does Gabriela want to buy?

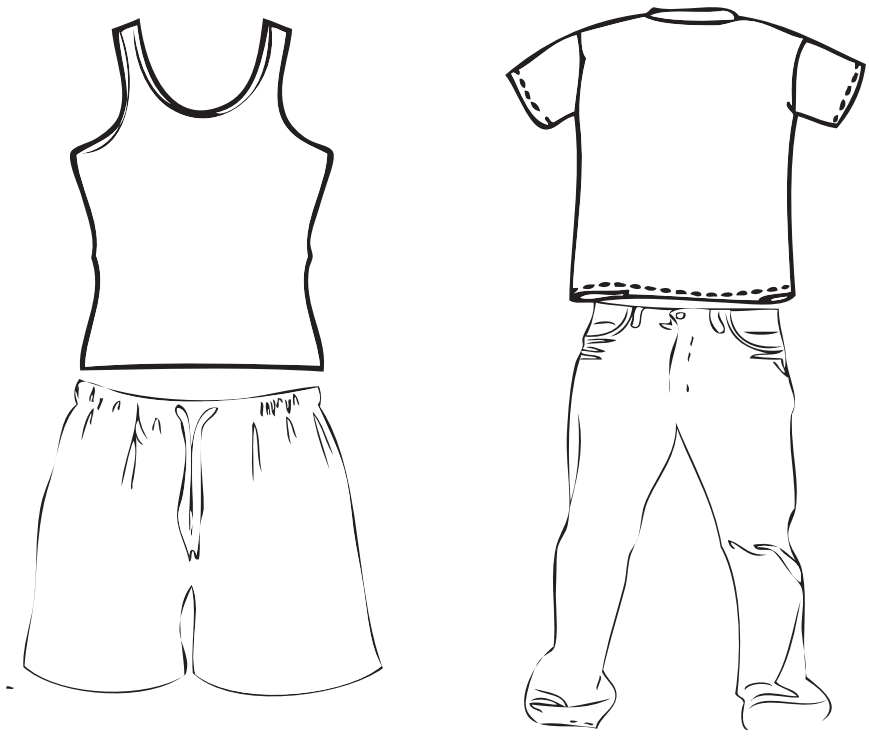
3. Does the shop assistant have size 14?

4. Does Gabriella finally buy the dress?

Extra activity

Match the colors on the outfits. Practice saying complete sentences using the colors and outfits.





LESSON 21: Clothes verbs

Activity 1

Read and study definitions of the phrasal verbs.

1. To dress: To put clothes on (yourself or someone else)
2. To get dressed: To put clothes on
3. To take off: To undress
4. To wear: To have an item of clothes on one person
5. To dress up: To dress in your best clothes
6. To hang out: To dry clothes outside after washing
7. To hang up: To put something on a hook or a hanger
8. To take off: To remove any item of clothing
9. To try on: To put on an item of clothing to find out if it fits
10. To fold : To place clothes in order
11. To do the ironing: To iron your clothes.

Activity 2

Match the pictures to the words.

To hang up _____

To do the ironing _____

To take off _____

To try on _____

To hang out _____

The present continuous is also called the present progressive.

A.

B.

C.

D

E.

Activity 3

Study the chart with your teacher.

BE + -ING: The present continuous	
am +-ing a) I am doing my laundry. is +-ing b) Luis is doing his laundry. are +-ing c) We are doing our laundry.	am, is are = auxiliary verbs doing = main verb

Activity 4

Point to: one of the pictures from Activity 2. Then ask your partner: What I am doing? He or she answers you…

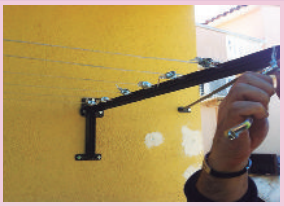
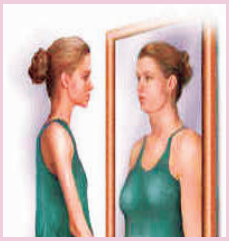
Model: Pointing to "hang out"

A: What am I doing?

B: You're hanging out clothes.

Activity 5

Use the subject pronouns to describe the activities.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

Model:

Subjects	Actions
I Randy and Lisa Sofía Anabel Betsy They A girl	hang out fold do laundry try on take off put on do ironing walk dress up

1. I am taking off my blouse.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

When adding the "ing", double the consonant if it is preceded by one vowel.
Example: cut = cutting

Activity 6

Practice the pronunciation of ó like in clothes/klóthz.

clothes	chose	close	dozen	hose
nose	prose	pose	rose	rose

Activity 7

Mark the word you hear from your teacher.

1.	2.	3.	4.	5.
clothes	nose	stop	suit	box
close	pose	mop	juice	fox
clock	mose	shop	fruit	boy

Extra activity 1

- Find out the meaning of the words in Activity 6.
- Write a sentence on each word.

_____

_____

_____

_____

_____

_____

Extra activity 2

Circle the words from the list.

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

LOOSE

BAGGY

CHECKED

PLAIN

MEDIUM

LEATHER

TIGHT

STRIPPED

PLEATED

FLOWERY

COTTON

LESSON 22: Jewelry and Accessories

Activity 1

Listen and repeat.

Jewerly

ring

earrings

watch

bracelet

necklace

Acessories

wallet

sunglasses

handbag/ purse

gloves

hanger

apron

reading glasses

Activity 2

Listen and practice the conversation.

A: What do you wear in your ears?

B: Earrings.

A: Ah! Are your ears pierced?

B: Yes, they are.

to + verb = Infinitive
Example: I want to help cook.

Activity 3

Complete the sentences with the singular or plural form of one of the item from Activity 1.

1. I need _____ to read a newspaper.
2. I need an _____ to help wash the dishes.
3. I need a _____ to hang up a shirt in the closet.
4. I need pink _____ to celebrate my fifteenth birthday.
5. I need a _____ to keep my money.
6. I need_____ to go to the beach.
7. I want a _____to know the time.
8. I want a _____to go shopping.

Before reading:

- What do we as Nicaraguans mostly wear?

Nicaraguan Clothing

Clothes for men consist of khaki pants, black pants, or jeans, with t-shirts or very lightweight shirts, or checkered shirts.

Clothes for women consist of pants with t-shirts or buttoned shirts, or dresses. Women usually tie their hair back in a pony tail.

Our clothing is very practical and conservative in some cases. We rarely see men and women wearing shorts, except teenagers or local guides. Tourists like to wear light color clothes because they make them feel colder.

Activity 4

Draw the typical Nicaraguan man and woman with the clothes from the reading.

Man	Woman

Activity 5

What are you wearing today?

Today I am wearing .....
.....
.....
.....
.....

Activity 6

Fill in the blanks with words from the box.

try	wedding	stained
suit	put away	trends
models	folded	tie
fits	occasions	for
shorts	designer	wardrobe
cotton	pants	casual
job	wool	laundry
whites	formal	dried

Shopping for clothes

Shopping_____clothes can be a lot fun. But before you buy anything, you should always_____ it on and make sure it_____.

Clothes for all seasons

Depending on where you live, you may need a different_____ for each season. In the heat of summer,_____ and a_____ T-shirt will keep you cool, while_____ and a_____ sweater will keep you warm in winter.

Casual and formal clothes

Different clothes are required for different_____. For_____ occasions such as a_____ interview or a friend's_____, men might wear a_____ and a_____. On informal occasions, for example at a backyard barbeque, they will probably wear something_____ such as jeans and a T-shirt.

Laundry

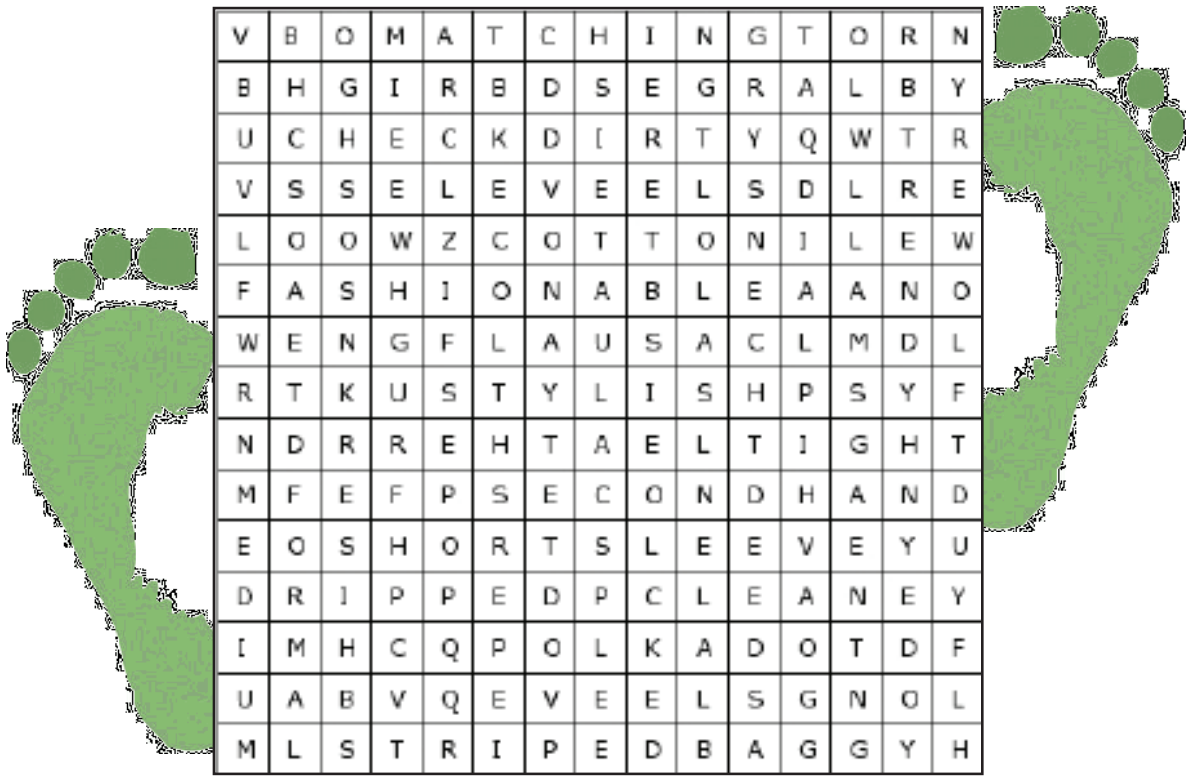
When your clothes get dirty or_____, it's time to do the_____. Usually clothes are separated into_____ and colors. After the clothes are washed and_____, they get_____ and_____ .

Fashion

If you want to know what the up-and-coming fashion_____ are, you can see a fashion show where_____ walk down the runway, wearing clothes from_____labels.

Activity 7

Word search.



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

BAGGY
SECONDHAND
BRIGH
CASUAL
CHECK
SMALL
CLEAN
COTTON
DIRTY
FASHIONABLE

FLOWERY
FORMAL
FUR
LARGE
LEATHER
LONGSLEEVE
MATCHING
MEDIUM
NEW
PLAID

POLKADOT
RIPPED
SHORTSLEEVE
SLEEVELESS
STRIPED
STYLISH
TIGHT
TORN
TRENDY
WOOL

LESSON 23: Does it fit?

Activity 1

Listen and repeat the conversation.

Shopper: Excuse me, I am looking for a white tank top.

Salesperson: Yes, come with me….We have all sizes. What size are you?

Shopper: I don't know, maybe small.

Salesperson: Ok. Try this on in the dressing room.

Shopper: Great, thank you.

Salesperson: Does it fit?

Shopper: No, it´s too small. I need a large.

Activity 2

Partner work: Practice the conversation in Activity 1. Change the underlined words.

Activity 3

Study the chart.

Too+ adjective+ for+ someone	Adjective+ enough
This skirt is too small for my sister. These shoes are too expensive for me.	It isn't big enough. They aren't cheap enough.
Too small = not big enough. Too expensive = not cheap enough.	

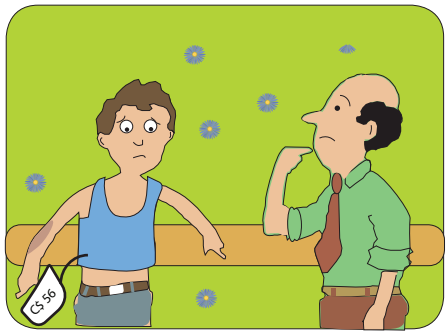
Activity 4

Complete the sentences. Use too or enough.

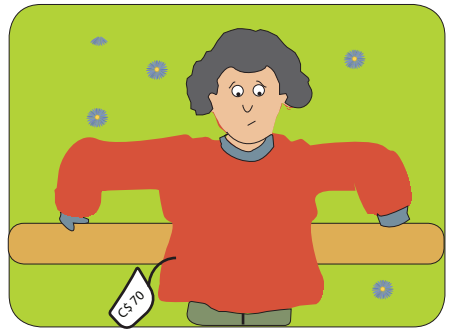
1. They are_____young to drink alcohol.
2. This blouse isn't big_____for me to wear.
3. I'm old____to be in 8th grade.
4. The coffee is___hot for me to drink.
5. This exercise is_____easy for students to do.
6. I don't have ___money to buy a car.

