



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**

**9<sup>th</sup>**  
Grade



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

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**Coordinación General, Revisión y Asesoría Técnica**

Profesora María Elsa Guillén  
Profesora Rosalía Ríos Rivas

**Autor**

Profesor Armando de Jesús Valle Blandón

**Revisión Técnica General**

Profesora Rosalía Ríos Rivas

**Revisión y Asesoría Técnica Científica**

Julio César Canelo Castillo

**Diseño y Diagramación**

Margine del Rosario Bonilla Ojeda  
Elizabeth López López

**Ilustración**

Gerardo Hernández Arias

**Fuente de Financiamiento**

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Primera Edición \_\_\_\_\_

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## 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 cuidado 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

Este libro de texto está diseñado para la enseñanza del Inglés como Lengua Extranjera en el Noveno grado, está compuesta por seis unidades, cada unidad está dividida en lecciones. Todas llevan un orden lógico de desarrollo de la Lengua Extranjera e incluyen todas las habilidades y sub habilidades que permiten el desarrollo de la competencia comunicativa.

Este texto es un instrumento útil para los y las estudiantes en el proceso de aprendizaje de la lengua extranjera, así como también para las y los docentes en el proceso de la enseñanza. Desarrolla cada uno de los contenidos programáticos de manera clara y sencilla; y de esta manera alcanzar las habilidades de hablar, escuchar, escribir, y leer con fluidez y confianza.

Las unidades tienen ilustraciones que ayudan al estudiante a entender mejor el contenido del lenguaje que se le presenta. Las lecciones están compuestas por actividades. La estructura de cada actividad se presenta de diferentes formas, dependiendo del tipo de la actividad. Ejemplo: “Complete on your notebook”, “Listen to your teacher and repeat”, “Write”, entre otros, todo esto en dependencia de la habilidad que se pretende desarrollar con los estudiantes.

Las actividades siempre tienen que ser asistidas por el profesor, ya que es el docente quien pronuncia la palabra u oración y luego el estudiante reconoce el sonido y lo pronuncia. Todas las actividades que impliquen producción escrita del lenguaje por parte del estudiante debe ser escrita en su cuaderno, ya que el libro será usado en años posteriores por otros estudiantes.

Las actividades de lectura presentan preguntas inductivas que se responden antes de leer la lectura. Sobre este mismo enfoque se presenta la gramática de forma inductiva como lo promueve el uso del enfoque comunicativo.

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

Es importante señalar que las actividades del libro de texto pretenden complementar el uso del programa de estudios de Noveno Grado de Lengua Extranjera por lo que no se debe tomar al texto como un sustituto del docente o del programa de estudios sino al contrario como una herramienta que apoya el proceso de aprendizaje de la Lengua Extranjera del estudiantado.

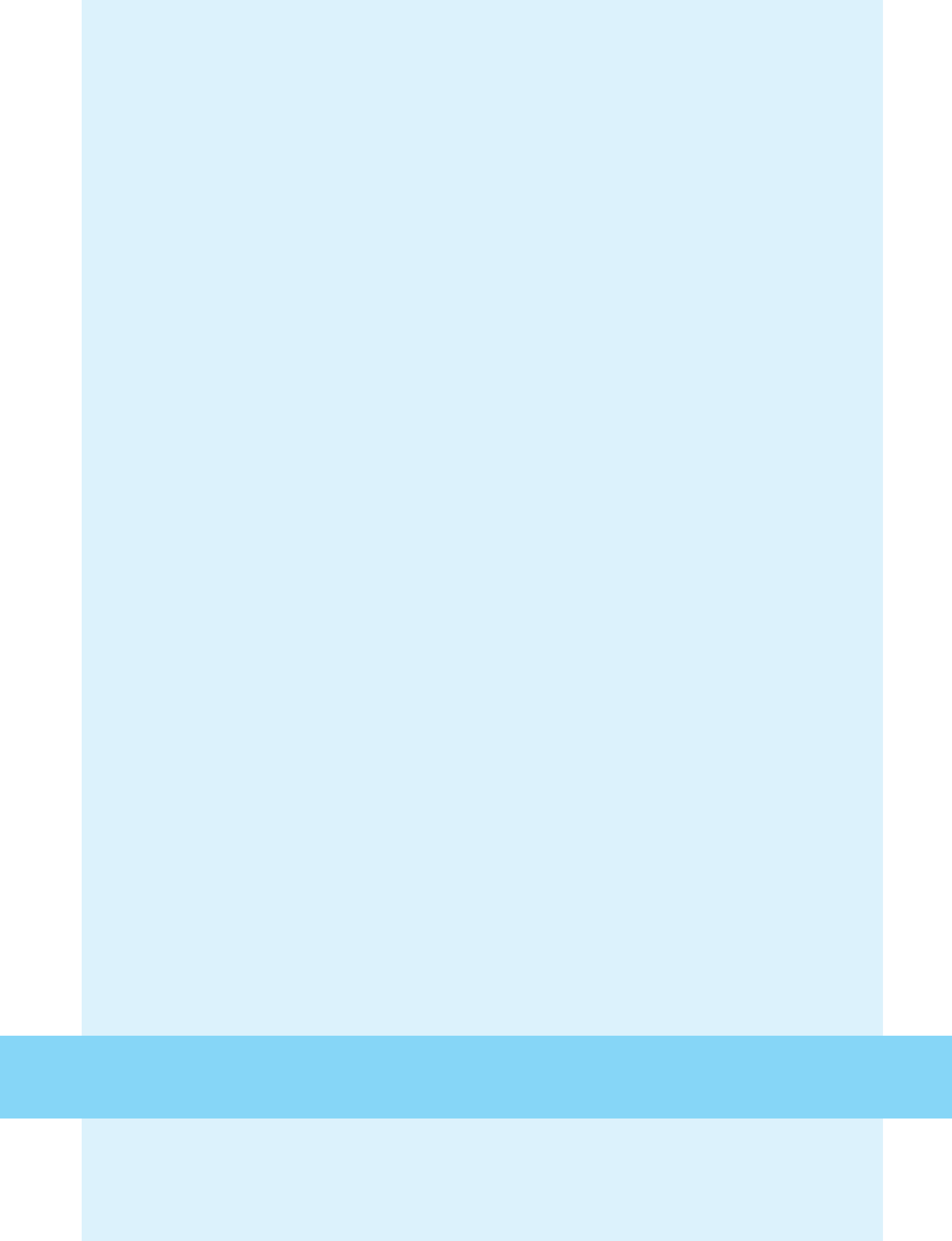
Al final de este libro hay una sección de repaso, que ayudan en el proceso de consolidación de los contenidos estudiados a lo largo del año lectivo.

Esperamos que este texto sea de mucha utilidad para todos los actores involucrados en el proceso de enseñanza y aprendizaje aportando a mejorar la calidad de la educación que es una de las políticas educativas de nuestro Gobierno de Reconciliación y Unidad Nacional.

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# Unit 1

## Occupations



### Contents

- Job skills
- Help wanted
- Places of work

## LESSON 1: Job skills



### Activity 1

Look at the pictures of the people. Read the title of the unit.



### Activity 2

Discuss these questions with the class.

1. Which job has the highest salary? Which job has the lowest salary? Why?
2. Should any of the jobs have a higher or lower salary? Why?
3. What do you think the title of the unit means?

### Activity 3

Look at the list of things to consider when choosing a job. Rank the items in order of importance from 1 to 7. Number 1 is the most important and number 7 is the least important.

- \_\_\_\_\_ Salary (how much money you earn)
- \_\_\_\_\_ Hours (what hours you work)
- \_\_\_\_\_ Safety (how safe is the work)
- \_\_\_\_\_ Workplace (indoors, outdoors, in an office)
- \_\_\_\_\_ Interest (how much you like the job)
- \_\_\_\_\_ Demand (how easy it is to find a job)
- \_\_\_\_\_ Education (how much education you need for the job).



Job	What's the job like?	What skills are important?	What interests are important?
Chef			
Salesperson			
Police officer			
Architect			
Doctor			
Professional basketball player			

### Activity 6

Read the sentences. Then choose the best words to complete the definitions of the underlined words.

1. I work in a computer factory. I help to make computers.

A factory is a \_\_\_\_\_

- a. building where things are made                      b. job making things

2. I like to taste food while I'm cooking to make sure it is good.

To taste something means to \_\_\_\_\_

- a. eat all of something                      b. try food by eating a little bit

3. Chefs are creative. They think of new ways to cook food.

To be creative is to \_\_\_\_\_

- a. make food                      b. think of new things

4. I'm a dog walker. I really like my job, but people are often surprised when I tell them my job because it is so unusual.

Something that is unusual is something \_\_\_\_\_

- a. different                      b. you like

5. I love ice cream because it has a sweet flavor

A flavor is something that \_\_\_\_\_

- a. has its own special taste                      b. is good to eat

6. I love to eat spicy food such as Thai food and Mexican food.

Spicy food is food that \_\_\_\_\_

- a. is from a different country                      b. has a strong flavor from spices





## Activity 10

Discuss your answers to the questions with the class.

### Excerpt One

1. Does Wayne say that Peter's job is easy or difficult?
2. Listen to Wayne's tone of voice. What do you think Wayne really thinks about Peter's job?
3. Do you think Peter's job is difficult or easy? Why do you think so?
4. Do you think you could do Peter's job?

### Excerpt Two

1. Did Peter go to ice-cream tasting school?
2. Listen to Wayne's tone of voice. Why do you think he asks Peter that question?
3. How did Peter get started as an ice-cream taster?
4. What do you think is the best way to get started in a job?

## Activity 11

Look at the pictures below. Where does each person work? What job is each person doing?



## Activity 12

Listen to the people talk about their jobs.

### Activity 13

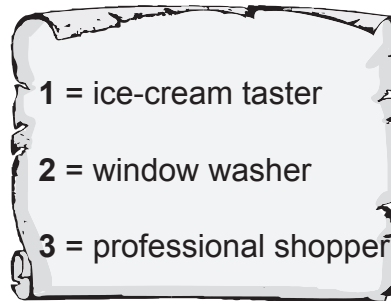
Listen to the people talking about their jobs.

Listen again. Look at the statements in the chart. Write WW if the statement is true for the window washer and PS if the statement is true for the professional shopper. Some statements may be true for both. The first one is done for you.

	WW	PS
a. I like my job.		
b. I work outdoors.		
c. I earn a high salary.		
d. My work is dangerous.		
e. I like to work with people.		
f. I'm good with money.		
g. I'm good with my hands.		
h. My work is tiring.		
i. It was difficult to get started in this job.		
j. I have my own business.		

### Activity 14

You have learned about some unusual jobs. Read the following questions and write 1, 2, or 3 for each one.



Then compare your answers in a group. Explain your answers.

**Example:** I think the ice-cream taster's job is the most unusual because I don't think there are very many ice-cream tasters.

Which job do you think is...

- |                          |                           |
|--------------------------|---------------------------|
| _____ the most unusual?  | _____ the most difficult? |
| _____ the most tiring?   | _____ the most important? |
| _____ the most relaxing? | _____ the most dangerous? |
| _____ the most offbeat?  | _____ the highest paid?   |

### Activity 15

Which job would you most like to have? Which job wouldn't you like to have? Explain.