Activity 5

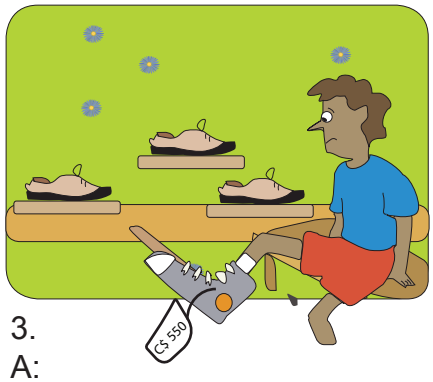
Write a conversation for each picture.



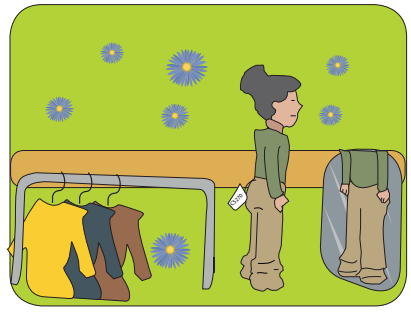
1.
A: Does the tank top fit?
B: No. It's not big enough.
A: You're right. It's too small.



2.
A: _____
B: _____
A: _____



3.
A: _____
B: _____
A: _____



4.
A: _____
B: _____
A: _____

Activity 6

Study the following linking verbs.

Linking verbs don't have objects. They are followed by adjectives instead. They tell us something about the subject.

Linking verbs	+	Adjectives
These pants **are**		too tight.
It **looks**		fine.
It **feels**		too tight.
This perfume **smells**		good.
Those shoes **seem**		comfortable.
Our food **tastes**		delicious.

Activity 7

Unscramble the words. Study the clues for help.

1. lmels — Clue: To inhale the odor of something
2. etast — Clue: To try food
3. mese — Clue: To appear, to exist
4. hunoge — Clue: sufficient
5. efel — Clue: To perceive a physical sensation
6. oto — Clue: very, extremely, immensely

Activity 8

Complete the conversations with the sentences in the box.

No, I don't think so. Thanks.	Would you like to see a different size or color.
It seems a little big.	It is. Maybe I should return it for smaller size.

1. A: What do you think of this skirt?
   B: _____
   A: _____

2. A: I'd like to return this sweater.
   B: _____
   A: _____

Activity 9

Partner work: Practice the conversations in Activity 8.

Activity 10

Complete the conversation. Circle a or b.

1. How do the pants fit?
a. They're perfect.
b. It's just all right.

2. Your new dress looks a little big.
a. Maybe I should return it for a smaller size.
b. Maybe I should return it for a bigger size.

3. I would like to try this on.
a. The dressing room is over there.
b. I don't know.

4. Your new dress looks a little tight.
a. It feels just fine
b. They're just fine.

Activity 11

Study the words.

buddy: friend, companion
rush: to go or pass rapidly
item: a separate article
budget: a description of a financial plan
outfit: articles of clothing that you wear together

There are 7 paragraphs about shopping tips. Choose the main idea for each paragraph from the list below.

Choose the right buddy	Check the sales and special promotions
Establish a budget	Try the outfit on
Play it safe	Be sure
Make a list	Don't let stores tempt you
Feel comfortable	

1. Main idea:_____
If you're planning to go shopping, be sure you're wearing comfortable shoes and clothes. If you're planning on shoe shopping, don't wear shoes because it will be more difficult to try on other shoes. The same applies to clothing. Try to choose an outfit that will allow you to take it off and put it on easily, especially if you're the type of person who likes to try everything on.

2. Main idea:_____
You must have a plan of attack. With a list in hand you can group your shopping needs by type of store and accomplish your tasks more efficiently. You'll also be less likely to buy items that you don't need.

3. Main idea:_____
This will give you a clear understanding of what you can buy. With financial rules in place, you'll be able to learn money-management skills and how to "shop smart." If there's an expensive item that you simply must have, arrange to pay for it from money you earn.

4. Main idea:_____
If your boyfriend or girlfriend hates shopping, leave him or her at home and instead, take a friend who is interested. The last thing you want is someone rushing you because he or she is bored and irritated. If all else fails, a shopping spree with yourself alone can be just as much fun, plus you decide when to stay and when to go.

5. Main idea:_____
Stores and merchandise are experts on tempting you to buy something you absolutely don't need. Don't let this happen and stick to buying what you initially planned.

6. Main idea:_____
If you're looking to match a new top with a pair of black pants or jeans, instead of just looking at the top, go into the dressing room and get a better idea of the full picture. You may find that the top doesn't go with either one of the items and may be a waste of money.

Activity 12

Partner work: Discuss the questions.

Do you like shopping?

Do you let clothes tempt you when you go shopping?

Who is your buddy for shopping?

Do you make a list when you go to the supermarket?

What kind of clothes do you wear when you go shopping?

What do you think are the best places to shop?

Activity 13

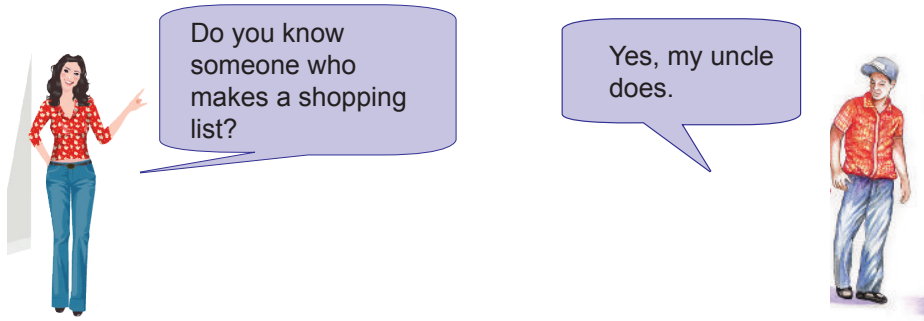
Complete the chart. Do you know someone who?…

Doesn't establish a budget			
Makes a shopping list			
shopping buddy is her/ his mom			
Hates shopping			
Doesn't try on clothes when shopping			

Activity 14

With a partner. Practice the conversation. Follow the model.

Model:



Unit 5

Leisure time

Contents

LESSON 24: Sports and Activities

Activity 1

Complete the conversations. Use the words in the box.

Sports	Sport characters
Golf	Tiger Woods
Tennis	Venus and Serena Williams
Boxing	Alexis Arguello
Basketball	Lebron James
Baseball	Vicente Padilla
Soccer	Leonel Messi

Alexis Arguello is one of the greatest boxers. He is the only Nicaraguan boxer with three world titles.

1. A: Who's this?
   B: He's __Vicente Padilla__
   He's a famous __baseball__ player.

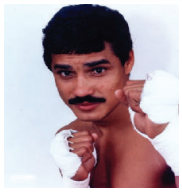
2. A: Is he _____ ?
   B: Yes, he is.
   He is a well known _____ player.

3. A: Do you know _____ ?
   B: Yes, I do.
   He's my favorite _____ player.

4 A: Does _____ play _____ ?
   B: Yes, he does.
   He plays_____ very well.

5. A: Are they _____ and _____?
   B: Yes, they are.
   They are excellent _____ players.

6. A: Do you know _____ ?
   B: Yes, I do.
   He's one of the famous _____ players.



Activity 2

Listen and repeat the sports.


chess


horseback riding


bowling


football


running


weight lifting


hiking

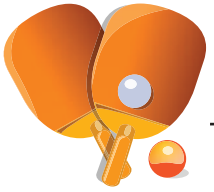

cycling

Activity 3

Choose the sport for the equipment.


_____


_____


_____


_____

Basketball

Soccer

Tennis

Baseball

Bowling

Ping-Pong

Football

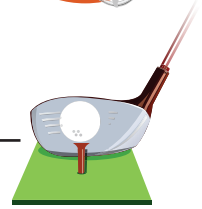
Golf

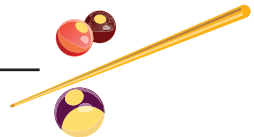
Pool


_____


_____


_____


_____

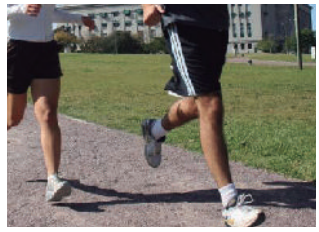

_____

Activity 4

Use the present progressive tense to describe what the given subjects are doing.

The men

The men are hiking



They

She

The girl

I

We

Activity 5

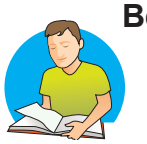
Study the chart with your teacher.

The present continues: yes/no and information questions	
Yes/No questions	**Information Questions**
Be + Subject + V(ing) +…….? Are you exercising? Is he playing on Sunday? Are they winning the game?	Question word + Be + Subject + V(ing) +….. ? What are you doing? When is he playing?
Short Answers	**Long answers**
Yes, I am. No, he is not. No, they aren't.	I am exercising. He is playing on Sunday.

Activity 6

Write appropriate questions for the answers.

1. A: What _____ ?
   B: I am wearing a white T-Shirt, blue jeans and sneakers
2. A: What time _____ ?
   B: I'm doing karate at 9:00.
3. A: Where _____ ?
   B: He is going swimming to a beach.
4. A: What _____?
   B: Children are enjoying the park the president set up.
5. A: Who _____ ?
   B: Thousands of people are participating in recreational activities our government is promoting.



Before reading: A Community Weekend Schedule.

- What to do you do on the Weekend?
- Do you practice sports?
- Why?

Event	Day	Time
swimming	Saturday	9:00 AM
running	Saturday	8:00 AM
tennis	Saturday	11:00 AM
volleyball	Sunday	8:00 AM
basketball	Saturday	5:00 PM
ping-pong	Sunday	4:00 PM

The present progressive is also used to indicate the future. Example: I am practicing boxing **tomorrow**.

Activity 7

Answer the questions with a complete statement.

Model: A: What are they doing on Sunday at 4:00 AM?
B: They are playing ping-pong.

1 A: What are they doing on Saturday at 5:00 PM?
B: _____
2. A: What are they doing on Saturday at 11:00 AM?
B: _____
3. A: What are they doing on Sunday at 8:00 AM?
B: _____
4. A: What are they doing on Sunday at 4:00AM?
B: _____

Form your own question and answer:

5. A: .....?
   B: _____
6. A: .....?
   B: _____

Activity 8

With a partner, practice the conversations you did in activity 7.

Activity 9

Practice the pronunciation of ch/j. The first word on each row has the sound of ch. The second has the sound of j.

cheap	jeep
choke	joke
cheers	jeers
chin	gin
chain	Jane
chew	Jew
choker	joker

Activity 10

Circle the word you hear from your teacher.

1. cheap jeep	**2.** choke joke	**3.** H age	**4.** chin gin
5. cheers jeers	**6.** match madge	**7.** cherry Jerry	**8.** chain Jane
9. chest jest	**10.** chew Jew	**11.** chive jive	**12.** choker joker

Before reading.
What benefits and facts do you know about sports?

Activity 11

Read the following facts about sports. Then answer.

1. Sports keep our bodies moving. They regulate blood circulation and burn the calories we don't need.
   Name three facts about sports and our bodies _____,
   _____ and _____ .

2. Dr. James Naismith is the inventor of basketball.
   Who is the inventor of basketball?
   _____

Activity 12

Use numbers to indicate the order of this conversation. Then copy the conversation.

Buying a ticket to a sporting event:

_____ Oh that's fine. I prefer front row.
_____ That sounds great: how much do they cost?
_____ Would you like the front row seats?
_____ They're C$30.00 each.
__1__ I'd like four tickets, please.
_____ Ok, that is C$120.
_____ Thank you. Here are your tickets.
_____ Here´s the money.

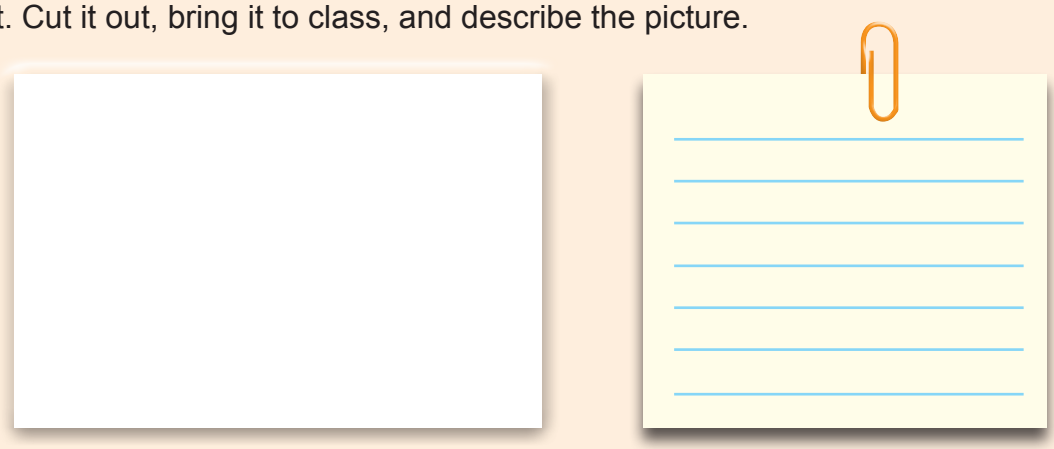
Activity 13

Use your notebook. Write the conversition that you numbered in Activity 12.