### Activity 16

In words with more than one syllable, one syllable is stressed. Stressed syllables sound longer than unstressed syllable. They are also louder and higher in pitch than unstressed syllables.

### Activity 17

Listen to these examples:

Careful

Professional

Hardworking

### Activity 18

Listen to the words. Write the number of syllables you hear in each Word. Then listen again and underline the stressed syllable.



- \_\_\_\_\_ 1. friendly
- \_\_\_\_\_ 2. important
- \_\_\_\_\_ 3. relaxing
- \_\_\_\_\_ 4. educated
- \_\_\_\_\_ 5. creative

## Activity 19



Work with another student, Student A, say each word in your list. Be sure to lengthen the stressed syllable. Student B, look at Student A. Listen to Student A say each word, and underline the syllable that is stressed. Then change roles. Check your answers.

### Student A

**Say :**

1. salesclerk
2. difficult
3. police
4. outdoors
5. unusual

### Student B

**Listen and underline:**

6. restaurant
7. insurance
8. taste buds
9. spicy
10. athletic

## Activity 20



Work in pairs. One student reads A's line. The other student completes the sentence in B's line with a word or phrase from the list on the left. Both sentences should have the same meaning. Use the underlined words to help you. Switch roles after item 3. Check the answer in the answer key.

be careful	1. A: I don't like my job. I want to leave it. B: You want to _____ your job.
get started	2. A: I like my job. It is never boring B: Your job is _____
interesting	3. A: A cashier must count money carefully. B: A cashier needs to _____ with money.
lucky	4. A: It's difficult to begin working as a doctor. B: It's difficult to _____ as a doctor.
quit	5. A: A professional basketball player makes a lot of money. B: A basketball player has a high _____
salary	6. A: I was walking down the street and by chance I found fifty dollars on the sidewalk. B: You were _____ to find the money.

## Activity 21



Work in pairs. Read the conversation. Fill in the blanks with the correct words from Activity 20. Then practice reading the conversation out loud with your partner.

A: So what do you do?

B: I'm a dog walker.

A: A dog walker? That's an unusual job!

B: Yes, it is unusual, but it's never boring. It is an

(1) \_\_\_\_\_ job.

A: So how did you (2) \_\_\_\_\_  
\_\_\_\_\_ as a dog walker?

B: Well, I used to walk my dog in the park every day. I met some people there with dogs.

They didn't have time to walk their dogs, so I started to walk their dogs for them.

A: Do you have another job?

B: No, I was an accountant. But I got tired of working in an office, so I (3)  
\_\_\_\_\_ my job. The only problem is that I don't  
earn as much as my old job.

A: Really? Is there anything else you don't like about your job?

B: Well, it is difficult to take care of a lot of dogs at the same time.

They can run fast. I have to (5) \_\_\_\_\_

\_\_\_\_\_ not to lose a dog. But even so, I really love my  
job.

A: That's nice. You're (6) \_\_\_\_\_ to have a job you.



## Activity 22

Read the questions and answers. Look at the words in italics. Then answer the questions below.

- What's your job like?                      My job is interesting.
- What kind of person are you?            I'm a friendly person.

## Activity 23

Look at the answers to the questions.

- What is the verb in each sentence?
- What is the noun in each sentence?
- Which words describe the nouns? Where do they come in the sentences?

### Focus on Grammar

See Descriptive Adjectives on Grammar, Basic.

**a.** Adjectives can come after the verb **be**.

- My job **is** tiring.

**b.** Adjectives can also come before a noun.

- Architects are **creative** people.

**c.** When a singular noun follows an adjective, use **a** before the adjective if the adjective begins with a consonant sound.

- Teaching isn't **a** high-paying job.

**d.** When a singular noun follows an adjective, use **an** before the adjective if the adjective begins with a vowel sound.

- Ice-cream tasting **is an** unusual job.

## Activity 24



Work with another student. Take turns making sentences using the nouns and adjectives from the list. After you say each sentence, say if you think the sentence is true or not true. Say “that’s true” or “that’s not true”. If you don’t think the sentences is true, change it to make it true.

### Example:

A: A secretary’s work is dangerous.

B: That’s not true. A secretary’s work isn’t dangerous. It’s safe.

1. A secretary’s work / dangerous
2. Doctors / educated
3. A teacher’s job / difficult
4. Police officers / hardworking people
5. Window washing / interesting job
6. Professional basketball players / important
7. Cooking / relaxing job

## Activity 25

Work in a small group. One person thinks of a job and makes three sentences about the job. The other students ask yes/no questions to guess the job. Then change roles until everyone in your group describes a job.

### Example:

A: I am creative. My job is unusual. My job is important.

B: Are you an architect?

C: Are you an ice-cream taster?



## Activity 26

When making conversation, it's polite to ask about a person's job and interests, it's also polite to express interest when people tell you something about themselves.

Asking about someone's job and interests	Talking about yourself	Showing interest
What do you do?	I'm not working right now.	Oh ...
What do you like to do in your free time?	I'm a ... (student, chef, and homemaker).	Really?
What do you enjoy doing?	I'm retired. I like to ... (listen to music). I enjoy ... (working outdoors)	That's interesting. That's nice.

**Can/Can't** are modal verbs. Modal verbs are a special kind of auxiliary verbs. They give specific meaning to the main verb.

**Can** express ability to do something.

**Can't** express lack of ability to do something.

## Activity 27



Work with another student. Complete the conversation with your own information. Then practice it out loud.

A: Hi. My name's \_\_\_\_\_

B: Hi. I'm \_\_\_\_\_ Nice to meet you.

A: Nice to meet you, too. So what do you do?

B: I'm \_\_\_\_\_

A: \_\_\_\_\_

B: How about you? What do you do?

A: \_\_\_\_\_

B: \_\_\_\_\_ So what do you like to do in your free time?

A: \_\_\_\_\_ How about you?

B: \_\_\_\_\_

## Activity 28

Write each person's name, job, and one interest on a separate piece of paper. Then introduce the students to the class.

**Example:** This is Mark. He's a student. He likes to cook.

This is Eva. She's a homemaker. She enjoys dancing.



## LESSON 2: Help wanted

### Activity 1

You have listened to some other people talk about their skills and interests. Now, think about your own skills and interests. Fill out the following chart about yourself. Check yes or no for each question. If you answer yes, explain or give an example. Then work with another student. Ask the questions and write your partner's answers.

**Example:** A: Are you artistic?

B: Yes, I am. I can paint.

A: Oh, really? That's interesting!

Skills: Are you	You			You partner		
	Yes	No	Maybe	Yes	No	Maybe
Teamworker?						
Computer skillfull?						
Hardworker?						
Temperamental?						
Ambitious						
Autonomous						
Confident						
Honest						
A leader						
Friendly						

<b>Interests: Do you like to work....</b>	<b>Yes</b>	<b>No</b>	<b>Explain</b>	<b>Yes</b>	<b>No</b>	<b>Explain</b>
alone?						
with people?						
with food?						
with money?						
outdoors?						
at home?						
in an office?						

### Activity 2

Now choose a job that you think is good for your partner. Think of a job from the unit or a different one.

### Activity 3

Introduce your job to the class. Tell the class which job you think is good for your partner and use the information in the chart to say why.

As you listen to your classmates, write down the names of three students who have the same skills or interests that you do. Do you agree with the jobs their partners recommend?

<b>Students</b>	<b>Skill or Interest</b>
1. _____	_____
2. _____	_____
3. _____	_____



## LESSON 3: Places of work

### Activity 1

Read the list of things and places. Write at least two sentences about each person. You can use a word more than once.

Airport	Market	Pilot	Doctor	Drive a Plane	Sells Fruits
Hotel	Store	Nurse	Waiter	Carries Food	Assists Guests
Hospital	Park	Clerk	Tourist Guide	Speaks English	Helps People
Restaurant	Farm	Farmer	Waitress	Grows Vegetables	Sells Shoes

**Carla** *Carla is a waitress. She works in a restaurant. She carries food.*

- Juan** \_\_\_\_\_
- Marcia** \_\_\_\_\_
- Jorge** \_\_\_\_\_
- Luis** \_\_\_\_\_
- Kenia** \_\_\_\_\_
- Gloria** \_\_\_\_\_
- Carlos** \_\_\_\_\_
- Rosa** \_\_\_\_\_

Henry is an accountant. What does Henry do in his new job? Write sentences.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Activity 2

**Vocabulary Check.** Read the definition. Write the correct letters on the lines.

1. He works in a restaurant: \_\_\_\_\_ e \_
2. To not remember: \_\_\_\_\_ e \_
3. Not safe: \_\_\_\_\_ e \_\_\_\_\_
4. The pilot drives it: \_\_\_\_\_ e
5. A beautiful thing on a plant: \_\_\_\_\_ e \_
6. He or she takes pictures: \_\_\_\_\_ e \_
7. A very tall plant: \_\_\_ e e

## Activity 3

What things can you make? Write a list.

---

---

---

---

## Activity 4



**Pair work:** Can you make the same things?

**A:** I can make a pie. Can you make a pie?

**B:** No, I can't, but I can make a cake. Can you make a cake?

**A:** Yes, I can.



## Activity 5

### Sandy's Routine

Sandy is a teacher. Her days are very busy. Read her daily routine. Then write sentences with before, and after.



#### Example:

Before Sandy teaches, she gets ready for class.

After Sandy meets with students, she eats lunch.

1. get dressed/take a shower \_\_\_\_\_
2. make breakfast/talk to daughters \_\_\_\_\_
3. go to school/get ready for class \_\_\_\_\_
4. meet with students/teach \_\_\_\_\_
5. eat lunch/work with other teachers \_\_\_\_\_
6. make dinner/go home \_\_\_\_\_
7. plan tomorrow's class/clean up kitchen \_\_\_\_\_
8. plan tomorrow's class/read a good book \_\_\_\_\_
9. go to bed/read a good book \_\_\_\_\_

## Activity 6

### Vincent's Routine

Vincent is an artist. Read about his routine. What does he do first? Next? Write his actions in order.

Before Vincent gets up in the morning, he plans his day. After he gets up, he takes a shower. Before he has breakfast, he reads the newspaper. After he eats breakfast, he starts to paint. After Vincent paints for three hours, he eats lunch. Then he relaxes for 15 minutes. After relaxing, he paints for three more hours.

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

## Activity 7

What do they have to do? What do these people have to do? Complete the sentences.

1. Calvin is a student. He has an important science test tomorrow.  
Calvin has to \_\_\_\_\_
2. The newspaper wants a picture of a famous actor.  
The photographer has to \_\_\_\_\_
3. Mr. and Mrs. Quincy want to go on vacation.  
The travel agent has to \_\_\_\_\_
4. The city needs a new bridge.  
The engineer has to \_\_\_\_\_
5. A customer wants some fresh flowers.  
The greenhouse worker has to \_\_\_\_\_

## Activity 8

### Listening

Mr. Lewis has to fill in this form about Carlos. Listen to the teacher and fill the form.

NAME: Carlos Sanchez AGE: 18

ADDRESS: Barrio Riguero, Modern Workshops 2 blocks south and a half block east

PHONE NUMBER: (505) 2845-3615

PERSONALITY (Check the words that describe the person.)