A: _____
B: _____
A: _____
B: _____
A: _____
B: _____

Extra activity

Find a picture of an athlete, professional or amateur, playing your favorite sport. Cut it out, bring it to class, and describe the picture.



LESSON 25: Do, go or play a sport?

Activity 1

With your teacher study the use of “do”, “go” and “play”.

- Use “play” with competitive games or ball sports.
- Use “go” with activities that end in “ing”. They’re sports you do alone.
- Use “do” with martial arts or recreational activity. It’s a non-team sport.

play	go	do
soccer	bicycling	karate
tennis	swimming	tae kwon do
golf	hiking	kung fu
baseball	fishing	puzzles
football	sailing	gymnastics
basketball	bowling	aerobics
chess		crosssword puzzles

Activity 2

Check the best answer.

1. Do you want to ___ hiking with me?
   - go
   - do
   - play

2. She ___ aerobics at the gym.
   - goes
   - does
   - play

3. I am ____fishing on Sunday.
   - playing
   - going
   - doing

4. When do you _____baseball?
   - play
   - go
   - do

5. Is he _____gymnastics tomorrow?
   - playing
   - going
   - doing

6. I like to _____crossword puzzles in my free time.
   - play
   - do
   - go

7. Mike and Carol usually____swimming every Sunday.
   - go
   - do
   - play

Activity 3

Practice the pronunciation of “Do you”. Notice how the two words are connected into one sound: /dju:/.

1. Do you do sports?
2. When do you play?
3. What sport do you do?

Activity 4

With a partner. Practice the conversations.

John: Do you do sports?
Mary: Yes, I do. I play baseball.
John: When do you play?
Mary: I usually play on the weekend. What about you?
John: I don’t do any sports, but I read books in my free time.

Activity 5

Use the pictures to write new conversations. Change the sports words from Activity 4.

hiking, karate, chess, boxing, help on the farm, take music lessons, go to movies, baseball, help mom around the house, clean my bedroom, work on the garden

Activity 6

Use your notebook. Complete the sentences with the correct form of the verbs “play”, “go”, or “do”.

a) He _____ jogging every day before school.
b) I _____ a good game of chess with my friend, Carlos.
c) She _____ gymnastics every afternoon after work.
d) This summer we are _____ surfing every day on our vacation.
e) He’s an athlete. He _____ basketball, baseball and hockey, too.
f) My wife _____ horseback riding twice a week.

g) Why don't we _____ a game of tennis?

h) Some people think that _____ aerobics four times a week is the best possible way to keep in good shape.

i) His idea of the perfect summer vacation is to rent a boat and _____ boating between the archipelagos of Solentiname, Rio San Juan.

j) She _____ tae kwon do with her local sports club.

Before reading: Baseball in Nicaragua

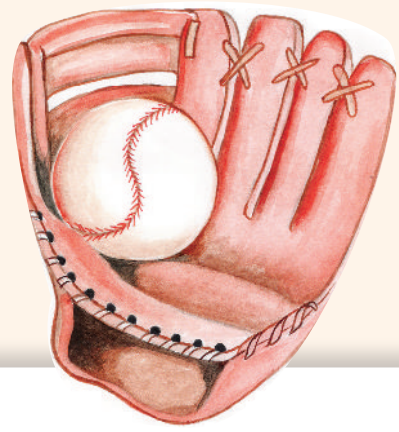
- What's the most popular sport in Nicaragua?
- What other sports do we play?

Baseball in Nicaragua

Baseball is a national sport of Nicaragua. Baseball to Nicaragua is like soccer to Brazil. Children playing baseball with sticks and rolled-up balls is a common scene in Nicaragua, and a baseball field is a common feature in most communities. There are several professional baseball teams in Nicaragua, and they have ardent fans.

There are the Indios del Boer from Managua, Los Tigres (Tigers) from Chinandega, Tiburones (Sharks) from Granada, Los Leones (Lions), from Leon and San Fernando from Masaya. Players from these teams are on the national team when Nicaragua competes internationally.

The country has had a number of MLB players, including Los Angeles Dodgers pitcher Vicente Padilla and Boston Red Sox pitcher Devern Hansack, but the most notable is Denis Martinez who was the first baseball player from Nicaragua to play in Major League Baseball. He became the first Latin American-born pitcher to throw a perfect game, and the 13th in major league history, when he played with the Montreal Expos against the Dodgers at Dodger Stadium in 1991.



Activity 7

Read the sentences about the text. Identify if they are True or False.

1. _____ Baseball is the third most popular sport played in Nicaragua.
2. _____ Sticks and rolled up balls are used by children for playing baseball.
3. _____ Dennis Martinez never played in the MLB.
4. _____ Vicente Padilla was the first Latin pitcher to throw a perfect game.
5. _____ Nicaragua has several baseball teams.
6. _____ Professional baseball teams don't have many fans.
7. _____ Baseball is the first most popular sport in Nicaragua.
8. _____ MLB means Major League Baseball.

Extra activity

Investigate the answers to the following questions.

1. What's the first most popular sport?
2. What are other popular sports?
3. Where do most tourists go hiking?
4. What beach in our country is famous for surfing?

LESSON 26: Sports equipment

Activity 1

Listen and repeat.


goggles


soccer shoes


helmet


saddle


walking stick


bicycle


chess set


tennis racket

Activity 2

With your partner. Practice the conversation.

Jorge: Excuse me. I'm looking for a baseball bat.
Carlos: Our baseball equipment is over there. Are you Jorge, the new student?
Jorge: Yes I am.
Carlos: I like baseball too. I'm a pitcher. And you?
Jorge: I'm first baseman.
Carlos: Ok, see you later.
Jorge: You bet.

Activity 3

With your partner. Write new conversations. Use the nouns in the box.

a walking stick	a pair of goggles
a helmet	weights
a soccer ball	a baseball mitt
a bat	

Activity 4

Study the chart with your teacher.

Spelling rules for adding "ing"		
Spelling of -ing		
	End of verb	-ING form
Rule 1	A consonant + e –drop the –e and ADD-ing. race score	 racing scoring
Rule 2	One vowel + one consonant – double consonant and ADD – Ing. hit run	 hitting running
Rule 3	Two vowels + one consonant- ADD- ING; do not double the consonant. read cheat	 reading cheating
Rule 4	First syllable stressed + one consonant ADD ING. Do not double the consonant. open offer	 opening offering

Activity 5

Write the-ING form.

1. swim	4. join	7. stretch	10. win
2. ride	5. skate	8. kick	11. lose
3. catch	6.serve	9.jump	12.play

Do not double the consonants x, y and w.

Activity 6

Partner work: investigate the meaning of the sport verbs in Activity 5.

Activity 7

Cross out the words unrelated to the pictures.

A.  kick goal catch soccer shoes	**B.**  horse skate ride race	**C.**  bat gloves boots pitcher	**D.**  jump score hiking tank top
E.  throw net pitcher rackets	**F.**  throw net pitcher racket	**G.**  kick goal catch soccer shoes	**H.**  throw net pitcher racket

Activity 8

Partner work: Use numbers to indicate the order of the conversation.

_____ Oh that's fine. I'd like to reserve four front row seats for this Saturday's match.
_____ That sounds great, how much do they cost?
_____ Would you like front row seats?
_____ They're C$30.00 each.
_____ I'd like four tickets, please
_____ Ok that is C$120.
_____ Thank you. Here are your tickets.
_____ Here you go.

Activity 9

Write the conversation you numbered in Activity 8.

A: I'd like four tickets, please.
B: ...

Activity 10

Match the photos to the sentences below.

- What do you do in your spare time?

A. 

B. 

C. 

D. 

E. 

F. 

Activity 11

Write in your notebook the name of the sport in each picture.

Fill in the blanks with the sport.

1. These people in wheel chairs have fun playing _____. No matter their disabilities, they have the discipline to practice this sport every afternoon.

2. Jose uses a ball and runs a lot, but the ball for this sport isn't round. He plays _____.

3. Luis Soza uses a round ball for this sport, but he can't use his hands. He plays_____.

4. Sue needs a small round ball and a racket to play this sport. She can't play alone. She plays_____ .

5. They are visiting Nicaragua to enjoy our nature and are planning to ____one of the popular volcanoes. They only need a walking stick, comfortable clothes and shoes. Of course, a tour guide is indispensable for them.

6. Well, I have the horses but I don´t have the saddles to go_____with my friend. This is my favorite sport.

LESSON 27: Happy Valentine's Day

Activity 1

Listen and repeat the boldfaced words.

1. ancient: very old.

2. bow and arrow: used for shooting.

3. shoot: make something fly through the air (shoot a gun, shoot an arrow) .

4. character: a fictional person like a person in a book, soap opera or movie.

5. fall in love: begin to love someone.

6. celebrate: do something fun like a party or something special.

7. romantic: something that shows the feeling of love.

Before reading.

- Do you celebrate Valentine´s Day?
- When is it?

Valentine's Day is a very old holiday. It began in the times of Ancient Rome. One of the characters we often see on Valentine's Day is Cupid. He was the son of Venus, the Goddess of Love. Cupid shoots people with arrows of love. When a man and a woman are hit by his arrows, they fall in love.

Today people celebrate Valentine's Day on February 14th. Men and women who are in love give each other gifts. The most popular gifts include flowers, especially roses, and chocolates. Couples may also go to a restaurant for a very nice dinner or plan something more romantic.

In Nicaragua, Valentine's Day is not just for a boyfriend or girlfriend. Students make special Valentine's cards for their classmates. Families and friends may give candy or other small gifts to each other. It is a fun day.

Activity 2

Choose the correct answer to the questions.

1. Who is Cupid's mother?

a. Sarah, Goddess of Love
b. Venus, Goddess of Music
c. Venus, Goddess of Love

2. What does Cupid use to shoot people?

a. a gun
b. a bow and arrow
c. a baseball bat

3. What day is Valentine's Day celebrated?

a. February 13th
b. December 25th
c. February 14th

4. What are the most popular flowers for Valentine's Day?

a. roses
b. tulips
c. sunflowers

5. What do students in Nicaragua do on Valentine's Day?

a. Kiss their friends.
b. Make cards for their friends.
c. Have a romantic dinner with their friends.

Activity 2

Study the chart.

Need /Want + a Noun or Infinitive					
Verb	+	Noun	Verb	+	Infinitive
I need		a card.	I need		to make a card.
He wants		a special dinner.	He wants		to cook.
They need		balloons.	They need		to decorate the classroom.

Activity 3

Complete the sentences with a noun or infinitive.

1. I am thirsty. I need _____.

2. Amy is sick. She needs_____.

3. I have an English test tomorrow. I need _____.

4. Julio and Peter want a baseball bat. They want _____.

Activity 4

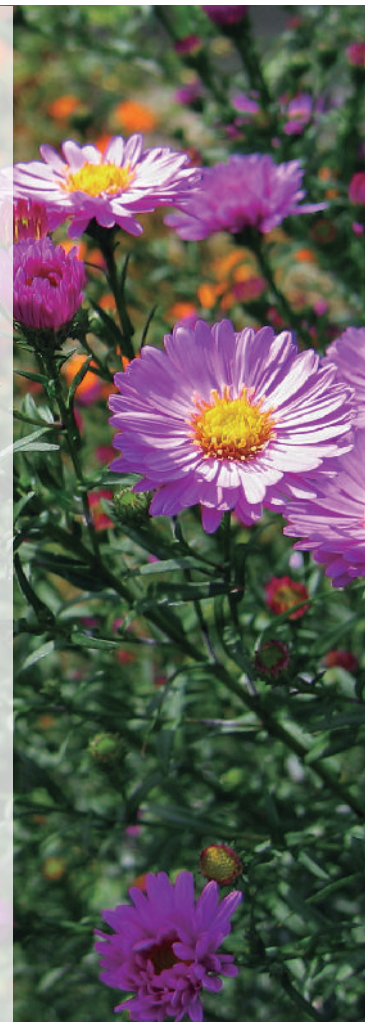
Draw a line to join the columns to make sentences. A verb can be used more than once.

Subjects	Verbs	Infinitive/objects (nouns)
I	wants	flowers for my valentine
Sara	need	to jump
My friends	want	to celebrate Valentine's Day
We	needs	
They		to make a card
My team		to study for the finals
Jorge		to give a gift

Activity 5

Write the sentences you formed in Activity 4.

1. I need flowers for mom.
2. ...
3. ...
4. ...
5. ...



Activity 6

For every sentence you wrote in Activity 5, write a question to complete the conversation. Remember to use do/does properly.

Model:

Student A: What do you need?

Student B: I need flowers for my valentine.

Activity 7

Partner work: Practice the conversation in Activity 6.

Activity 8

Practice the pronunciation of the long “ah” like in heart: /hart/.
Pronounce each word slowly.

bar	sergeant	dark	heart
car	carpet	sharp	John

Extra activity

Write up a sentence with each word in Activity 8.

LESSON 28: Celebrations

Activity 1

Listen and Repeat the ordinal numbers.

We use the ordinal numbers to say dates					
1st first	2nd second	3rd third	4th fourth	5th fifth	6th sixth
7th seventh	8th eighth	9th ninth	10th tenth	11th eleventh	12th twelfth
13th thirteenth	14th fourteenth	15th fifteenth	16th sixteenth	17th seventeenth	18th eighteenth
19th nineteenth	20th twentieth	21st twenty-first	22nd twenty-second	23rd twenty-third	30th thirtieth

Activity 2

- Use on + date without the year.
- Use on + date with the year.
- Use on + a day (capitalize days of the week)

Example: 1) on March 3, 1999. 2) on Saturday.

Complete the sentences with the correct dates.
Model: Mother's day is on May 30th.

1. My birthday is ...
2. My parent's wedding anniversary is...
3. Independence Day in the United States is...
4. People sing to Virgen Mary on...
5. Bible's Day is celebrated on...
6. Children's Day in Nicaragua is.....
8. Earth's day is...

Activity 3

Read out loud the sentences on Activity 2.

θ	/t/	θ	/t/
1. fourth	fort	5. thank	tank
2. tenth	tent	6. math	mat
3. thing	tin	7. eighth	ate
4. bath	bat	8. three	tree

Activity 4

You will hear your teacher say one word from the list above. Write / θ / or / t / in the blank.

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

Activity 5

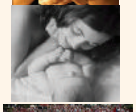
Answer the questions.

1. What are the special days in your country or community?

2. Which day is your favorite?

Activity 6

Read about our national holidays.

	Celebration	Date	How is it celebrated?
	New Year's Day	January 1st	Families and friends gather together, burn the old year represented as an old man.
	Earth Day	April 22nd	People plant trees and pick up garbage in their communities.
	Mother's Day	May 30th	People honor their mothers by giving cards.
	Revolution Day	July 19th	Some people listen to revolutionary music in their homes. Others go to the square.
	Independence Day	September 15th	Students parade and march with bands.
	Chritsmas Day	December 25th	Friends and families exchange gifts around a Christmas tree.

Activity 7

Complete the chart with your community information.

Celebration	Date	How it is celebrated?
1.	.....	.....
2.	.....	.....

Activity 8

Complete the chart with information from Activity 6.

	People give gifts on	The religious holidays are	Patriotic days are	I celebrate
Mother's Day	( )	( )	( )	( )
Earth Day	( )	( )	( )	( )
Independence Day	( )	( )	( )	( )
Christmas Day	( )	( )	( )	( )

Before reading.

Do you know how to spend your spare time?
What do you think of reading books?

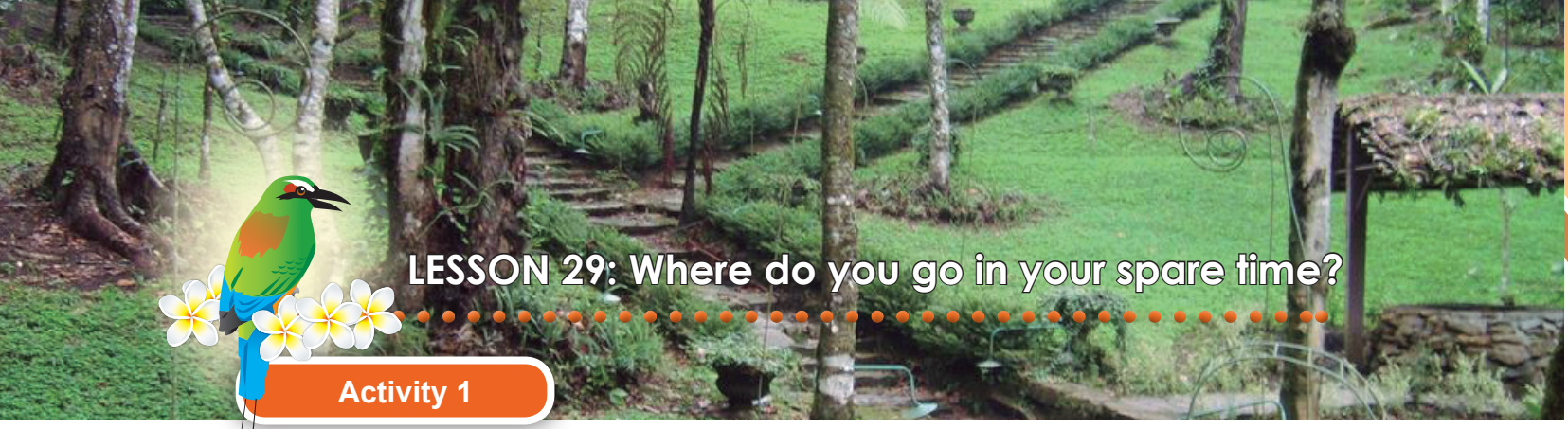
How to Spend Spare Time

Spending spare time is a critical part of daily life. Remember you are an extremely important person with much to study every day.
Knowing how to spend your free time is really an art. Knowing how to spend time on work or study leads to success, but knowing how to spend spare time after work and study makes you a complete person with special characteristics.
We sometimes don't find things to do in our spare time especially on relaxation days. We don't know what we should do. We look for happiness but nothing happens. Finally we end up watching movies, playing video games, getting into bad habits (drinking liquor or smoking). we We really want to find something more meaningful to do with our spare time.
We consider these bad habits a waste of our time!
So why don't we read books instead? Reading increases our knowledge about several topics.. Let's try it! We'll see the results!

Activity 9

Answer the questions.

1. What does it refer to in line 3? It refers to...
2. What does it refer to in line 5?
3. What do these refer to in line 8?
4. What do they refer to in line 11?



LESSON 29: Where do you go in your spare time?

Activity 1

Look at the sentences.

I go to the store.
I go to the bank.
I go to the park.

Notice that for most sentences, we use go to (somewhere).

BUT… when you talk about home or shopping, don't use to.

I go home after class. Do NOT say- I go to home after class.

I go shopping. Do NOT say- I go to shopping.

Activity 2

Write "to" when it is necessary or "x" when nothing is necessary.

Karen needs to go _____shopping. But she has to go ____the bank first. Then she realizes she does not have her bookbag and quickly goes ____ home. After this, she meets her friends and decides to go ____ the restaurant. A little later she and her friends go ____ a big shopping mall where she buys a new pair of shorts and a hat. After that she thinks of going ____ the supermarket to buy some groceries. At the end of the day, she is tired, goes back ____ home, and directly goes ___ bed, and falls asleep.

Activity 3

Read to the class what you did in Activity 2.

Activity 4

Listen and repeat the conversation.

A: Do you stay home in your spare time?
B: No, I don't.

A: Where do you go?
B: I go to the baseball field.

A: What do you do there?
B: I play baseball.

Activity 5

With a partner, practice the conversation. Change the underline words.

LESSON 30: Nicaraguan handicrafts

Why not spend part of our leisure time on making or learning about handicrafts?

Activity 1

Partner work: Discuss the questions.

a) What do you know about handicrafts in Nicaragua?

b) What are they made of?

c) Where are they made?

Activity 2

Listen and repeat: Materials of our typical handicrafts.

husks

pine needles

leather

coconut

seeds

straws

mud

rocks

yarn

balsa tree

jicaro tree

Activity 3

Listen and read the following information about Nicaraguan handicrafts.

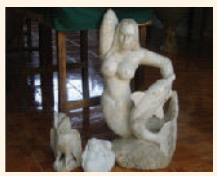
The charming small community of San Juan de Oriente belongs to “Los Pueblos Blancos” (White Towns) where local mud is amazingly into beautifully decorated ceramic shaped plates, pots, vessels, and other many unique designs.

Leather is used to make a wide variety of products such as purses, wallets, belts, shoes, hats, and many other articles.

Dry pine needles are collected in the area of San José de Cusmapa to make baskets. The process to create the baskets is simple, but it requires manual skills.

Typical birds and fish of the Solentiname Archipelago are carved from balsa wood and painted in bright colors.

Hammocks are made using high quality cotton and great manual abilities to create authentic products; they are produced in different sizes and colors. You can find them in the Capital of folklore, Masaya.



Everything about the peasants of San Juan de Limay (Esteli), is expressed in these wonderful pieces of marble stone sculptures of herons, birds, animals, women´s bodies, and abstract figures.

The fruit of the Jicaro tree is carved into a gourd and is used as a traditional peasant´s cup. The nut is etched and carved entirely by hand, highlighting the splendid natural color of the wood. The gourds are made in the department of Rivas, in southern Nicaragua.

Coconut and turtle-shell handicrafts include earrings, necklaces, and bracelets. The crafts are made in the Atlantic Coast, where the turquoise water enchant tourists.

Activity 4

Draw a line to match the three columns.

MATERIAL	HANDICRAFTS	REGION
coconuts, turtle shells	potteries	Jalapa, Nueva Segovia
yarns black	ceramics	Masaya
pine neddles	pine needle basket	Solentiname, Rio San Juan
marmoline	sculpture in marble	Rivas
gourds	carved gourds	San Juan de Oriente
husks	corn husk dolls	every region
mud	leather goods	Jinotega, Granada
black mud	hammocks	Matagalpa
straws or recycle	jewelry	all regions
material	birds, fish, turtles	The Atlantic Coast
balsa	wood jewelry	Estelí

Activity 5

Partner work: Write the name of the handcrafts and its region.

a. 
leather goods
Jinotega, Granada

b. 
_____
_____

c. 
_____
_____

d. 
_____
_____

e. 
_____
_____

f. 
_____
_____

g. 
_____
_____

h. 
_____
_____

i. 
_____
_____

f. 
_____
_____

g. 
_____
_____

Activity 6

Practice the dialogue about buying souvenirs for relatives and friends.

Luisa: Hi Manuel!

Manuel: Hi Luisa!

Luisa: You look worried.

Manuel: Yes, a little bit. I will visit my mom in Miami, and she wants me to buy her some souvenirs.

Luisa: That's easy. I can help if you want. You can find handicrafts in Roberto Huembes, in Masaya Market, or los Pueblos Blancos.

Manuel: Do you have time after class?

Luisa: Sure. What kind of things does your mother want?

Manuel: Things that she can give her friends that are made here in Nicaragua.

Luisa: In the market, we can find small purses, key rings, purses, wallets, agendas, earrings, necklaces and bracelets, belts, sculptures, paintings. And the materials vary between leather, wood, coconut and marble, etc.

Manuel: That's awesome! Thank you.

Luisa: Don't sweat it! That's what friends are for.

Activity 7

Partner work: Create your own dialogue and present it to the class.

Activity 8

Use your notebook. Answer the following questions.

1) How do handicrafts help Nicaraguan families?

2) What kinds of materials are used in handicrafts?

3) Is it important to keep on making handicrafts?

4) Do you buy Nicaraguan handicrafts? Do you promote their sale?

Nicaragua in **International Fairs**

Since the current president of Nicaragua Daniel Ortega won the elections in 2007, Nicaragua has participated in more than 50 International Fairs in which Nicaraguan artisans and tour operators promote the best of Nicaragua.

The fairs have been held in Puerto Rico, China, Taiwan, Spain, the United States, and Germany. In all of them Nicaraguan stands have dazzled with their beautiful decorations and dances like Palo de Mayo, folklore, and Güegüense performed by dancing groups.

Activity 9

Read again and unscramble the next statements.

1. has/ Nicaragua/ in / participated/ fifty international fairs/ more than/.

2. stands/ with the beauty/ in all of them/ Nicaraguan/ have dazzled/ INTUR/ decoration/ in charge of/.

3. Puerto Rico/ China Taiwan/ the fairs/ Spain/ have been/ Germany/ held/.

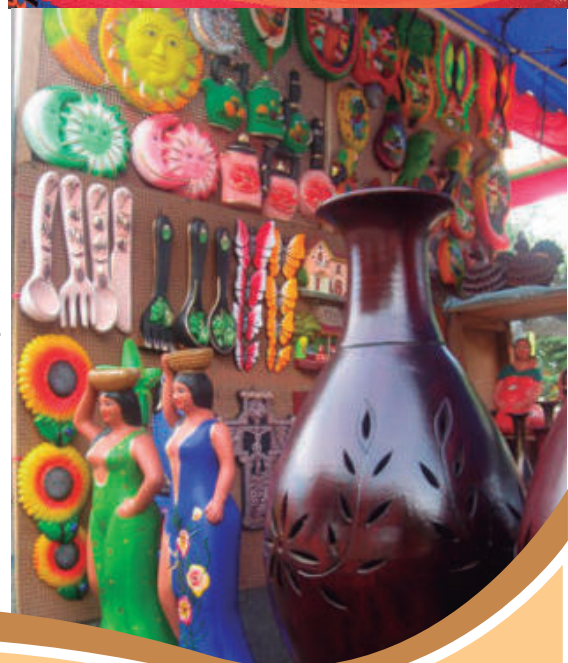
4. promote/ the best of/ artisans/ Nicaragua/ tour operators/ and/ .

Commenting facts

Read and cut articles from the newspapers about Nicaraguan handicrafts or handicrafts fairs. Then discuss them with your class.