- |                                   |  |  |
|-----------------------------------|--|--|
| <input type="checkbox"/> Creative | <input type="checkbox"/> Shy                         | <input type="checkbox"/> Likes to work with people             |
| <input type="checkbox"/> Friendly | <input type="checkbox"/> Likes to think of new ideas | <input type="checkbox"/> Likes to study                        |
| <input type="checkbox"/> Outgoing | <input type="checkbox"/> Likes to work alone         | <input type="checkbox"/> Likes to do the same thing many times |

JOB FOR THIS PERSON: \_\_\_\_\_

## Activity 9

### Man and Men

Listen to the word. Circle the words that have the same vowel sound as **man**. Then listen to the words again. Draw an X on the words that have the same vowel sound as **men**. Be careful! Some words don't have either sound.

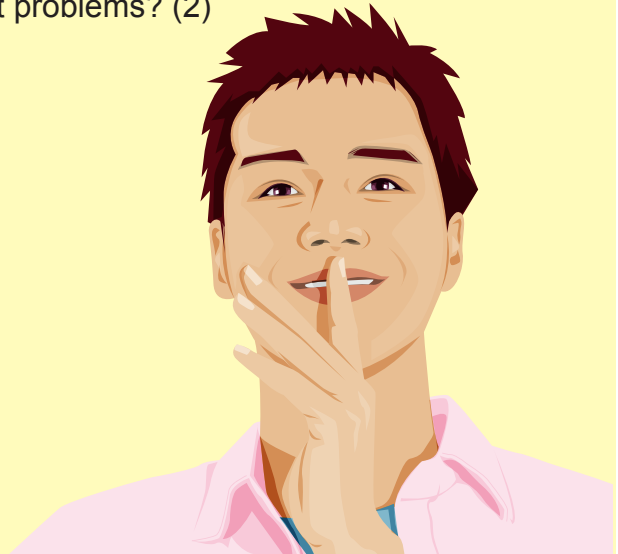
- |         |          |           |          |           |
|---------|----------|-----------|----------|-----------|
| 1. this | 5. dead  | 9. let    | 13. add  | 17. hello |
| 2. than | 6. read  | 10. get   | 14. desk | 18. hand  |
| 3. then | 7. am    | 11. band  | 15. make | 19. live  |
| 4. the  | 8. thumb | 12. dance | 16. fine | 20. last. |

## Activity 10

### Job Test

What kind of person are you? What kind of job do you want? Answer yes or no to each question.

- \_\_\_\_\_ 1. Do you like to study? (2)
- \_\_\_\_\_ 2. Do you like to work alone? (3)
- \_\_\_\_\_ 3. Do you like to work with your hands? (2)
- \_\_\_\_\_ 4. Do you like people? (1)
- \_\_\_\_\_ 5. Do you like routine? (3)
- \_\_\_\_\_ 6. Do you like to think about problems? (2)
- \_\_\_\_\_ 7. Are you shy? (3)
- \_\_\_\_\_ 8. Are you friendly? (1)
- \_\_\_\_\_ 9. Are you serious? (2)
- \_\_\_\_\_ 10. Are you outgoing? (1)
- \_\_\_\_\_ 11. Are you creative? (3)
- \_\_\_\_\_ 12. Are you confident? (3)



## Activity 11

Each question has a number after it. Look at your yes answers. Do you have More 1's, 2's, 3's, or 3's? \_\_\_\_\_ Look at the jobs for your number. Circle the job you like.

**1**

actor / actress  
bus driver  
teacher  
police officer

**2**

dentist  
engineer  
scientist  
doctor

**3**

artist  
musician  
photographer  
writer

### Activity 12

Why do you like this job? Write three sentences.

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### Activity 13

Think about jobs that are not in the lists. What other job do you like? Why do you like it?

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**Activity 13**

**Taking Notes**

Reporters often take notes. They write the answers to questions with **who**, **what**, **when**, **where**, and **why**. You are a reporter. Read the article and answer the questions.

Today many people fly in airplanes. Two brothers, Wilbur and Orville Wright, helped make it possible. Wilbur was born on April 16, 1897, and Orville was born on August 19, 1871. When they were children, they liked making things with their hands.



After they grew up, they still liked to make things. In 1888, they built a machine to print books. Soon, they opened a bicycle shop. They liked working with machines that moved. Wilbur and Orville were interested in flying. They flew kites and practiced with gliders (planes without engines). They built a plane with an engine and the right kind of wings. Orville made the first airplane flight on December 17, 1903, in Kitty Hawk, North Carolina.

**Answer the following questions:**

1. Who were Wilbur and Orville Wright? \_\_\_\_\_
2. What did they do for the first time? \_\_\_\_\_
3. Where did they do it? \_\_\_\_\_
4. When did they do it? \_\_\_\_\_
5. Why did their plane fly when other planes didn't fly? \_\_\_\_\_

# Unit 2

## Work



### Contents

- Safety warnings and signs
- Work schedules
- Paychecks



## LESSON 4: Safety warnings and signs

### Activity 1

#### Stories from the Capital

The stories in this lesson come from the capital Managua; Many people from other cities come to live to the Capital.

#### Gloria Pérez's Story

I'm a school driver. I like it. I earn C\$6000 a month. I work every morning from 7:00 to 9:00 and in the afternoon from 3:00 to 5:00. I drive boys and girls. I have a lot of responsibility.

Sometimes the kids run around the bus.

Sometimes they stick their hands out the windows. They think I'm too old to notice. I have to watch my two mirrors all the time. I need an eye in the back of my head.



#### Answer the following Questions:

- What is good about being a driver?
- Is it a dangerous job? Why?
- Do you like this job? Why?

### Activity 2

#### Playing with the story

Read the story again and write the reading with the missing words in your notebook, without seeing the reading.

I'm a school driver. I \_\_\_\_ it. I \_\_\_\_ C\$6000 a month. I \_\_\_\_ every morning from 7:00 to 9:00 and in the afternoon from 3:00 to 5:00. I \_\_\_\_ boys and girls. I \_\_\_\_ a lot of responsibility.

Sometimes the kids \_\_\_\_ around the bus. Sometimes they \_\_\_\_ their hands out the windows. They \_\_\_\_ I'm too old to notice. I have to watch my two mirrors all the time. I \_\_\_\_ an eye in the back of my head.

### Activity 3

What words describe Gloria Perez's work? Use the words below and explain your opinion. Then share it with your class.

#### Words to Describe Work

\_\_\_\_\_ easy

\_\_\_\_\_ well paid

\_\_\_\_\_ hard / difficult

\_\_\_\_\_ poorly paid

\_\_\_\_\_ interesting

\_\_\_\_\_ relaxing

\_\_\_\_\_ not interesting / boring

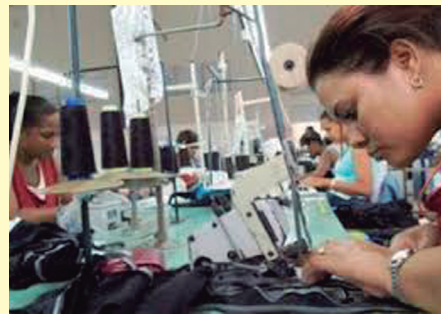
\_\_\_\_\_ stressful

### Activity 4

With words describe the work in the photos on these pages. Tell the class your opinion.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



Name	Job	Job Activities	Hours	Likes Job?
Gloria Sierra	Bus driver	She drives a school bus and watches the children.	7-9am 3-5pm	Yes

### Activity 7

Listen as your teacher tells you something about his or her job(s). Take notes below. Ask questions when you don't understand.

Teacher's name \_\_\_\_\_

Job(s) \_\_\_\_\_

Job activities \_\_\_\_\_

Hours \_\_\_\_\_

Full-time or part-time? \_\_\_\_\_

One good thing about the job \_\_\_\_\_

One bad thing about the job \_\_\_\_\_



### Activity 8

Tell a partner what you understood about your teacher.

Simple present	
I You We They	work part-time
He She	works part-time.
Use simple present for things you do every day or often.	

### Activity 9

Interview a friend about his or her job. Ask the friend to tell you two good things and two bad things about the job. Discuss the answers with the class.

Friend's name \_\_\_\_\_

Friend's job \_\_\_\_\_

He / she likes \_\_\_\_\_

He / she doesn't like \_\_\_\_\_



Simple Present Negative	
I You We They	don't like it.
He She	doesn't like it.



## LESSON 5: Work schedules

### Activity 1

Read these two stories about work. Which person feels most like you do about work? Why? Tell the class.

I am a sewing-machine mechanic. I like this job because I use my head all the time. I like to help my coworkers. I was a sewing-machine operator before, and I understand all their problems.



My job is sometimes stressful. There is a lot of pressure to do high-quality work. There is only one thing I don't like. It is when people get angry with me. I always try to do my best for all the employees. My goal is to make everyone happy.



### Expressing necessity with *have to* + verb.

I have to watch the food carefully.

**Pancakes** have to cook for two minutes.

**Bacon** has to cook for five minutes.



I start working at 5:00 in the morning. I'm a morning person. I have to be! I cook steak, eggs, bacon, and pancakes for breakfast. I have to watch the food carefully. Pancakes have to cook for just two minutes on each side. Bacon has to cook for five minutes on each side.

In the summer, I get dizzy from the heat in the kitchen. There aren't enough cooks here. That's the biggest problem. Sometimes I work for ten hours, with no break. Sometimes I get mad. I want to quit. It's the same thing everyday. The same thing over and over. It's not an easy job.

## Activity 2

Circle new words in the stories. Talk to a partner about the words. Read one story aloud to a partner.

## Activity 3

Answer these questions in your journal. Ask your teacher a question.

- Do you ever get mad when you work (at your job, at home, or at school)?
- What makes you mad? What do you do when you are mad?

I work in an office. I get a lot of telephone calls in Spanish and English.

I get mad when people are impolite or rude on the phone. Why can't people say "please" and "thank you"?



Ramon Ramirez sometimes gets mad at work.

## Activity 4

Ramon has some problems at work.  
With a group, write some suggestions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Activity 5

What other problems do people have at work? Write some ideas with your group.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Activity 6

Fill out the chart below with information about five friends or family members. The Picture Dictionary below may help.

Name of Friend or Family Member	Job	Likes It?



#### Note: a or an?

a musician	an architect
a farmer	an actor
a cook	an engineer

Dictionary: Jobs		Add more words with the class
cashier	homemaker	
carpenter	mechanic	
computer technician	musician	
doctor	photographer	
farmer	salesclerk	

**Activity 7**

Look at all jobs listed in Activity 6. Put these jobs (and any other) into the three categories below.

Very Interesting to Me	Interesting to Me	Not Interesting to Me

Discuss your lists with a partner. Are they similar? Ask each other any questions you have.

**Activity 8**

Look at all jobs listed in Activity 6. Put these jobs (and any other) into the three categories below.

	Past	Now	Future
	I was...	I am...	I would like to be...
I			
My Partner			

- What steps can you take to get this job?

Be	
Present	Past
I am	I was
You are	You were
He/She/It is	He/She/It was
We are	We were
They are	They were



## LESSON 6: Paychecks

### Activity 1

Arturo doesn't need much English at work. What about you? How much English do you need at work? Tell the class.