"El 19 de julio" 5 December 2010
Best handicraft awarded

The best handicraft in Nicaragua were awarded in the second National Handicraft Contest creative hands. There were 78 participants whose handicrafts were evaluated for authencity, creativity, exportability, innovation and utility. The winners in first place were in ceramic: Mario Salazar from San Juan de Oriente, in marble: Oscar Casco San Juan de Limay, Estelí, in textiles: Patricia Martínez of Masaya, and in furniture: Rafael Chavarría of Masatepe.



Activity 10

Unscramble the words or phrases about handicrafts.

1. balsa / made/ birds / of / fish / and.

_____

2. gourd / from / carved / Rivas

_____

3. Jewelry / recycle / of / material / out / made

_____

4. Dolls / corn / husk /

_____

5. Marmoline / women / in sculpture

_____

6. Masaya / hammocks / from

_____

7. Needle / baskets / pine

_____

Activity 11

Substitute "know how to" with "can".

1. Artisans from Matagalpa know how to make black ceramics.

_____

2. Mom knows how to make pine needle vases.

_____

3. I don't know how to make handcrafts.

_____

4. Do you know how make jewelry?

_____

5. He knows how to make hammocks.

_____

6. Does he know how to cook?

_____

7. My grandmother knows how to make corn husk dolls.

_____

Activity 12

Listen and practice the conversations.

A: Do you know how to make Nicaraguan handicrafts?
B. No, I don't, but I want to learn.
A. Which would you like to learn?
B: Pottery from San Juan de Oriente.

A: Can you make Nicaraguan handicrafts?
B. No, I can't, but I want to learn.
A. Which would you like to learn?
B: Pottery from San Juan de Oriente.

Activity 13

With a partner. Practice the conversation in Activity 12.

Unit 6
Health

Contents

LESSON 31: Don't litter!

Activity 1

Study the word definitions.

litter: a disorderly accumulation of objects, such as paper.

Example: There is a lot of litter on the streets after a parade.

garbage: Refuse; trash.

landfill: disposal area where garbage is accumulated and eventually covered with dirt. A landfill is a large area of land that is specifically designed to receive municipal solid waste.

landscape: the pictorial aspect of a country, a picture. representing natural land or coastal scenery.

bag: a container of flexible material, such as paper, plastic, or leather, that is used for carrying or storing items.

trash can: a container that holds garbage until it is collected. Synonyms: garbage can, trash bin.

throw away: to discard.

dump: To get rid of; discard.

pick up: to collect.

clean up: to make orderly.

biodegrade: to break down naturally through the action of. Example: Plastic bottles do not biodegrade.

Nicaragua is our home.

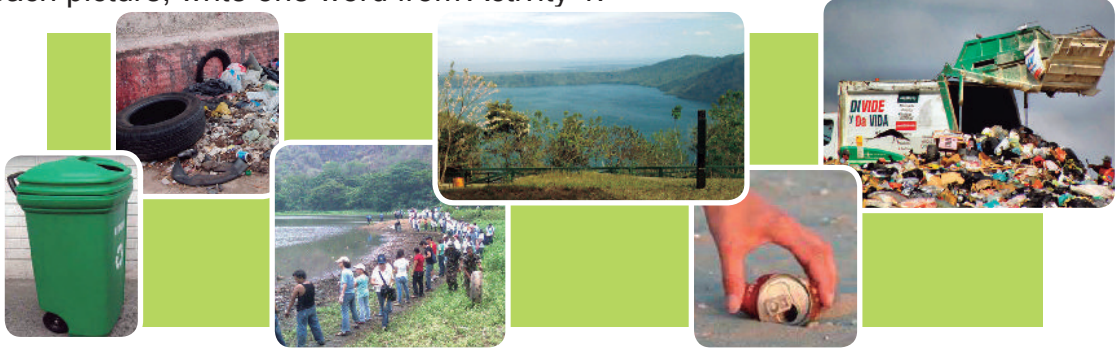
I promise to throw my trash away, and keep it clean every day.

I will respect the water and the land, and protect it with my own two hands.

Young and old, we all need to care, because Nicaragua is our home to share.

Activity 2

On each picture, write one word from Activity 1.



Activity 3

Study the chart.

Word order for forming questions:

Question Word	Auxiliary or Modal	Subject	Main verb	...
Where	do	you	put	the trash?
What	does	landscape	mean?	
When	did	you	study	English?
Where	can	I	keep	this bag?
Who		litters		

- The auxiliary changes according to the verb tense.
- Some questions with "who" do not use an auxiliary, but the verb is in the third person singular.

Activity 4

Order the words in the rectangles to make questions.

recycle you do ?

_____

help I how can ?

_____

does mean what landscape ?

_____

what do plastic bags you with do ?

_____

bottles do biodegrade plastic ?

_____

their clean students will the up school?

_____

dumps who garbage ?

_____

Activity 5

Partner Work: Ask and answer the questions in Activity 4.

Activity 6

Practice rhythm with your teacher. Repeat these sentences. Compare their rhythm.

1.Clean or dirty?

2. Why do you litter?

3. I clean up my room.

Activity 7

Listen to the sentences from your teacher. Are they the same as in Activity 6?

In your notebook, write 1, 2 or 3.

___Where do people litter?	I do too____
___Who always litters?	It is over there.___
___ How can we help?	People on the bus___
___Where's the trash bin?	Thanks very much ___
___ Help me with math?	Talk to people___
___I always clean up.	Yes, of course.___
___Here's your change.	On the streets. ___

Activity 8

Partner Work: Draw lines to match the sentences. Then, read the six short conversations together.

Where do people litter?	I do too.
Who always litters?	It is over there.
How can we help?	The people on the bus.
Where's the trash bin?	Thanks very much.
Help me with math?	Talk to people about not littering.
I always clean up.	Yes, of course.
Here's your change.	On the streets.

Before reading, think about these questions.

- What do you do when you see garbage?
- How much does plastic damage the environmment?

Plastic Bags Litter the Landscape

Once they are used, most plastic bags go into a landfill. Each year more and more plastic bags end up littering the environment. Once they become litter, plastic bags find their way into our waterways, parks, beaches, and streets. And, if they are burned, they pollute the air with toxic fumes.

Here are some facts about the environmental impact of plastic bags:

- Plastic bags cause over 100,000 sea turtle and other marine animal deaths every year when animals mistake them for food.
- The manufacturers of plastic bags add tons of carbon emissions into the air annually.
- Between 500 billion and 1 trillion plastic bags are used worldwide each year.
- Approximately 60 - 100 million barrels of oil are required to make the world's plastic bags each year.
- Most plastic bags take over 400 years to biodegrade. Some figures indicate that plastic bags could take over 1000 years to break down. This means a plastic bag is not naturally biodegradable.

HOW CAN WE HELP?

- Use long-lasting biodegradable shopping bags. Natural cotton shopping bags are an excellent alternative to single use plastic shopping bags.
- Re-use: All plastic bags, including any existing plastic single-use bags in the home or business.
- Recycle: This seems obvious and it is assumed that everyone is already recycling.
- Compost: Reduce the numbers of plastic bin liners you use by composting all biodegradable waste. Examples: egg shells, fruit, vegetables, etc.
- Pick up plastic bags. Discard any litter responsibly. Example: Throw bottles in a recycle bin.
- Encourage others to do all of the above.
-

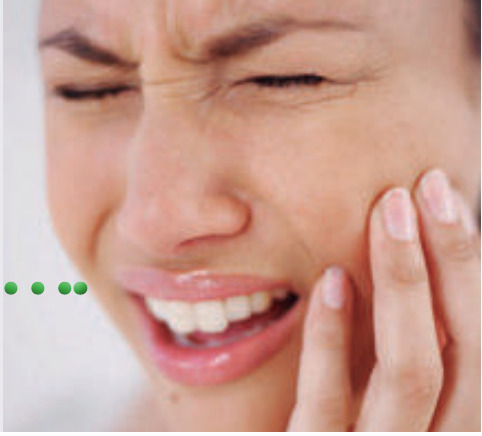
Activity 9

Use your notebook to answer the questions.

1. How do plastic bags end up in parks, beaches and streets?
2. How many plastic bags are used worldwide every year?
3. How long do plastic bags take to biodegrade?
4. How do they affect marine animals?

Write three ways you can reduce the use of plastic bags.

Write four ways you can help reduce littering.



LESSON 32: Where does it hurt?

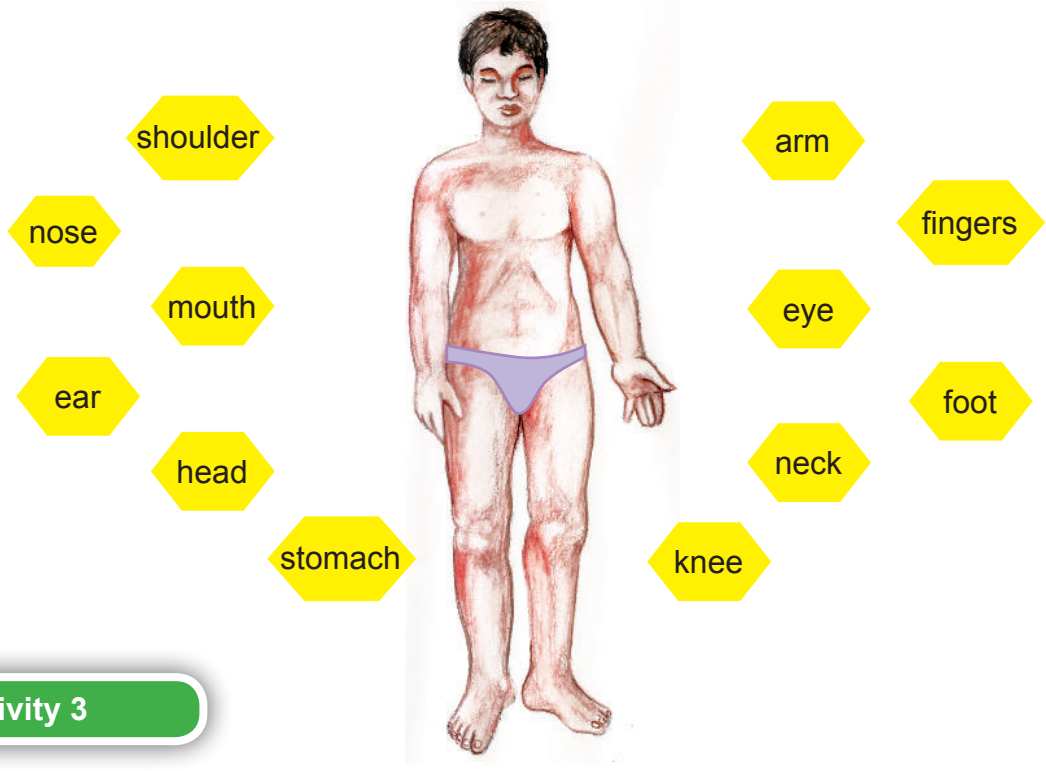
Activity 1

Listen and repeat.

nose	eyes	ears	foot	toes	knee
neck	fingers	head	leg	stomach	back
tooth	arm	shoulder	back	hand	mouth

Activity 2

Match the words with the body parts in the picture.



Activity 3

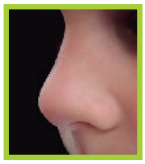
Name the body part your teacher points to on the body. Use this, these, that or those.

Model :

Teacher: what is this? (the teacher indicates her/his head)
Student: That is your head.

Activity 4

Unscramble the words.



1. osen _____

2. cken _____

3. yee _____

4. skene _____

5. esto _____

6. dhna _____

Activity 5

Complete the sentence with the body part related to the picture.

Her _____ hurts.

His_____ hurts.

Her _____ hurts.

Her _____hurts.

His _____ hurts.

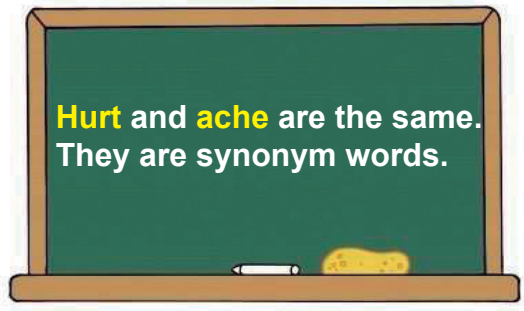
Her _____hurts..

Activity 6

Listen and repeat the sentences in Activity 5.

Activity 7

Practice the pronounciation of ache like in "wake".



Activity 8

Use have/has and the words in the circles to complete the phrases.

backache earache headache toothache toothache

1. Her stomach hurts. She has a stomachache.
2. His tooth hurts. He _____.
3. Her head hurts. She _____.
4. Our ear hurts. We _____.
5. Their backs hurt. _____.

Activity 9

Listen to the pronunciation of the words below /eik/. Then repeat.

stomachache	make	lake	wake	mistake
headache	awake	cake	take	fake

Before reading, think about these questions.

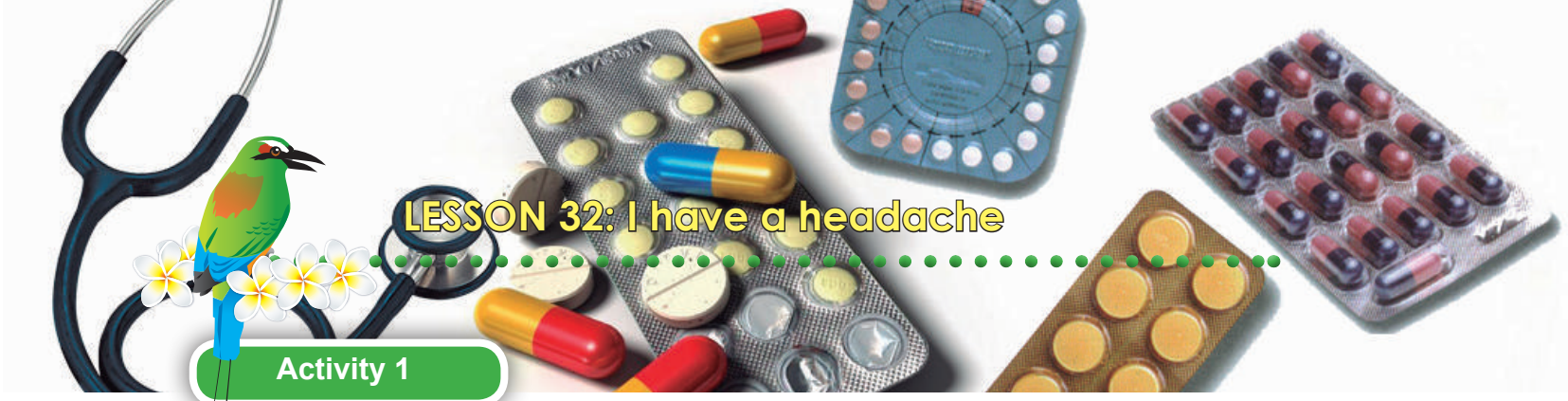
- How do you solve your health problems?
- Do you have to pay for your medicine or medical attention?

Some of our presidents accomplishments in health

1. With the support of Cuban doctors, the campaign "Todos con Voz", (Everybody with you) visits houses to identify people with disabilties. This way the campaign makes a cooperative effort to help these cases.
   How do Cuban doctors help disabled people?

2. More than one 1,117 Nicaraguan youths have scholarships to study medicine in Cuba. There are 245 of them studying a medical specialization in the sister republic of Cuba".
   How many Nicaraguan students are studying medicine in Cuba?

3. The number of specialized clinics treating HIV has increased to twenty-nine. These patients recieve their treatments for free.
   Do HIV patients pay for their treatment?



LESSON 32: I have a headache

Activity 1

Study the word definitions.

1. **cure**: something that makes you well after being sick.
2. **virus**: Something very, very small, that causes sickness.
3. **to get rid of**: to stop, to throw away.
4. **congestion**: Obstructed breathing. When your nose is congested, you can't breathe.
5. **running nose:** liquid coming out of your nose.
6. **miserable:** very terrible feeling.
7. **fever**: heat in your head and body.
8. **remedy**: something that makes you well.
9. **liquid**: wet and runny like water, milk.
10. **to get over**: to finish, to recover.

Activity 2

Complete the sentences with one of the words from Activity 1.

a) My body's temperature is 40 Celsius. I have a _____.
b) We need to drink a lot of _____ everyday.
c) HIV doesn't have a _____.
d) A _____ attacks the body defense.

Activity 3

Partner work: practice the conversation.

A: How are you, Daniel? I didn't see you this week in class.
B. Well, I am sick. I have the flu.
A. Oh! That is bad. I hope you get over it soon.
B: Yes, I hope so, too.

Before reading, think about these questions.

- How many kinds of viruses do you know?
- Name three cold remedies.

Catching a cold

Many people catch a cold in the springtime or fall. It makes us wonder why scientists can't find a cure for the common cold. The answer is easy. There are hundreds of kinds of cold viruses out there. You never know which one you will get, so there isn't a cure for each one.

When a virus attacks your body, your body works hard to get rid of it. Blood rushes to your nose and brings congestion with it. You feel terrible because you can't breathe well, but your body is actually "attacking" the virus. Your temperature rises and you get a fever, but the heat of your body is killing the virus. You also have a runny nose to stop the virus from getting to your cells. You may feel miserable, but actually your wonderful body is doing everything it can to kill the cold.

Different people have different remedies for colds. In Nicaragua and some other countries, for example, people eat chicken soup to feel better. Some people take hot baths and drink warm liquids. Other people take medicines to stop the fever, congestion, and runny nose.

There is one interesting thing to note: some scientists say taking medicine when you have a cold is actually bad for you. The virus stays in you longer because your body doesn't have a way to fight it and kill it. Bodies can do an amazing job on their own. There is a joke, however, about taking medicine when you have a cold. It goes like this:

It takes about 1 week to get over a cold if you don't take medicine, but only 7 days to get over a cold if you take medicine.

Activity 2

Check your understanding by writing a check under True (T) or False (F).

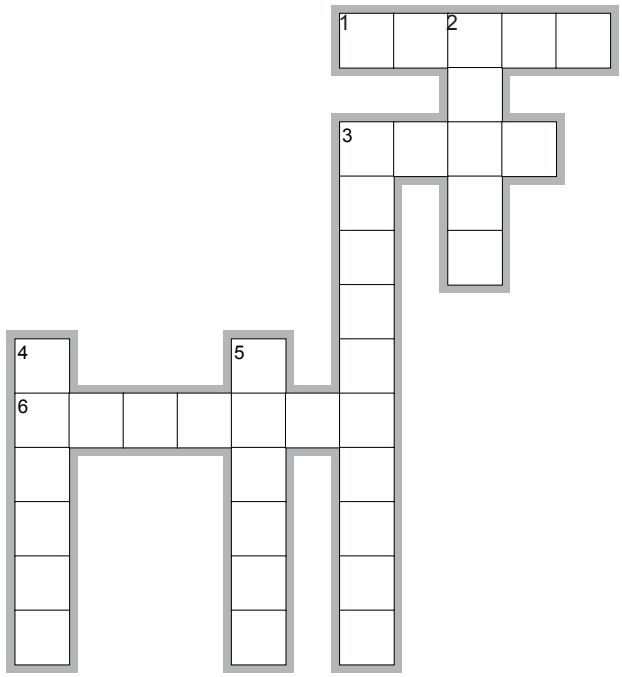
	True	False
1. There is a cure for the common cold.	( )	( )
2. There are 22 different cold viruses in the world.	( )	( )
3. Heat in your body kills viruses.	( )	( )
4. Congestion means your head feels hot.	( )	( )
5. Some people eat chicken soup to feel better when they have a cold.	( )	( )
6. Scientists always think taking medicine is good when you have a cold.	( )	( )
7. Bodies work hard to try to get rid of viruses.	( )	( )
8. It takes 1 week to recover from a cold if you take medicine	( )	( )

Activity 3

Solve the puzzle.

HORIZONTALS
1. heat in your head and body
3. to heal
6. the fact of being ill

VERTICALS
2. very, very small
3. no breathing
4. wet and runny
5. something that makes you well



Activity 4

Study the chart with your teacher.

The use of Modal Auxiliary (MA) "Should"	
Affirmative Statements	**Negative Statements (should not = shouldn't)**
Subject + MA + Verb + Object You should see a doctor now. He should eat healthy food.	Subject + MA + Not + Verb... You should not take old medicine. He shouldn't smoke cigarettes.

Activity 5

Complete with should or shouldn't.

1. Nicotine damages your brain and nerves. You_____ smoke.
2. You have a fever. You_____take a cold bath.
3. When you´re sick, you_____go to a health center.
4. We _____drink too much soda. It can cause gastritis.
5. When you sneeze, you _____cover your mouth with your arms.
6. You _____eat oily food.
7. If you have a sprained ankle, you _____do massages.

Activity 7

Listen and practice the conversation.

I have a backache. What should I do?

You should call a physiotherapist.

Activity 8

Partner work: practice the conversations. Use the pictures.

A

B.

Activity 9

Draw a line to the possible solutions to health problems.

Possible health problems	Possible solutions
1. My baby has a fever.	Stop doing it. Read instead!
2. I get headaches when I watch TV.	Buy her/him stop-smoking products.
3. I can't breath my nose is congested.	Give her/him an aspirin.
4. My nose is running.	Eat some chiken soup.
5. I have cold.	Drink warm herb tea.
6. My friend doesn't want to stop smoking.	Put vaporub on your chest and nose.

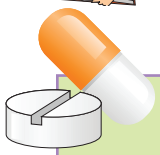
Activity 10

Read aloud the problems and solutions you matched in Activity 9.

I recommend to my patients to walk at least one hour daily.

Before reading, think about these questions.

- If you become a doctor, would you join a health brigade to help others?
- How can you help sick people in your community?



Health care and education

Our Government of Reconciliation and National Unity, headed by President Ortega, de-privatized health care and is committed to providing free, quality, universal health care for all Nicaraguans. And, it is particularly committed to providing quality health care to those who have the least access: the poor peasantry in the countryside.

With this purpose, teams of Sandinista doctors from numerous city hospitals have formed medical brigades (nicknamed "white armies") that have traveled throughout the Nicaraguan countryside, making thousands of surgeries and tens of thousands of lab tests and medical consultations. The number of medical consultations nationally increased to 68% during the three years in office.

From 2007 to 2010, there was a reduction of 24% in the maternal mortality rate and a decline of one-third in the overall mortality rate. There was a significant decline in the incidence of many diseases that had been long plagued Nicaraguans. There was a 75% decline in the incidence of malaria since vaccines were applied to the population.

Activity 11

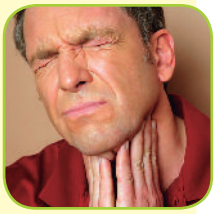
Complete with correct information from the reading. Use your English notebook.

1. Our Government of Reconciliation and National Unity is committed to _____ free, _____, health care for all Nicaraguans.
2. A reduction of ____ in maternal mortality rate is a product of only 3 years of government.
3. With the purpose of helping people in the countryside, teams of _____doctors from many city hospitals have formed medical _____.
4. The number of medical consultations nationally increased to _____ during the _____ years in office.

LESSON 34: What is the remedy?

Activity 1

Listen and repeat.

Ailment		Treatments	
			
headache	rash	aspirin	cast
			
cut	backache	ice pack	ointment
			
sprained ankle	sore throat	band-aid	heating pad

Below is the list of specialists and their available days and times at a local clinic.

Did you know that more than 100 thousand Nicaraguans have been benefited from health programs the goverment has promoted?

Specialist	Days/Time Available	Specialist	Days/Time Available
Allergist Dr. Luis Mora	Monday 11 A.M	**Neurologist** Dr. Martin Soza	Wednesday 1 P.M
Cardiologist Dr. Jorge Reyes	Friday 10 A.M	**Ophthalmologist** Dr. Pedro Rosas	Friday 3 P.M
Dermatologist Dr. Ana Garzón	Tuesday 9 A.M	**Pediatrician** Dr. Claudia Pérez	Tuesday 4 P.M
General Practicioner Dr. Juan López	Thursday 11:30 A.M	**Obstetrician** Dr. Isabel Acosta	Monday 3:30 P.M

Activity 3

Partner work: Practice the following conversation from the Community Clinic.

A: Can I help you?
B: Yes. I need to see a doctor.
A: What's the matter?
B: Well, I sneeze a lot and my eyes water.

A: Oh, then you want to see an allergist. Dr. Mora can see you on Monday at 11 A.M Would you like to make an appointment?
B: Yes, please.

Activity 3

Word Search

ASPIRIN
BACKACHE
BANDAID
CAST
CUT
HEADACHE
ICEPACK
OINTMENT
RASH
SORETHROAT

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

Activity 4

Complete the paragraph with the infinitives from the list.

to follow	to give	to go	to help
to smoke	to stop	to work	to see

Model: He agreed to stop smoking. I offered to help him.

My friend Gerardo agreed _____ smoking. He hated _____ it up, but I offered _____ him. I recommended a specialist, but Gerardo preferred _____ his general practicioner. The doctor told Gerardo to eat candy every time he wanted _____ the doctor's advice. It seemed _____, but it caused another problem. Now Gerardo needs _____ to the dentist.

Activity 5

Group work: Read the letters below. Decide on what advice you can give each writer.

In your notebook, write two pieces of advice for each letter.

Dear Doctor,
I want to lose 20 pounds. I've tried many diets, but I just can't lose weight. I need some advice -- as soon as posible!
Maria Soza

1.
2.

Dear Doctor,
I am always tired. I usually get eight hours of sleep each night, but it doesn't help. What should I do?
Luis Mayorga

1.
2.

Dear Doctor,
I can't sleep at night. I go to bed at 10 P.M, but I never fall asleep before 3 A.M. I get up for work at 6 A.M. and I need more sleep.
Julio Peralta

1.
2.

Activity 6

Complete the card with your own information.

My doctor is _____.
My little brother´s pediatrician is _____.
My dentist is _____.
My hospital is _____.
My pharmacy _____.

Activity 7

Match the following sentences.