### Activity 2

Think about jobs in your community. How much English do they require? Make lists with the class or a group.

Jobs That Require No English	Jobs That Require Some English	Jobs That Require a Lot of English

### Activity 3

Choose one or two stories to read. Is the writer like you or someone you know? Tell a partner.



In Portugal, my father made medicine out of seaweed and sold it to the hospital. Here he makes his own wine. He works in the cemetery during the week and fishes on weekends. He worked hard to bring all of us here.

I am from India. I work in my house. In India, housework is difficult. Here it is easier. I get up at 6am and make breakfast and lunch. Then I come to school. After school, I go home and clean the bathroom, the windows, and other things. Then I go to the store and buy groceries. I sew clothes. I make chapattis and other Indian food. I have many responsibilities. My husband only has to work at one thing: his job.



I sew at a Free Industrial Economic Zone. Every day I need to work more than ten hours. Sometimes I work seven days a week, I feel very tired after work. I don't like this job because I don't make much money but I work a lot. I want to find an office job but I have too many problems in English. I don't have the courage to interview for another job.



### Activity 3

- How do you want to use English at work?

Check your answer. Add other ideas if you wish.

	Already Do	Want to Learn	Not Interested
a. To understand warnings at work.	_____	_____	_____
b. To call in sick to work.	_____	_____	_____
c. To report problems to my boss.	_____	_____	_____
d. To read job ads in the newspaper.	_____	_____	_____
e. (Other).	_____	_____	_____

### Activity 4

Talk to another classmate about your dream job, try to express what are the advantages of this job you want to have, then share it to the class. If you need help ask your teacher for some collaboration and advice.

### Activity 5

Think about your learning. Fill in the blanks. Then present your idea to the class.

A. In this unit I learned \_\_\_\_\_

B. I want to study more about \_\_\_\_\_

C. The activity I liked best was 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Because \_\_\_\_\_

D. The activity I liked least was 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Because \_\_\_\_\_

### Activity 6

**Vocabulary:** check the words you know. Add more words if you wish.

Describe Work	Jobs	Body Parts	Objects We Use at Work: Tools
_____ easy	_____ bus driver	_____ head	_____ hammer
_____ hard	_____ chef	_____ eyes	_____ drill
_____ difficult	_____ mechanic	_____ hands	_____ screwdriver
_____ interesting	_____ computer	_____ arms	_____ scissors
_____ boring	_____ technician	_____ legs	_____ sewing machine
_____ well paid	_____ carpenter	_____ back	_____ computer
_____ poorly paid	_____ photographer	_____	_____
_____ relaxing	_____ cashier	_____	_____
_____ stressful	_____ homemaker	_____	_____
_____ tiring	_____ doctor	_____	_____
_____ dangerous	_____ farmer	_____	_____
_____	_____ musician	_____	_____
_____	_____ teacher	_____	_____
_____	_____ salesclerk	_____	_____
_____	_____ electrician	_____	_____

### Activity 7

Check what you can do in English. Add more ideas if you wish.

#### I can

- \_\_\_\_\_ describe my job.
- \_\_\_\_\_ say what I do at work.
- \_\_\_\_\_ say what I use at work.
- \_\_\_\_\_ read.
- \_\_\_\_\_ name the parts of the body.
- \_\_\_\_\_ say what jobs are interesting.
- \_\_\_\_\_ say what makes me bored.
- \_\_\_\_\_ get mad.
- \_\_\_\_\_ say what makes me mad at work.
- \_\_\_\_\_ say some solutions to problems at work.

### Activity 8

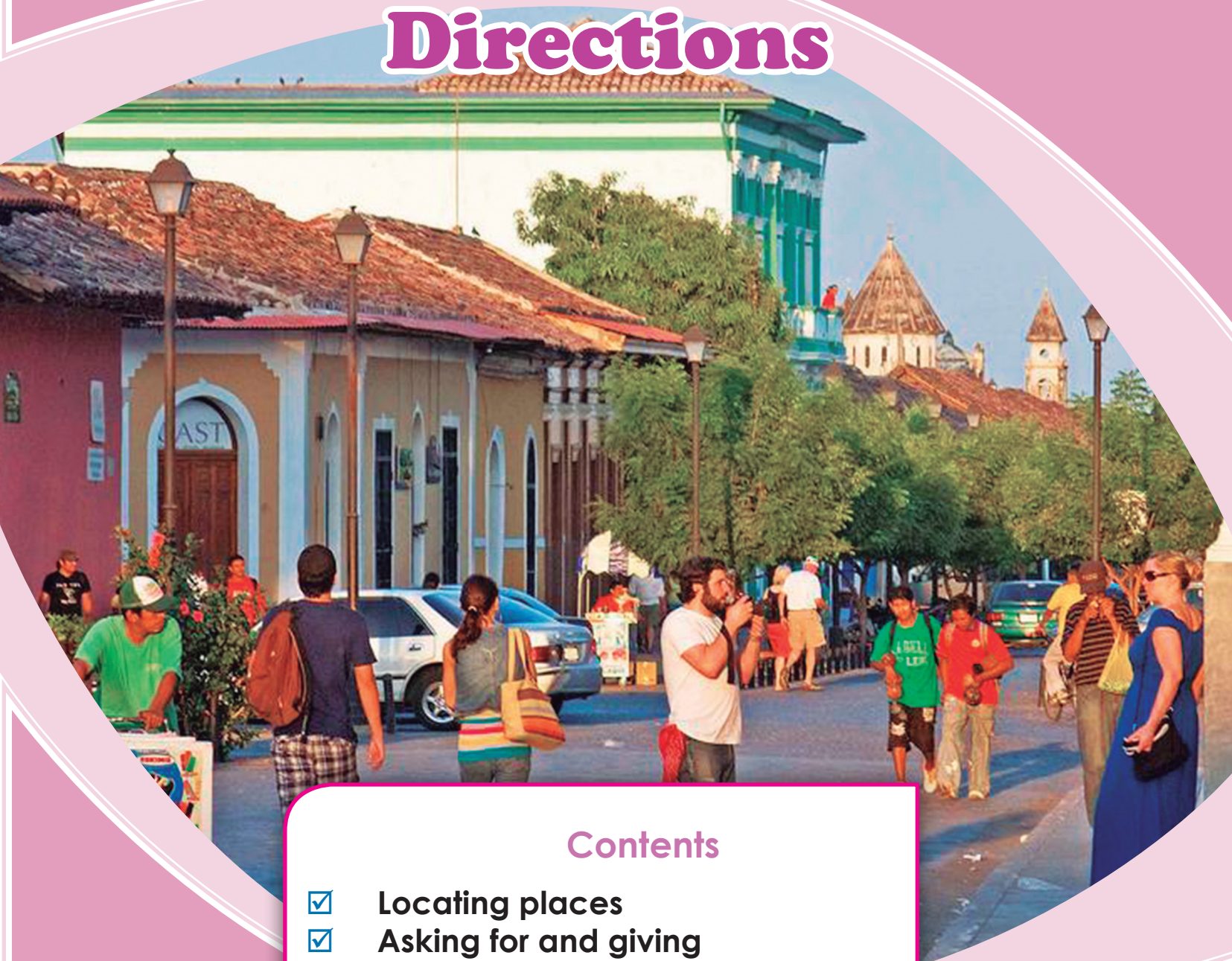
#### Project:

Prepare a poster with your favorite jobs and present it to the class. Explain why they are interesting jobs for you.



# Unit 3

## Directions

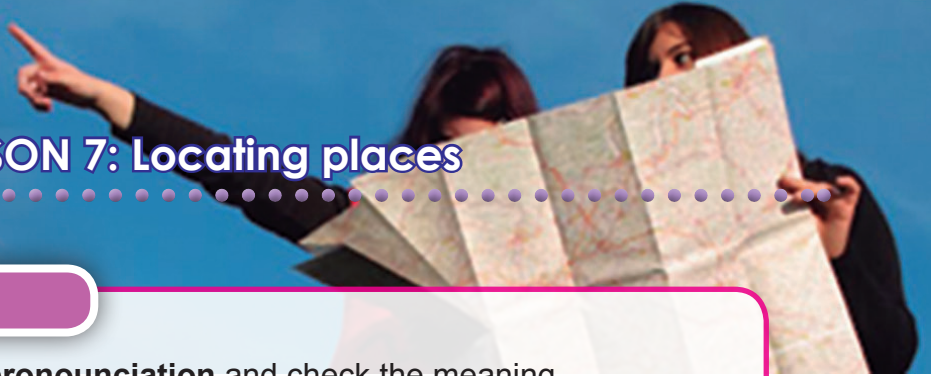


### Contents

- ☑ Locating places
- ☑ Asking for and giving directions.



## LESSON 7: Locating places



### Activity 1

Practice pronunciation and check the meaning.

go down	go along	go straight
get off	get on	get in
catch	corner	get out
one block	two blocks	three blocks
take the elevator	take the stairs	take a bus
overpass	passenger	sidewalk
walk along	walk under	walk in
intersection	escalator	bridge
this way	that way	turn right
cross the road	cross the street	cross the bridge
passenger	pedestrian	people
freeway	expressway	highway

### Activity 2

Put the words in the box into the blank spaces below on your notebook.

Across	turn	looking for	bus
Avenue	Lost	moment	where
Take	way	across	
Miss	far	Block	by

#### Directions by street name and nearby landmarks:

A: You look \_\_\_\_\_. Can I help you?

B: Yes. I'm \_\_\_\_\_ for Ruben Dario Theater. Do you know \_\_\_\_\_ it is?

A: It's on the Chavez \_\_\_\_\_. It's \_\_\_\_\_ Salvador Allende Harbor. You can't \_\_\_\_\_ it.

**Directions by bus or taxi:**

**A:** Excuse me. Can you help me for a \_\_\_\_\_?

**B:** Sure. What's wrong?

**A:** I'm lost. Do you know \_\_\_\_\_ to get to the Rigoberto Lopez Perez Stadium?

**B:** The easiest \_\_\_\_\_ to get there is probably by bus. Just go the 123 \_\_\_\_\_ stop and four stops later it will \_\_\_\_\_ you near the stadium. If you prefer to take a taxi they shouldn't charge more than 40 cordobas.

**Directions by foot or car:**

**A:** Can I get to the Princess Hotel from here \_\_\_\_\_ foot?

**B:** Sure. It's not that \_\_\_\_\_. Just go south two blocks and \_\_\_\_\_ left. Then go straight one \_\_\_\_\_, and the hotel is on the right. If you are driving a car don't go that way because it is a one way street.

**Relative Clauses – Where**

**A \_\_\_\_\_ is a place where \_\_\_\_\_**

A bakery is a place where people bake bread, cakes, and donuts.