1. A pediatrician	checks my eyes.
2. An allergist	takes care of children.
3. An obstetrician/gynecologist	helps me talk about my problems.
4. An optometrist	checks my skin.
5. A psychologist	takes care of women.
6. A dermatologist	helps me control my allergies.

Activity 8

Partner work: write conversations in your notebook. Use the information in Column A and B.

Model:
A: I have a toothache. What can I do?
B: Call a dentist.
A: I will do it. Thanks

Column A	Column B
I'm sick.	Call the dentist.
My back hurts.	Call the doctor.
I have a cold.	Drink hot tea.
I have a rash.	Put on lotion.
I have a toothache.	Stay in bed.
I have a fever.	Take ibuprofen.
I have a sprained ankle.	Put on a cast.

LESSON 35: Live and let others live

Before reading.
Where do Sexually Transmited Infections come from?

Sexually Transmitted Infections

Sexually Transmitted Infections or STIs are infections that are transmitted by having sex with an infected person. These infections are caused by germs that need heat and humidity to survive. They affect adolescents, women, men or unborn children whose mothers are infected.

Activity 1

Answer these questions.

1. What are STIs?
2. Who do STIs affect?

Activity 2

Study the words.

discharge: the flow of fluids from certain parts of the body, menstruation or other vaginal discharge.

pain: suffering from a physical or emotional disorder.

itch: an unpleasant sensation that causes the desire or reflex to scratch

blister: a pocket of fluid on top of the skin caused by infection or friction.

swelling: expanding in size, becoming larger than normal.

groin: the area of the body where your legs come together.

become: to begin to be.

sore: feeling or affected by pain.

blood: the red liquid that flows through the veins of people or animals.

louse: a small wingless parasitic insect that infests human skin and hair.There are three types, head louse, body louse and pubic louse.

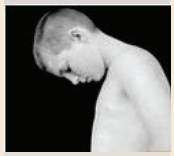
faithful: not having sex with someone who is not your wife, husband, girlfriend, or boyfriend.

avoid: to refrain from.

Before reading, what facts do you know about SITs?

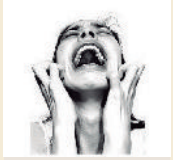
The symptoms that indicate infection include pus from the penis, unusual discharge with smell from the vagina, pain, itching, blisters or warts, painful urination, swelling in the groin. One important thing also is that women are more exposed than men to sexually transmitted infections (STIs).

Most of the STIs are curable if they are treated at the beginning of the infection. The treatments involve a number of pills or injections.



If a person discovers that he or she has a sexually transmitted infection, it can make him or her feel frustrated or angry.

Sexually Transmitted Infections are not unusual. Untreated STIs cause serious health disorders that may provoke infertility. If a woman has an STI and is pregnant, the baby can become infected too. STIs can be caused by germs that pass from person to person during sex. If you have an STI, the person who has sex with you can get infected.



You cannot always see or feel when you have an STI. STIs in women are not always easy to detect. If your partner has been infected, it is very important to have a control, even if you have no symptoms.

If you suspect you have an STI, go to a hospital. They will give you adequate treatments for the infection. Also make sure that your partner takes the treatment at the same time as you do.

Remember that STIs cause serious inflammation and sores in the genital area making it easier for the AIDS virus reach the bloodstream. Take care of yourself always. Be faithful to your partner and use condoms.The most effective way to prevent infection is abstinence.

If you decide to have sex, use condoms. They are good methods to protect you against infection.

Activity 3

1.How do you know if you have one STI?
2. Is an STI curable?
3. Write 6 common symptoms of STIs
4. What causes the STI?
5. What happen if you have sex with an infected person?
6. How can a baby get an STI?
7. What preventions can you take to avoid getting STIs?

Abbreviations come from words or phrases and they are capitalized. We use them when the readers know what they are about.

Examples:

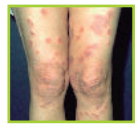
Sexually transmitted infection	STI
Urinary tract infection	UTI
Major league baseball	MLB

When the abbreviatios come from plural nouns, write the last "s" in lower case.

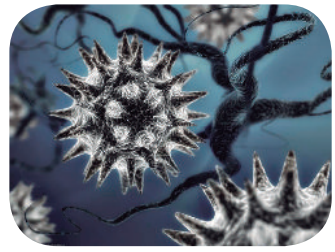
Sexually transmitted infections	STIs
Sexually transmitted diseases	STDs

Activity 4

Complete. Use the pictures.

1. It is a _____ on a foot caused by wearing flip flops. 
2. Her hands are _____. 
3. I see _____ on his leg. 
4. Swelling in the _____ can be a symptom of STIs. 
5. This bottom lip shows _____. 
6. Do you know that donating _____ helps your brothers and sisters' life? 
7. One _____ is enough to infest head hair. 

Activity 5



Investigate the effects of chlamydia, herpes, syphilis, and human papilloma virus.

Activity 6

Write conversations.

Model:

1.HIV:

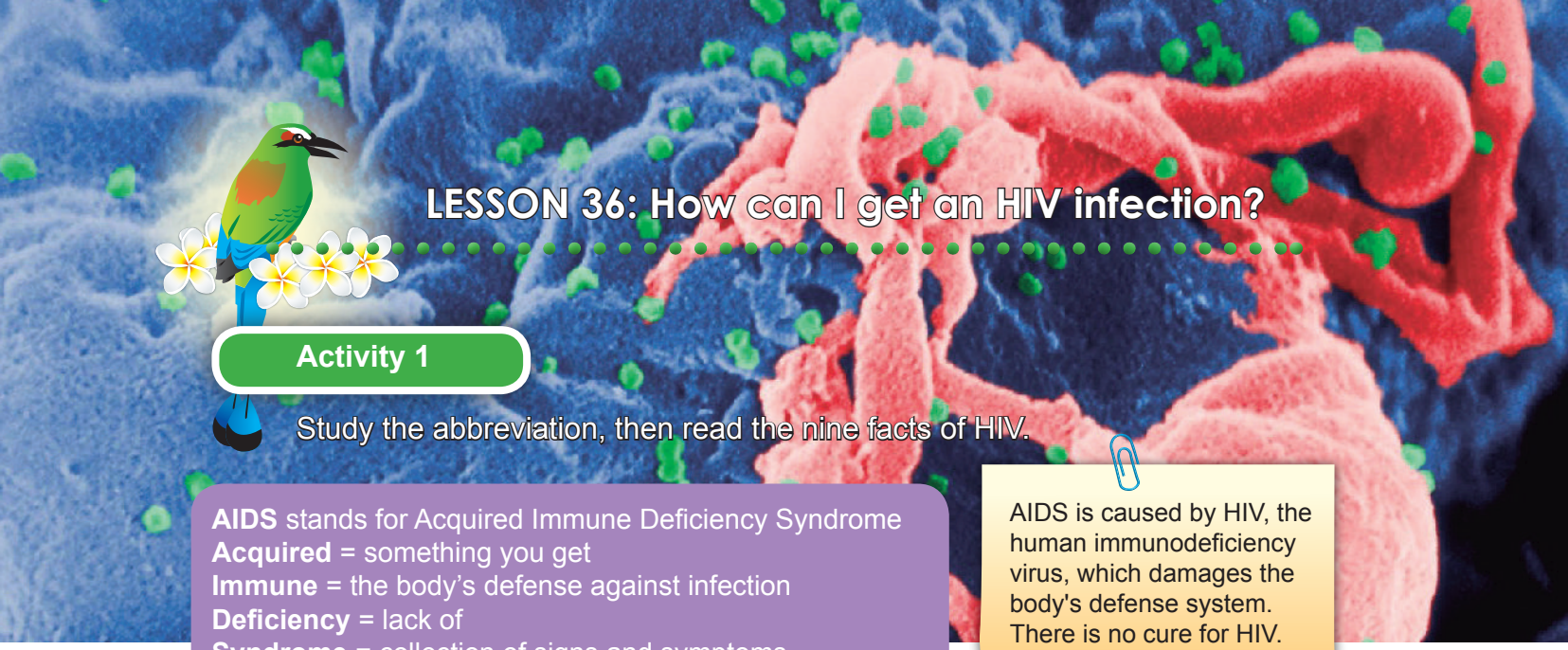
stand for = mean

A: What does HIV stand for?
B: It stands for human immunodeficiency virus.
A: What's that?
B: It is the virus that causes AIDS. It has no cure.
A: Wow! That's scary!

2. AIDS

Extra activity

Create a clever poster about preventing STIs. Then put it in your classroom.



LESSON 36: How can I get an HIV infection?

Activity 1

Study the abbreviation, then read the nine facts of HIV.

AIDS stands for Acquired Immune Deficiency Syndrome
Acquired = something you get
Immune = the body's defense against infection
Deficiency = lack of
Syndrome = collection of signs and symptoms

AIDS is caused by HIV, the human immunodeficiency virus, which damages the body's defense system. There is no cure for HIV.

1. The beginning of AIDS can take ten years from the time of infection with the HIV virus. A person infected with HIV does not have symptoms many years, but he or she can still transmit the virus to someone else.
2. HIV is transmitted through the exchange of any HIV infected bodily fluids. The HIV virus is found in the following fluids: blood, semen, vaginal secretions, breast milk.
3. HIV is most frequently transmitted sexually. That is because fluids mix and the virus can be exchanged, especially where there are lesions or symptoms or other sexually transmitted infections (STIs).
4. People who have STIs are in big danger of being infected with HIV and transmitting their infections to others.
5. The only way to be completely sure to prevent the sexual transmission of HIV is by abstaining from all sexual contact if you´re not using protection methods.
6. People who inject themselves with drugs are at high risk of becoming infected with HIV. HIV can also be transmitted when the skin is cut or pierced using unsterilized needles, razorblade, knife or any other instrument.
7. Contact a health worker or an HIV/AIDS center to receive counseling and testing.
8. HIV is not transmitted by hugging, shaking hands, everyday contact, using swimming pools, toilet seats, share bed clothes, eating utensils, food, mosquito and other insect bites, coughing, sneezing.
9. Discriminating people who are infected with HIV violates individual human rights and endangers public health. Everyone infected with and affected by HIV and AIDS deserves compassion and support.

Activity 2

Check your understanding by writing a T or F under True or False.

1) People with AIDS cannot recover from common infections.	( ) ( )
2) There is a cure for HIV/AIDS.	( ) ( )
3) A person with HIV always looks sick.	( ) ( )
4) The HIV virus is found in samples of blood and semen.	( ) ( )
5) HIV is mostly transmitted through sex.	( ) ( )
6) HIV can be transmitted by hugging and mosquito bites.	( ) ( )
7) HIV is the virus that causes AIDS.	( ) ( )
8) The most effective ways to protect yourself against HIV is to use potection methods for sexual contacts.	( ) ( )

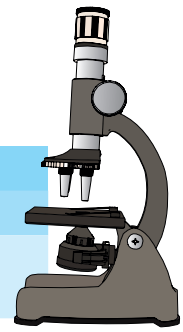
Activity 3

The following statements are about the reading. Complete each one using the correct information.

1. HIV damages the_____.
2. AIDS can take____ years from the time of infection to begin displaying symptoms.
3. HIV is found in the following fluids:_____,_____,_____ and _____.
4. A person can receive counseling and testing by contacting a_____or an _____.
5. HIV is mostly sexually transmitted because fluids _____ and the _____can be exchanged.
6. People with STDs are at risk of being infected with_____ and _____to others.

Activity 4

Memorize the following nouns.



Irregular nouns		Regular nouns	
Singular	**Plural**	**Singular**	**Plural**
bacterium	bacteria	virus	viruses
louse	lice	vaccine	vaccines

Activity 5

Choose the correct word from the parenthesis to complete the sentences.

1. There is a _____ (vaccine, vaccines)_____ to prevent HBV virus.
2. I didn´t know I could get a _____ (vaccines, vaccine) for the HBV at any public health system.
3. Pubic _____(louse, lice) are parasitic insects found mainly in the pubic or genital area of humans. This is one of the STIs.
4. UTIs are caused by a ____(viruses, virus) that invades the urinary system.
5. Dirty hands have a lot of bacteria_____(bacterium, bacteria). Wash them before eating.
6. It´s disgusting to have a _____ (louse, lice) on my head.
7. The human papilloma_____ (viruses, virus). I need to repair it.

Activity 7

Listen and repeat each set of words.

lose louse health help	mice lice pubic public	stage age virus minus

Activity 8

Study the use of apostrophe (') and "s".

The apostrophe and "s" indicate possession. There are singular and plural possessions.

In singular possession, place the apostrophe before the s.

a boy's room (The room belongs to a boy)
a girl's room
a child's room
a woman's room
Mr. Calero's room

In plural possession, place the apostrophe after the letter s

the boys' room (The room belongs to the boys.)
the girls' room
the Caleros' house

If the plural noun does not end in "s", add an apostrophe and-s:

the women's room (the room belongs to the women).
the children's vaccine (The vaccine belongs to the children).

Activity 9

Choose the correct word in each sentence, then read the sentences loudly.