A factory

A museum

A department store

A park

A hospital

A garden

A travel agency

A casino

A gas station

A library

A barracks

A laboratory

### Activity 3

## Giving Directions

There are many ways to give directions. One common way to give directions is to give the name of the street and then some building nearby. Below are some examples. Fill in the name of the building that they are talking about:

Street Information	Nearby Places	Floor Information (Option)	Possible Buildings?
It's on Chavez street	Next to the coffee shop	X	
It's on Bolivar Avenue	In front of the post office	on the second floor	
It's on the corner of the corner of Chavez street.	Behind the book store	X	



### Activity 4

**Pair work:** Practice the following conversation using the substitutions in the box:

Buy a book	buy a pair of pants
Mail a letter	go to the doctor
Buy some clothes	pay taxes
Get some coffee	buy a CD

**A:** Do you know where can I get some coffee?

**B:** Sure. You could try the coffee shop.

**A:** Where's that?

**B:** It's on Chavez Street next to the store.

**A:** Thanks.

**B:** No problem.



### Activity 5

## Telephone Conversation to practice Why don't we check out the National Park of Fairs?

A= Receiver      B= Caller

**A:** Hello

**B:** Hi, Luis. It's Roberto. Where are you?

**A:** I'm already in Metro Centro. I'm standing on the entrance. Where are you?

**B:** I'm almost there. Have you heard of Maria?

**A:** Maria called and said she was going to be a few hours late. She said she had some work to finish. So we have time to kill. Got any ideas?

**B:** Why don't we check out the National Park of Fairs?

**A:** What's on the National Park of Fairs?

**B:** they are having a health fair and many cities are represented in there.

**A:** That sounds good. Do you know how to get there? I don't.

**B:** Yes. Let's see; do you know where UNI is?

**A:** Yes, I do.

**B:** let's meet across the entrance of the University in a small store next to the dancing studio.

**A:** ok. I see you there and then we can take a taxi to the National Park of Fairs.

## Useful phrases:



## Phrases you can use in giving directions:

**Check the bus schedule.**

**Walk to the bus stop.**

**Get on the bus.**

**Pay the fare or show your pass.**

**Find an empty seat.**



**Sit down.**

**Watch for your stop.**

**Ring the bell.**

**Get off the bus.**

### Activity 6

Choose yourself to be **First** and four other students to be **Next**, **Then**, **After that**, and **Finally**.

1. Model a situation  
“First, go to the bus stop opposite....” (some place everyone knows)....the “Next” student picks up the story..... they can go anywhere.

2. Model another situation  
“First go into...” ( a building ie. airport, hotel , dept store).

3. Finally, work in groups to do the above.....

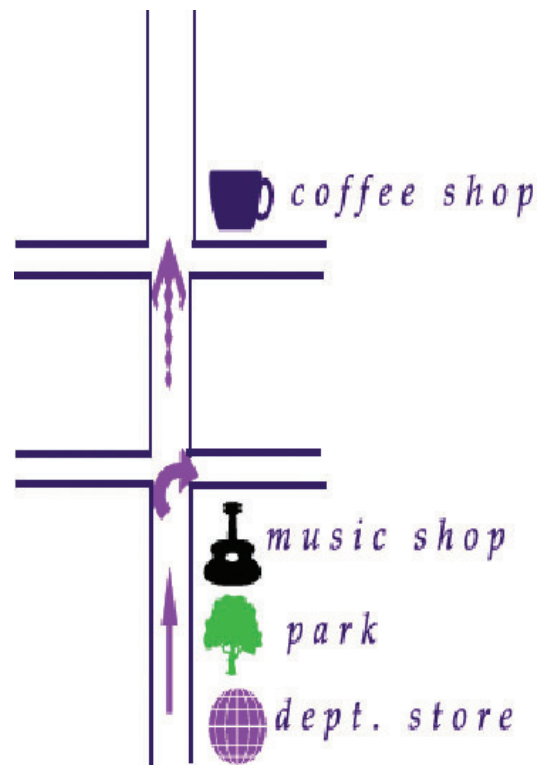
**First**,.....

**Next**,.....

**Then**,.....

**After that**,.....

**Finally**,.....



### Activity 7

Draw a map of a town in the space below. Write the following places on the map.

bank                      bookstore                      bus stop                      cafe  
car park                      ATM                      supermarket                      train station

### Activity 8

**Pair work:** Ask questions about each of the places in Exercise 1. Use the following words and phrases.

- Excuse me, where's the \_\_\_\_\_?
- It's on \_\_\_\_\_ Street.
- It's across from \_\_\_\_\_.
- It's next to \_\_\_\_\_.
- It's near the \_\_\_\_\_.
- Thank you.
- You're welcome
- I'm sorry. I don't know.
- OK. Never mind. Thank you.

### Activity 9

Here are some dialogues between a person who is lost and a person who is asked to help them.

#### Can you tell me where...?

- A:** Excuse me, where is the library?  
**B:** It's over there, near the central building.
- C:** Excuse me. Could you tell me where the Central bank is?  
**D:** It's near the New World supermarket on Xolotlan Road. Take the first left, and then turn right at the lights and you can't miss it.  
**C:** First left, then right at the lights.  
**D:** That's right.  
**C:** Thank you.

**E:** Excuse me; do you know where The National Congress is?  
**F:** Bolivar Avenue. Let me see, do you know Luis Alfonso's Park?  
**E:** Where there is a children's playground?  
**F:** yes, just across the street is the National Congress.  
**E:** thank you so much.

**G:** Excuse me; Do you know where May 27th street is?  
**H:** No, I'm sorry, I don't.  
**G:** Thanks anyway.

### Activity 10

Discuss these questions with a partner:

- Have you ever been lost?
- Did you ask for directions?
- Were you able to find the place you wanted to go?

### Activity 11

Here's a story about someone who gets lost. Read it and then discuss it with your class.

I had just arrived in Finland and I was staying at a hostel in the center of Helsinki. It was a few years ago and I was in shape because I had been doing a lot of exercise. I decided to go out for a run, so I drew a map on my arm with the help of the receptionist. I thought that I understood and would be back in half an hour. I didn't know much Finnish at the time, so I was relying on the map to get me back safely.

It was a warm day, so I took some water and started running. I headed off confidently and was enjoying the view when I realized I should get back. I looked at my map, but to my horror it had melted magically as I was sweating. The map was a mess and I was lost.



I tried asking several people for help but noone knew my language. I saw a bus that had the town I was staying in written on it, so I took that one. I felt as if everyone was staring at me in my running clothes. I sat down and looked out the window for my hostel. It was getting dark and I had not seen my hostel, so I did not get off.

Finally, the bus stopped, everyone got off, and the driver said something to me. I didn't understand. I was beginning to panic. I said the name of the street and the hostel to the bus driver, but my pronunciation wasn't very good and he just started talking louder. I gave him some money for the fare and took the bus back. Luckily for me I saw the street sign this time and got off the bus. I still had to walk about four blocks before I got back and I was tired and cold by that time. It was the last time I will ever go out without a map.

### Using this resource:

- This is for use with intermediate learners. Talk about the topic a little and then ask your learner to read silently. You may even want to leave it as home work. Encourage them to try to understand the idea even if they do not understand every word.
- After your learner has finished you could clarify any words they did not know. Encourage them to guess the meaning first.
- Ask them to retell the story in their own words.
- You may want to focus on a specific grammar point like the past tense.
- Ask your learner if they have a story about a time they were lost. You should have one ready to tell too.
- As a final stage you may want to write your stories. Encourage your learned to edit their story, looking for any mistakes they can correct.



## LESSON 8: Asking for and giving directions

How do I get to ...?  
What's the best way to ...?

Where is ...?

Go along ...  
Straight on ...

Towards ...  
One way

Turn back / Go back  
The other way  
The opposite direction

It's on the right / left  
Turn right / left  
Change direction

Take the first / second road...  
On the street / road ...

Cross.  
Cross over ...

Cross road / junction.

Across from ...  
In front of ...

Behind ...

Next to ...  
Near to ...

Between.

At the end of ...  
Go past .

On / at the corner  
Just around the corner

Traffic island  
Roundabout



### Activity 1

Give and follow directions using the imperative. Distinguish the meaning of the sentences with prepositions or prepositional phrases. Express your ideas about how to achieve personal and social peace. Participate actively in the assigned group tasks.

### Following directions

Stand up.

Raise your hands.

Stretch.

Bend over.

Touch your knees.

Straighten up.

Touch the floor.

Stand straight.

Turn around.

Bend backwards.

Turn around.

Slow down.

Fast again.

Stop

Drop your arms.

Put your arms in front of you.  
Extend your arms sideways.  
Sit down.  
Run.

Go backward.  
Go forward.  
Go sideways.  
Go upward.

## Activity 2

### Processing the activity:

1. What were you told to do?
2. What pronoun was omitted as the instructions were given?
3. What person is used to express the commands?
4. List some prepositions used in giving commands.

An imperative sentence expresses a command, request, or entreaty. Although the subject "you" is not.



### Activity 3

**Practice.** For each question choose the one correct answer and write it in your notebook.

1. If you go up to the fifth floor, you'll find his office \_\_\_\_ your right as you come out the elevator.
  - a. on
  - b. in
  - c. by
  
2. Go to the end of the road and \_\_\_\_ left by the traffic lights.
  - a. bend
  - b. turn
  - c. twist
  
3. \_\_\_\_ a right just after the supermarket.
  - a. Have
  - b. Take
  - c. Give
  
4. You \_\_\_\_ his house, it's painted bright pink!
  - a. can't find
  - b. can't miss
  - c. can't lose
  
5. Go \_\_\_\_ to the end of the road.
  - a. straight
  - b. near
  - c towards

#### Language for asking directions

Can you tell me	the way to	the	(nearest)	post office
Do you know	how to get to			bus stop
				toilet
				Covent Garden
				Trafalgar Square
				Bush House

## Let's Do a Project

### Preparation:

Map of your downtown area (one per group).

- Draw a large map of the downtown area in your city on butcher paper.
- Make the street areas wide enough to label each of them.
- Label a few of the prominent locations, bank, police station, library, hospital, food stores, etc.
- Using a red pen, mark an "X" and "You Are Here" somewhere on the map, to use as a starting point.

Driving Instructions (two different locations per group).

- Write driving instructions from "You Are Here" to different locations.

You can use toy cars (one per group).

### In Class:

#### **Go over the vocabulary words, demonstrating them with the map and car:**

- Let's divide the class into small groups. Use a large map, a car and directions to several destinations. Let them take turns giving and following directions.
- You can move around the room calling out, "Turn right. Straight ahead. Turn left. Move to the center. Move back. Turn around." Soon, the directions will be understood easily!



## Conversation

**Guide:** It's about a three-minute ride up to the volcano, as we pass the bridge may sway a little.  
We do about 100 trips a day up the volcano.  
It's uncommon to see deers and even snakes.

**Woman:** What's that over there?

**Guide:** That's a nested set of calderas and craters, if you look up straight ahead you can see the largest which is Las Sierras shield volcano and caldera.

**Woman:** Are there any animals over there? What's that cross up there, to the right of the volcano?

**Guide:** I'm glad you asked. We have some fauna around the area and that's the cross (La Cruz de Bobadilla) overlooking the volcano and the surroundings. Next is the observation of Green Parakeets that come back to the volcano to roost.

**Woman:** So what is there to do besides hiking at the top of the volcano at this time of the year?

**Guide:** Oh there's plenty to do, you can visit an underground tunnel which was formed by lava streams. Equipped with flashlight and helmet, visitors can enter the tunnel and observe the interesting rock formations. The tour ends with a visit to a viewpoint that provides the possibility to actually look inside the crater mouth of the volcano, observing the red, glowing lava!

	<ul style="list-style-type: none"><li>• Go straight</li><li>• Turn right, make a right</li><li>• Turn left, make a left</li><li>• Go past.....</li><li>• Go one block / two blocks</li><li>• Signal / Light</li></ul>	
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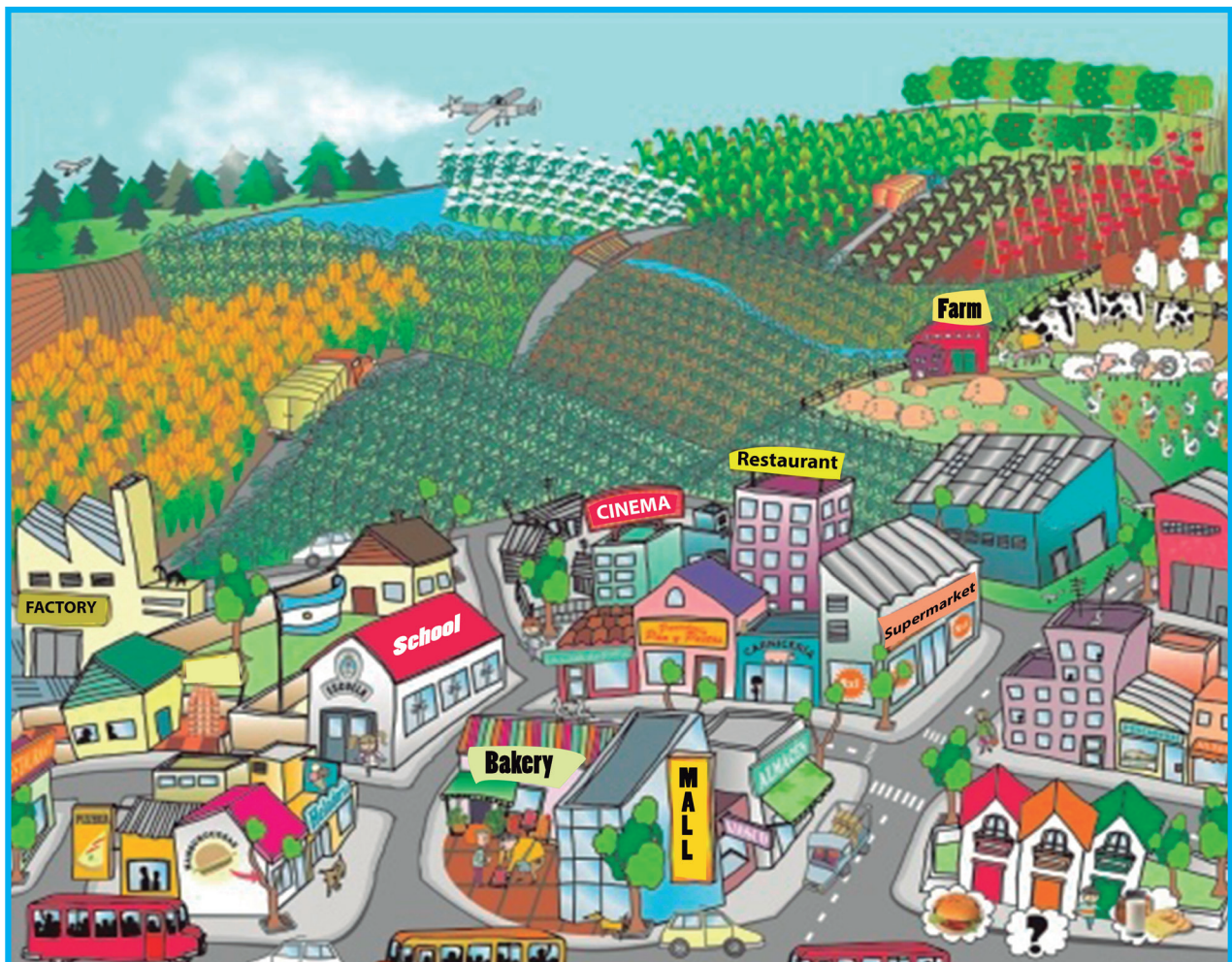
### Activity 4

Answer the following questions:

1. Where is this tour taking place?
2. Which of the following does the tour guide NOT point out during the tour?
  - a. Scenery.
  - b. Wildlife.
  - c. A restaurant.
  - d. A trail.
1. What does the tour guide do after he points out John Lake?

### Activity 5

Look at the map below.



*Practice some directions using the map and the different public places on it.*

You are at “X”. Ask your friend how to get there and mark the buildings on your map.

What question will you ask? \_\_\_\_\_

What phrases will you use to answer the questions? \_\_\_\_\_

### Activity 6

Practice giving directions with the following information.

(First,) go down this street (for \_\_\_\_ blocks).

(Then,) turn left/right at the traffic light.

(After that,) go straight on \_\_\_\_ Street until you get to the \_\_\_\_.

(When you get to the \_\_\_\_,) turn left/right again.

(Then,) stay on \_\_\_\_ Avenue for about \_\_\_\_ yards/meters.

It's on your left, next to the \_\_\_\_\_. You can't miss it!

### Activity 7

Practice the following dialogue.

1. Can you tell me how to get to Masaya's downtown?
2. It's on the corner of the old market. Across the police station
1. Where is Don Mario's leather shop?
2. Go straight down this street for two blocks. Turn left when you get to la calzada street. Stay on la calzada for half a block. It's on the left hand side.
1. How do you get to the bank?
2. Go straight down this street for two blocks. Turn left when you get to Maple Street. Stay on Maple for half a block. It's on the left hand side.



You know how to ASK for directions, but what happens when an English speaker asks YOU for directions. This is not a time for small talk. Give only basic directions with short phrases. Do the best you can.

### Questions you may hear:

- How do I get to Main Street?
- Where is the closest gas station?
- Can you tell me where the community center is?
- I'm looking for Jane Street.
- Are you from around here?

### If you know the way...

Use basic English to offer directions. Short phrases are best. Speak slowly and use very careful pronunciation. Spell out a word if necessary.

- The easiest way is to...
- The quickest way is to...
- The best way is to...
- go + direction (right, left, down, up, through)
- take + road name
- turn + right/left
- stay on + road name for + distance or time

### Examples:

The easiest way is to go right on Commercial Avenue.

The quickest way is to take Road Number 1.

The best way is to turn right on Main Street.

Stay on Route 1 for about ten minutes.

## Use transitions

*Separate each part of the route with a transition.*

after that

then

next

when you get to...go...

finally

## Offer "Ballpark Figures" (rough estimates of time or length of travel)

*Some people feel better knowing how long it will take to get from A to B.*

It's just around the corner (not far).

It's not far.

It's a bit of a way. (it takes a while)

It's about a five minute walk.

It's about a twenty-minute bus ride.

## Use landmarks

*Tell the person what to watch for.*

You will see a large clock on the right.

You will pass a gas station.

It's across from the blue church.

## More useful language

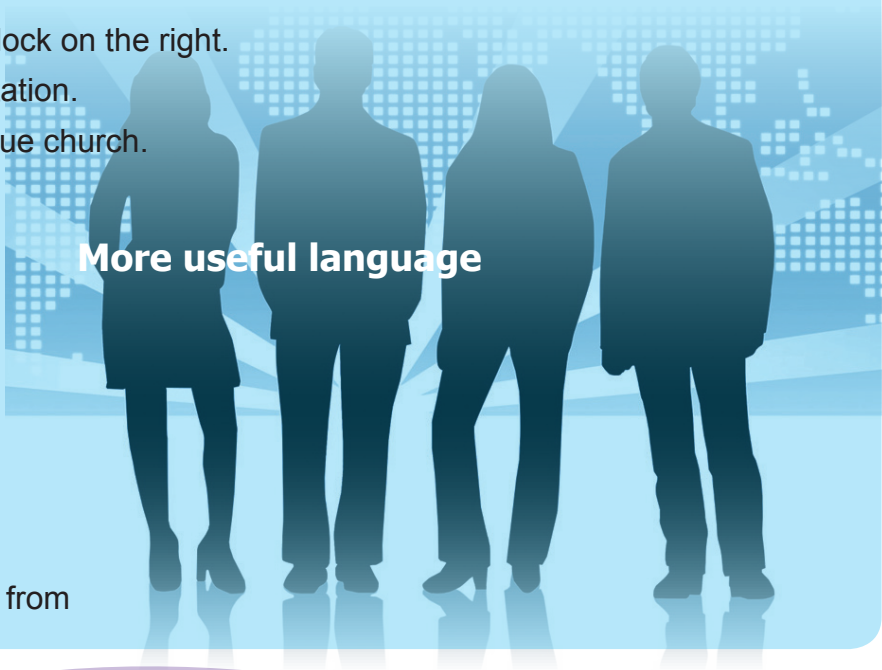
It's on + street name

It's across from

It's opposite

It's near

It's around the corner from



## Offer warnings

Stay in the right lane.

It's a very busy road.

It's a big hill. (if they are walking or on a bike)

There might be construction.

If you pass the ... you went too far.

There's no parking

## Repeat yourself

If **YOU** repeat the directions again, the other person will feel more confident. Repeat important details including street names and turns. You can also ask the other person to repeat the directions back to you.

## If you are in the car with the driver...

Give a lot of warnings.

Turn right at the next street.

Get in the left lane.

Go one more block. Then turn right.

At the next traffic lights turn...

It's going to be on your right.

## Clarify

*Make sure that the other person understood your directions. Say: "Did you get all that?"*

If you don't know the way...

Don't guess! Don't just shake your head and walk away. Use one of these phrases:

I'm sorry, I'm not from here.

I'm afraid I can't help you.

Sorry I don't know my way around here.

## Activity 8

Choose the correct answer and write it down in your notebook.

1. It's the second road \_\_\_\_ the left.  
at  
to  
on
2. \_\_\_\_ right at the crossroads.  
turn  
turn to  
turn to the
3. Go \_\_\_\_ the bridge.  
above  
over  
either could be used here.
4. Turn right \_\_\_\_ Church Street.  
on  
to  
into
5. It's \_\_\_\_ the end of the street.  
in  
at  
either could be used here.
6. Go straight ahead \_\_\_\_ the traffic lights.  
at  
in  
on
7. Go \_\_\_\_ 15th of September street for half a mile.  
up  
down  
either could be used here.
8. Go \_\_\_\_ the station.  
past  
passed  
either could be used here.
9. Go \_\_\_\_ the path.  
above  
along  
either could be used here.
10. After a few hundred meters, you \_\_\_\_ to an intersection.  
go  
come  
either could be used here.
11. Go straight ahead \_\_\_\_ the roundabout  
in  
at

### Activity 9

Practice the next dialogue:

**Felix:** Excuse me.

**Tomas:** yes?

**Felix:** I am looking for Mr. Juarez. He lives around here somewhere. Can you help me to find his house please?

**Tomas:** Mr. Juarez? What does he do?

**Felix:** He's a teacher. He gives private classes in physics.

**Tomas:** Well, there is one teacher living nearby; but I'm not sure of his name or what subject he teaches. He lives over in that direction.

**Tomas:** Do you have his address?

**Felix:** Let me check. I should have it here. Here it is. He lives near Lenin Fonseca Hospital in Las Brisas.

**Tomas:** Oh! I know the house. It must be the same person I'm thinking of. Okay. You go 100 meters along this street, and then turn left. Walk along that street for two minutes and then the sixth house on the street of the main street is his. You should find his name on the wall.