1. His _____car is on sale.
   a. fathers
   b. father's
   c. fathers'
2. My _____husband is a teacher at a public school.
   a. sisters.
   b. sisters
   c. sister's
3. It is always good to know a _____phone number for emergencies.
   a. hospital's
   b. hospitals
   c. hospitals'
4. The _____presentation was interesting.
   a. students'
   b. student's
   c. students
5. The _____president has good social programs.
   a. country's
   b. countrys
   c. countrys'
6. The teacher wants to see the _____ parents.
   a. children
   b. child's
   c. children's
7. ____ have the same cleaning responsibilities as girls.
   a. boy's
   b. boys
   c boys'
8. I'm taking the _____ preventions. I want to be a healthy person.
   a. STDs'
   b. STD's
   c. STDS

PRONUNCIATION OF REGULAR PAST TENSE VERBS

1. Pronounce / t / after all voiceless consonant sounds: / f, k, p, sh, ch, s, x, /, except / t /.

2. Pronounce / d / after all voiced consonant sounds: / b, g, j, l, m, n, r, v, z / and after vowels / a, e, i, o, u / , except / d /.

3. Pronounce / id / after / t / and / d /.

1 INFINITIVE	2 PAST	3 PARTICIPLE	ESPAÑOL
admit *(admít)*	**admitted** *(admítid)*	**admitted** *(admítid)*	admitir
ban *(ban)*	**banned** *(bánd)*	**banned** *(bánd)*	prohibir
beg *(beg)*	**begged** *(bégd)*	**begged** *(bégd)*	rogar
bury *(béri)*	**buried** *(bérid)*	**buried** *(bérid)*	enterrar
clap *(kláp)*	**clapped** *(klápt)*	**clapped** *(klápt)*	aplaudir
copy *(kópi)*	**copied** *(kópid)*	**copied** *(kópid)*	copiar
cry *(krái)*	**cried** *(kráid)*	**cried** *(kráid)*	gritar, llorar
drop *(drop)*	**dropped** *(drópt)*	**dropped** *(drópt)*	dejar caer, caerse
dry *(drái)*	**dried** *(dráid)*	**dried** *(dráid)*	secar
empty *(émpti)*	**emptied** *(émptid)*	**emptied** *(émptid)*	vaciar
fancy *(fánsi)*	**fancied** *(fánsid)*	**fancied** *(fánsid)*	imaginar, desear
fit *(fit)*	**fitted** *(fítid)*	**fitted** *(fítid)*	caber, encajar
fry *(frái)*	**fried** *(fráid)*	**fried** *(fráid)*	freír
hug *(jág)*	**hugged** *(jágd)*	**hugged** *(jágd)*	abrazar
hurry *(jári)*	**hurried** *(járid)*	**hurried** *(járid)*	apurarse
identify *(aidéntifai)*	**identified** *(aidéntifaid)*	**identified** *(aidéntifaid)*	identificar
knit *(nit)*	**knitted** *(nítid)*	**knitted** *(nítid)*	tejer
knot *(not)*	**knotted** *(nótid)*	**knotted** *(nótid)*	anudar
label *(léibl)*	**labelled** *(léibld)*	**labelled** *(léibld)*	etiquetar
level *(lével)*	**levelled** *(léveld)*	**levelled** *(léveld)*	nivelar
marry *(mári)*	**married** *(márid)*	**married** *(márid)*	casarse
multiply *(máltíplai)*	**multiplied** *(móltí-pláid)*	**multiplied** *(móltí-pláid)*	multiplicar
pedal *(pédal)*	**pedalled** *(pédald)*	**pedalled** *(pédald)*	pedalea
plan *(plan)*	**planned** *(pland)*	**planned** *(pland)*	planear, planificar
plug *(plag)*	**plugged** *(plagd)*	**plugged** *(plagd)*	conectar
prefer *(prífér)*	**preferred** *(prifert)*	**preferred** *(prifert)*	preferir
program *(prógram)*	**programmed** *(prógramd)*	**programmed** *(prógramd)*	programar
regret *(rigrét)*	**regretted** *(rigrétid)*	**regretted** *(rigrétid)*	lamentarse
rely *(relái)*	**relied** *(reláid)*	**relied** *(reláid)*	confiar
reply *(replái)*	**replied** *(repládt)*	**replied** *(repláid)*	responder
rob *(rób)*	**robbed** *(róbd)*	**robbed** *(róbd)*	robar

rub (rab)	**rubbed** *(rábd)*	**rubbed** *(rábd)*	frotar
satisfy *(satisfái)*	**satisfied** *(satisfáid)*	**satisfied** *(satisfáid)*	satisfacer
shop *(shop)*	**shopped** *(shópt)*	**shopped** *(shópt)*	comprar
signal *(sígnal)*	**signalled** *(sígnald)*	**signalled** *(sígnald)*	hacer señales
sin *(sín)*	**sinned** *(sínd)*	**sinned** *(sínd)*	pecar
skip *(skíp)*	**skipped** *(skípt)*	**skipped** *(skípt)*	saltearse
slip *(slíp)*	**slipped** *(slípt)*	**slipped** *(slípt)*	deslizarse
stop *(stop)*	**stopped** *(stópt)*	**stopped** *(stópt)*	pararse, detenerse
supply *(saplái)*	**supplied** *(sapláid)*	**supplied** *(sapláid)*	proveer
terrify *(térrifai)*	**terrified** *(térri-fáid)*	**terrified** *(térri-fáid)*	aterrorizar
tip *(típ)*	**tipped** *(típt)*	**tipped** *(típt)*	dar propina
travel *(trável)*	**travelled** *(tráveld)*	**travelled** *(tráveld)*	viajar
try *(trái)*	**tried** *(tráid)*	**tried** *(tráid)*	tratar, intentar
worry *(uári)*	**worried** *(uárid)*	**worried** *(uárid)*	preocuparse

Irregular Verbs:

1 INFINITIVE	2 PAST	3 PARTICIPLE	ESPAÑOL
be *(bi)*	**was/were** *(uós/uér)*	**been** *(bin)*	ser, estar
become *(bikám)*	**became** *(bikéim)*	**become** *(bikám)*	llegar a ser
begin *(biguín)*	**began** *(bigén)*	**begun** *(bigán)*	comenzar
break *(bréik)*	**broke** *(bróuk)*	**broken** *(bróukn)*	romper
bring *(bring)*	**brought** *(brot)*	**brought** *(brot)*	traer
build *(bilt)*	**built** *(bilt)*	**built** *(bilt)*	construir
buy *(bái)*	**bought** *(bot)*	**bought** *(bot)*	comprar
catch *(kach)*	**caught** *(kot)*	**caught** *(kot)*	agarrar
choose *(chus)*	**chose** *(chos)*	**chosen** *(chúsn)*	elegir
come *(kám)*	**came** *(keím)*	**come** *(kám)*	venir
cut *(kat)*	**cut** *(kat)*	**cut** *(kat)*	cortar
do *(dú)*	**did** *(díd)*	**done** *(dán)*	hacer
draw *(dró)*	**drew** *(drú)*	**drawn** *(drón)*	dibujar
drink *(drink)*	**drank** *(drénk)*	**drunk** *(drank)*	beber
drive *(dráiv)*	**drove** *(dróuv)*	**driven** *(drívn)*	conducir
eat *(í:t)*	**ate** *(et)*	**eaten** *(ítn)*	comer
fall *(fol)*	**fell** *(fel)*	**fallen** *(fólen)*	caer
feel *(fí:l)*	**felt** *(felt)*	**felt** *(felt)*	sentir
find *(fáind)*	**found** *(faúnd)*	**found** *(fáund)*	encontrar
fly *(flái)*	**flew** *(flu)*	**flown** *(flón)*	volar
forget *(forguét)*	**forgot** *(forgót)*	**forgotten** *(forgótn)*	olvidar
get *(guét)*	**got** *(got)*	**got/gotten** *(got/gotn)*	obtener, conseguir

VOCABULARY

A couple of= un par de
A little of= un poco de
A loaf = nomb. Barra
Acquire = adquirir
Amount = nomb. Cantidad
Appointment = cita
Around = alrededor
Average = adj. promedio
Avoid = evitar
Awful = adj. Feo(a)
Bag = nomb. Bolsa
Barbershop = nomb. barbería
Barefoot = adj. descalza
Be on time = estar a tiempo
Be sure = este seguro(a)
Bead = nomb. Perla
Beard = nomb. Barba
Become = volverse
Between = en medio de
Biodegrade = biodegradarse
Blister = ampolla
Blood = sangre
Bold = adj.calvo(a)
Boring = adj.aburrido
Bowl = nomb. Tazón
Braided = adj. entrensado
Buddy = hermano,compañia
Budget = presupuesto
Bunch = ramillete
Care = importar
Chop = verb. picar
Clean up = limpiar
Cuisine = nomb. Cocina
Cure = nomb. cura
Curly = adj.crespo
Currency = moneda
Current = nomb. Actual
Discharge = descargar
Do ironing = planchar
Do the laundry = lavar la ropa
Don't miss it = no se lo pierda
Dress up = vestirse elegante
Dressing room = vestidor
Dried = adj.seco
Dump = arrojar
Dust the furniture = sacudir los muebles
Enough = prep. Suficiente
Environment = nomb. medio ambiente
Exciting = adj.emocionante
Faithful = fiel
Farwell party = fiesta de despedida
Feather = nomb. Pluma
Field trip = excursión
Fold =verb. doblar (ropa, papel)
Follow = seguir
Fun = adj. divertido
Fur = nomb. piel
Garbage = nomb. basura
Go shopping = ir de compras
Good-looking = bien parecido
Groin = ingle
Handsome = guapo
Hang out = colgar
Hang up = colgar
Hard = adj. duro
Heavy = adj. pesado
Height = nomb. altura
High = adj. alto

I love = me encanta
Inhabitants = nomb. habitantes
Itch = picazón
Item = artículo
Landscape = paisaje
Leaf = nomb. hoja
Litter = verb.ensuciar
Look like = parecerse
Louse = piojo
Low = adj. bajo
Loyalty = nomb. lealtad a
Make the bed = arreglar la came
Mashed = adj. amasado
Mop= verb. lampasear
Mustache = nomb. bigote
National Anthem = Himno nacional
Near = cerca de
Outfit = traje de salir
Pain =dolor
Peel = verb. pelar
Pick up = recojer
Plaid = liso (ropa)
Plantain = nomb. plátano
Population = nomb. población
Pork = nomb. carne de cerdo
Pottery = nomb. cerámica, artesanía
Put away = apartar
Put on = ponerse, vestirse
Rainbow = nomb. arcoiris
Ripped = adj.roto
Round = adj. redondo
Running nose = mocoso
Rush = apurar
Sales = nomb. venta
Seem = adj. parecer
Set the table = poner la mesa
Share = verb. compartir
Shelter = nomb. refugio
Short = adj. bajo, corto
Shredded = nomb. desmenuzada
Sleeveless = adj. sin manga
Soft = adj. suave
Some = algunos
Sore = adolorido
Square = adj. cuadrado
Stained = adj.manchado
Straight = adj.liso, recto
Stressful = adj.estresante
Sweep = verb. barrer
Swelling = hinchazón
Take off = quitar (ropa)
Take out the garbage = sacar la basura
Thin = adj. delgado
Throw away = tirar
To get over = recuperarse de
To get rid of = desacerse de
Together = adj. juntos
Too = adj. demasiado,también
Trade = verb. cambiar
Trash can = bote de basura
Trendy = nomb. tendencia
Try on = probar (ropa)
Wardrobe = nomb. bata
Water the plants= regar las plantas
Weight= nomb. pesoWool= nomb. lana
World Heritage = nomb. patrimonio mundial
Wrapped = adj. amarrado

BIBLIOGRAPHY

- CUADRA, José. and ARANA, Gloria 1997. Building your English: Programa Textos Escolares Nacionales. Managua, Nicaragua.
- Diseño Curricular de la Educación Básica y Media, MINED 2008.
- DOS SANTOS, Manuel. 2002 Super Goal: Split Edition 1 parts A – B. Mexico: Mc-Graw – Hill,
- FOLEY, Barbara H. NEBLET, Elizabeth R. CHAPMAN, Jonh, 2003 English in Action: Teacher's Guide. USA: Thomson Heinle.
- GREENWELL, Jeannette. LAWRENCE, Stephen. 2008 All of Us student's book 1 and 2: McGraw – Hill, New York, USA,.
- GREENWELL, Jeanette. LAWRENCE, Stephen. 2008 All of Us student's book 1 and 2: McGraw – Hill, New York, USA,.
- Jeannette Greenwell / Stephen Lawrence. 2008 New All of us. McGraw-Hill ESL/ ELT. NY, USA.
- LINDGREN, Marilyn. 1973 Here we go! NY, USA: Prentice Hall Regents,
- MANUEL DOS SANTOS, JILL KOREY O' SULLIVAN 2010 MEGA GOAL, McGraw Hill ELT New Cork USA.
- ORION, Gertrude F. 1998 Pronouncing American English. Boston, USA: Heinle & Heinle Publishers.
- Programas de Estudio de Lengua Extranjera de Educación Secundaria, MINED 2008.
- WERNER, Patricia K, NELSON, John P, SPAVENTA, Marilynn. 1993 Interactions Access, A Communicative Grammar. NY, USA; McGraw – Hill, Inc,.