**Felix:** Thanks. I'm sure I'll be able to find the house easily.

### Activity 10

Read the following sentences.

Thousands of people travel to work in Managua by buses.

- *Pedro Suarez doesn't live in Managua.*
- *He spends an hour and a half traveling on weekdays.*
- *He takes a microbus from Carazo to his office.*
- *He is self-employed.*
- *He rarely has lunch at work.*
- *He usually goes out in the evenings.*
- *He doesn't have breakfast on Sundays.*

### Activity 11

Complete the paragraph with the verbs below.

He \_\_\_\_\_ for one of the biggest companies in Managua. He \_\_\_\_\_ work at around 8:30, and usually \_\_\_\_\_ lunch from 12:30 to 1:30. In the afternoon, he \_\_\_\_\_ at 5:30, but never \_\_\_\_\_ home before 7:30. In the evening he \_\_\_\_\_ dinner with his wife and children, and they \_\_\_\_\_ about their day. He generally \_\_\_\_\_ the TV news at 9:00 and then \_\_\_\_\_ the internet for a while before going to bed.

On Saturdays he \_\_\_\_\_ to the supermarket with his wife, \_\_\_\_\_ the car and \_\_\_\_\_ jobs around the house. On Sundays they \_\_\_\_\_, \_\_\_\_\_ a late breakfast and \_\_\_\_\_ the newspapers.

watches

read

starts

have

does

has

talk

has

gets

works

goes

surfs

finishes

relax

washes

### Activity 12

Rearrange the sentences.

1. go / a / often / for / on / they / meal / Saturdays / out

2. always / the / Sundays / he / Telegraph / on / reads

3. coffee / his / drinks / in / morning / never / the / wife

4. makes / he / dinner / Fridays / on / the / usually

5. go / with / usually / walk / children / a / on / they / for / Sunday / their / afternoons

### Activity 13

Read the e-mail below before doing the exercises.

**From :** Karen  
**To :** M ...  
**Sent :** Tuesday, September 05, 2000 7:17 PM  
**Subject :** Re: none

Karen and her 5- year old son, Carlos, live in Managua in a small town called Tipitapa. Tipitapa is a municipality in the Managua department of western Nicaragua. The area is located between Lake Managua and Lake Nicaragua. A little town of about 4,000 people. They just got back from a three-day trip to Granada.

Dear M.....

Granada was wonderful. Carlos had a lovely time. His favorite attraction was the field Central Park. He was amazed for its gastronomy that mixes local and international flavors. It is the largest and the most complete example as well as supporting farm to table sustainability of local growers and producers. Granada's economy continues to grow in big part because it is fast becoming a tourist attraction for its colonial architecture, as well as its ecological beauty and now as a food destination. He loves Granada so this was of particular interest to him. He brought home several souvenirs from his trip and was so excited to go to school today to tell all of his friends about his stay in Granada.

We also went to San Francisco Church and Museum, Xalteva Church, Plazuela de los Leones, Plaza de la Independencia, Central Park, & Cathedral. It was extraordinary. Vegetation around Granada is a reflection of its climatology. It is also possible on a clear day to see Ometepe and Zapatera Islands. This latter island is the second largest island in Lake Nicaragua, and it is an inactive volcano too. It is a national treasure, known as the home of pre-Columbian statues and idols which were found on the island during the Spanish conquest, these are now exhibited in the Convent San Francisco Museum. It was an Amazing experience...



It was a very good trip. I am so glad that Chase enjoyed it. He already says that he think we should move to Granada. He is destined to be a colonial city boy, I think. He is like his Mommy. :)

Anyway... how was your weekend? Busy preparing for work, it seems.

Well I still have to unpack. Let me know when you are most likely to be caught online and I will make a sincere effort to find you.

Love

Karen

#### Activity 14

Answer the following questions:

1. Do Carlos and his mother live in a colonial city?
2. Would he like to live in a colonial city?
3. Was he excited by his visit to the Central Park?
4. Is Granada the Largest City from Nicaragua?
5. Has Karen already unpacked?



# Unit 4

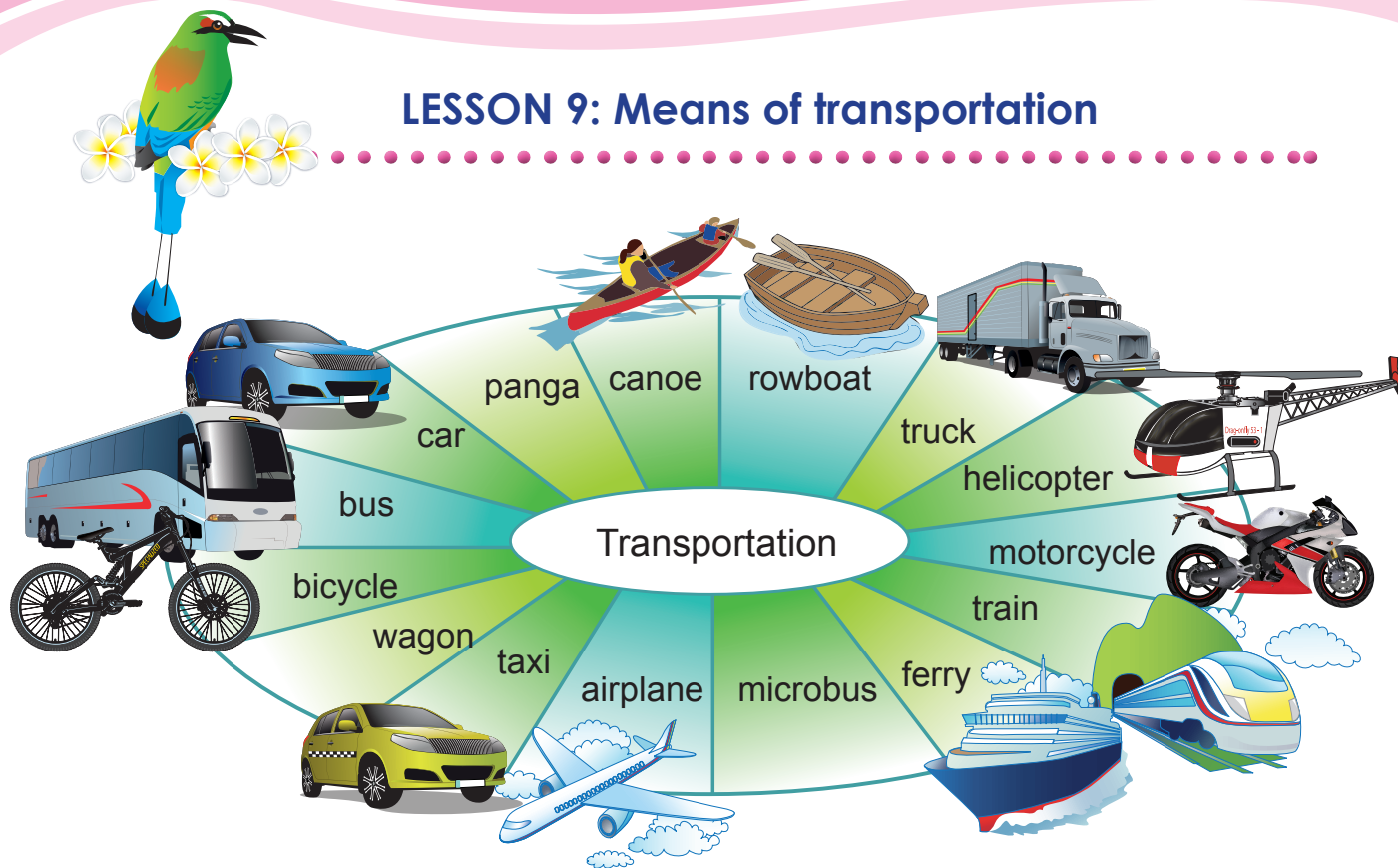
## Transportation



### Contents

- ☑ Means of transportation
- ☑ Traffic signs
- ☑ Driving safety warnings

## LESSON 9: Means of transportation



### Grammar Check(✓)

**By** indicates means of transportation.

- Ruth travels to school by bus.

**Exception: On** foot.

- Daniel goes to school on foot.

### Activity 1

Students write affirmative sentences about their classmates using means of transportation.

Example: Sarah / city / motorcycle Sarah travels to the city by motorcycle.

1. Linda / school / car \_\_\_\_\_
2. Carol / work / bus \_\_\_\_\_
3. Henry / park / bicycle \_\_\_\_\_

## Activity 2

**Pronunciation:** Review pronunciation of the letters of the alphabet.

/eh/ F, L, M, N, S, X      /iu/ Q, U, W      /a/ R  
/ai/ Y, I      /o/ U, I, O      /ei/ A, H, J, K  
/i/ B, C, D, E, G, P, T, Y, Z

## Activity 3

Dictate to your classmates. Use different means of transportation. Switch roles.

Student A: Write "bicycle."

Student B: Repeat, please!

Student A: Bicycle. b-i-c-y-c-l-e



## Activity 4

Work in pairs. Students take roles. Classmate A dictates and Classmate B writes. The time limit is 3 minutes.



## Activity 5

Write questions with **how** and the prompts. Look at the drawing and write the answers.

1. David/travel to Matagalpa from Managua.

How does David travel to Matagalpa from Managua?

He travels by car.



2. Jessica/go to Corn Island from Bluefields.



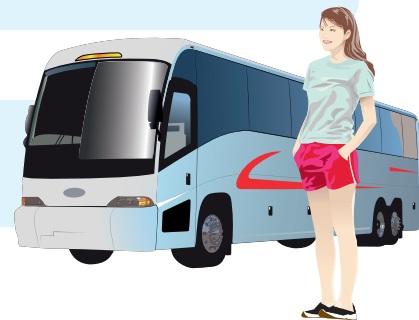
3. Brandon and Megan/go to the mountains from Jinotega City.



4. Richard/return home from school.



5. Emily/go to Managua from Chontales.



6. Nancy and I/go to Augusto Cesar Sandino International Airport.



## Grammar Check(✓)

- How does he ...? He goes ... He travels ...
- How does she...? She returns ... They go...
- How do they... ? We go...
- How do we ...?
- How do you ...?

### Activity 6

**Practice the conversations.** Use different means of transportation each time.

- 1.** **A:** How do you get to school?  
**B:** I go by **bus**. It's convenient during weekdays.
- a. taxi
  - b. microbus

- 2.** **A:** How do you return home?  
**B:** I travel by **bicycle**.
- a. motorcycle
  - b. horse

- 3.** **A:** How do the farmers transport firewood?  
**B:** They transport firewood by **truck**.
- a. wagon
  - b. pick-up truck

4. **A:** Hurry up or we'll miss the express bus! Its coming at [6:30].

**B:** Oh, no! I can't find my *ticket*

**A:** Don't worry. I Have an extra one.

- a. transfer
- b. fare card
- c. token

### Activity 7

Interview a classmate. Share something you learn about him or her.

1. What transportation do you usually use?
2. How much time do you spend traveling to and from school?
3. How much time do you spend traveling to and from work and other places in your city or community every day?
4. Where do you like to sit on a bus or a microbus? Why?
5. How does transportation in your hometown compare to transportation in Managua or a city nearby?

### Activity 8

Unscramble the letters and match them with the pictures.



1. ebilcyc    2. eniralpa    3. arc    4. agecrari    5. oenac    6. etomorccyl

## Activity 9

### Nicaragua's Means of Transportation

Means of transportation in Nicaragua are mainly by land, by water, and by air. On the Pacific Coast, people usually use land and water transportation. On the Atlantic Coast, people use land, water and air transportation. In the cities, towns, communities, and countryside people use buses, minibuses, cars, taxis, trucks, pick-up trucks, motorbikes, motorcycles, and bicycles as means of transportation.

Also, some people use wagons pulled by oxen, carriages pulled by horses, donkeys, or mules. People ride horses as a means of transportation in rural areas. In the cities of Granada and Masaya it is common to travel by carriage.

In places near water, people use motorboats, sailboats, rowboats, canoes, pangas, ferries, and ships as transportation for cargo and passengers. Residents of Coco River, San Juan of Nicaragua, El Rama, Corinto, and Cocibolca also use water transportation.

In Managua, people use urban buses, taxis, minibuses, and different kinds of personal vehicles. Some people use wagons and carriages to carry cargo to make a living.

Currently, the Government of National Unity and Reconciliation is interested in buying new buses to better serve the capital. In addition, the government is improving the airports on the Atlantic and Pacific Coasts to improve security for airplanes and the service offered by the national airline La Costeña. This local company flies to Corn Island, Siuna, Puerto Cabezas, Bluefields, Bonanza, Rosita, Waspan and San Carlos.



### Activity 10

Answer these questions.

1. What is the first paragraph about?
2. Do you think people on horseback ride only in rural area or in the city, too?
3. What means of transportation are not mentioned in the text?
4. Who is supporting the buses and improving the airport to have better service?
5. What means of transportation do people use in the capital?
6. Name some kinds of transportation that people use in places near water.

### Activity 11

Write in your own words a paragraph about how you would improve the transportation in your city, town, village, or community.

### Activity 12

Categorize the means of transportation vocabulary.

Land	Water	air	Animals	Other	Pulled by animals
microbus	ship	airplane	mule		carriage

### Activity 13

Make flash cards for these words. Show your cards to a partner and say the word.

helicopter

motorcycle

pick-up truck

train

canoe

airplane

ship

bicycle

Example:

CAR



Front

Back

### Activity 14

Write five sentences.

**Example:** In my city it is common to ride a motorcycle or a bicycle.

Activity 15

Vocabulary list



Stop sign



Yield sign



Do Not Enter sign



Pedestrian Crossing



Construction Ahead



Dead End ahead



Speed Limit sign



Right Turn



Left Turn



One way sign



Handicapped Parking



School Crossing

### Activity 16

**Pair work:** Practice the conversation in pairs.

**A:** Look! Watch out! The sign says “School Crossing.”

**B:** Sorry. I was looking at the speed limit sign.

**A:** That’s ok. Just take it easy.

### Activity 17

Use new words to model a new conversation in pairs. The time limit is three minutes.

**A:** Look! Watch out! The sign says \_\_\_\_\_.

**B:** Sorry! I was looking at the \_\_\_\_\_.

**A:** That’s ok. Just take it easy.

**Categorize vocabulary.**

Parking information signs	Driving information signs
Handicapped parking	Merge

### Activity 18

Write appropriate substitutions and practice the conversations.

1. **A:** Excuse me. How do I get to La Mascota Hospital.

**B:** [Turn right at the light.]

**A:** Thanks.

- a. go straight      b. turn left

2. **A:** There was a [no parking] sign back there.

**B:** I apologize, officer. I didn’t realize.

**A:** I need to see your drivers license, please.

- a. wrong way      b. speed limit  
c. one way      c. right turn only

3. **A:** You did a bad maneuver. There is [right turn only] sign.

**B:** I didn’t see it, officer.

**A:** Sorry, I have to fine you.

- a. no left turn      b. road work      c. merge      d. wrong way



### Activity 19

**Pair work:** Interview your classmate.

1. Are there any traffic signs on your street?
2. How many?
3. What's the speed limit closest to where you live?
4. Are the traffic signs in other countries the same as in Nicaragua?
5. Which traffic signs?
6. Do you know anyone who ever received a traffic ticket or a parking ticket?
7. What did he/she do?

### Activity 20

Prepare a short presentation to share what you learned about your classmate.

**Example:** On my classmate's street there is a/one traffic sign.

The speed limit in his or her [town, city, village or community] is [20,25] kilometers per hour.

### Activity 21

Grammar Review.

	Wh - word	Do / Does	Subject	Base verb
Simple Present	Who/Whom	do	I	use?
	What		You	
	When		They	
	Where	does	You	like?
	Why		We	
	Which		He	
	How		She	
	It	compare?		



## LESSON 10: Driving Safety Warnings

### Activity 1

Skim the reading. Which information is included? Mark with a check mark (✓).

Motorcycle information

Traffic light meanings

Descriptions of traffic signs

Driving instructions

Accident reports

Traffic signs

### Activity 2

Traffic signs have different colors, shapes, and meanings which help drivers have fast, comfortable and safe travels. Traffic warn about dangers and give important information.

**Regulation traffic sign colors: red, black, and white.**



**Preventive traffic sign colors: yellow and black.**



## Informative traffic sign

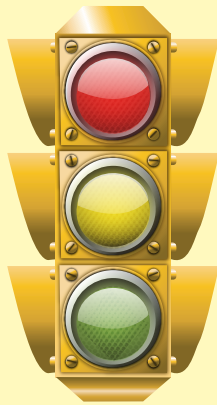
Blue and white signs are informative traffic signs about services. Green and white give information about destinations. Orange signs give information about construction work on the road.



## The traffic light.

A box with red, yellow, and green lights is used for controlling traffic where two or more streets meet.

There are several kinds of traffic lights; some are stoplights and some are traffic signals. Traffic lights are usually used in Nicaragua to control traffic, and pedestrians.



**Red:** A red traffic light means stop.

**Yellow:** A yellow traffic light warns that the green light is changing to red.

**Green:** A green traffic light means drive ahead.

## Pedestrian traffic light.

Designed with two figures of a pedestrian. One of them is red and other is green.



Red means stop.

Green means walk.

### Activity 3

Use the previous information to write everything you know about traffic signs

### Activity 4

Reflect on these questions.

1. What traffic laws are the most difficult for Nicaraguans to follow?
2. Do you think that drivers always follow the speed limit?
3. If not, when do they not follow it?
4. Do you think drivers obey signs more in the capital or in your city, town, community, or village?
5. Do you always use pedestrian crossings?
6. Should a pedestrian who doesn't use the crosswalk or who jaywalks be fined?
7. If yes, how much should the fine be?

### Activity 5

Match the words and the pictures.

1. Left turn only

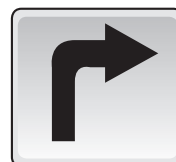
2. Bus stop

3. Pedestrian crossing

4. Right turn only

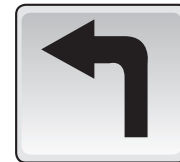
5. School crossing

6. Handicapped parking



### Activity 6

Look at signs for a minute, and then close your book. In three minutes write the names of as many signs you can remember. Tell your teacher the names you wrote down. Then, open your book and check to see if you identified all of them correctly.



### Activity 7

Put a check (✓) next to safe and an (X) unsafe driving practices.

- Have a driver's license.
- Drink and drive.
- Obey all traffic signs.
- Wear a seatbelt.
- Listen to the radio while driving.
- Exceed the speed limit.
- Don't check the condition of your vehicle.
- Be in a good condition to drive.
- Smoke while driving.
- Wear a helmet while riding a motorcycle.
- Don't check if your brakes work well.
- Be polite with drivers and pedestrians.
- Don't fill tires with suitable air.
- Go for an emissions check.
- Don't overload the vehicle.

## Grammar

**Must** is used for orders and for strong suggestions, advice, and opinions. We use **must not + a base verb** to say that something is not allowed or is forbidden. **Must not** is stronger than **should not**.

Example: You **must** drive one way only.  
You **must not** park here.

**Should** is used for less strong suggestions, advice, and opinions. (should not = shouldn't).

Example: People **should** drive more carefully.  
You **shouldn't** drive faster than 40 kilometers per hour.

**May** suggests that something is possible.

Example: The road **may** be blocked.  
You **may** make a U-turn.

Statements with **can** are sometimes suggestions.

Example: When driving a car, you **can** listen to the radio.

### Activity 8

Look at the picture and use **should**, **should not**, **must**, **must not**, **may**, or **may not** to complete the sentences.

1. You should slow down because of



2. You \_\_\_\_\_ drive faster than



kilometers per hour.

3. You \_\_\_\_\_ drive



only.

4. You \_\_\_\_\_ drive fast because the road is



5. You \_\_\_\_\_



here.

6. You \_\_\_\_\_ accelerate the vehicle because there is a



ahead.

### Activity 9

Make associations

<u>   </u> e	1. driver's license	a. driver
<u>   </u>	2. seatbelt	b. road
<u>   </u>	3. drunk	c. part of car
<u>   </u>	5. helmet	e. car
<u>   </u>	6. traffic signs	f. motorcycle
<u>   </u>	7. brakes	g. driving safety warning

### Activity 10

Driving safety warning role play:

Classmate A: You are a policeman or a police woman. You ask questions to a driver who didn't see a stop sign. You have to ask for the driver's license to fine him/her.

Classmate B: You are a driver who argues that you didn't see the stop sign. You don't want to get a fine or lose your driver's license. You think it will not happen again.



### Activity 11

Model the role play with a volunteer classmate.

Take the A role. Then switch roles and model with a different volunteer.

Ex; Classmate A: policeman/ policewoman: You should have stopped at the stop sign on the corner.

Classmate B: driver: I didn't see it, officer.

Brainstorm additional questions.

### Activity 12



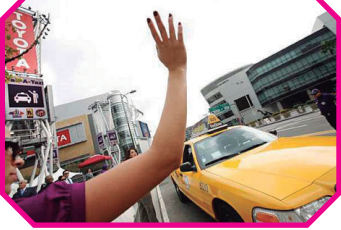
**Pair work:** Students take roles. Classmate A will be the policeman/ woman; classmate B will be the driver. Do a role play and then switch roles to do another. The time limit is three minutes.

### Activity 13

#### Gestures



Holding your hand out to the side with your thumb up is the signal that you want a ride. Hitchhikers usually smile and move their hands to get the drivers' attention. Long-distance hitchhikers often carry a sign announcing their destination. It is more common to see a woman hitchhiking with a man or another woman for safety and company.



- **What about Nicaragua? Are there any cultural gestures or body language in your city, town, community, or village? Discuss them with a classmate and your teacher.**

### Activity 14

Develop a project.

a. Our cultural gestures   b. Ourselves   c. Our body language

Choose three or more cultural gestures or forms of body language in your city, town, community, or village. Create a poster with illustrations and describe the gestures and body language in a paragraph. Display the posters in the classroom. The project can be in groups.

### Activity 15

Write driving safety warnings or pedestrian safety warnings for each situation.

Getting in to taxis and cars.

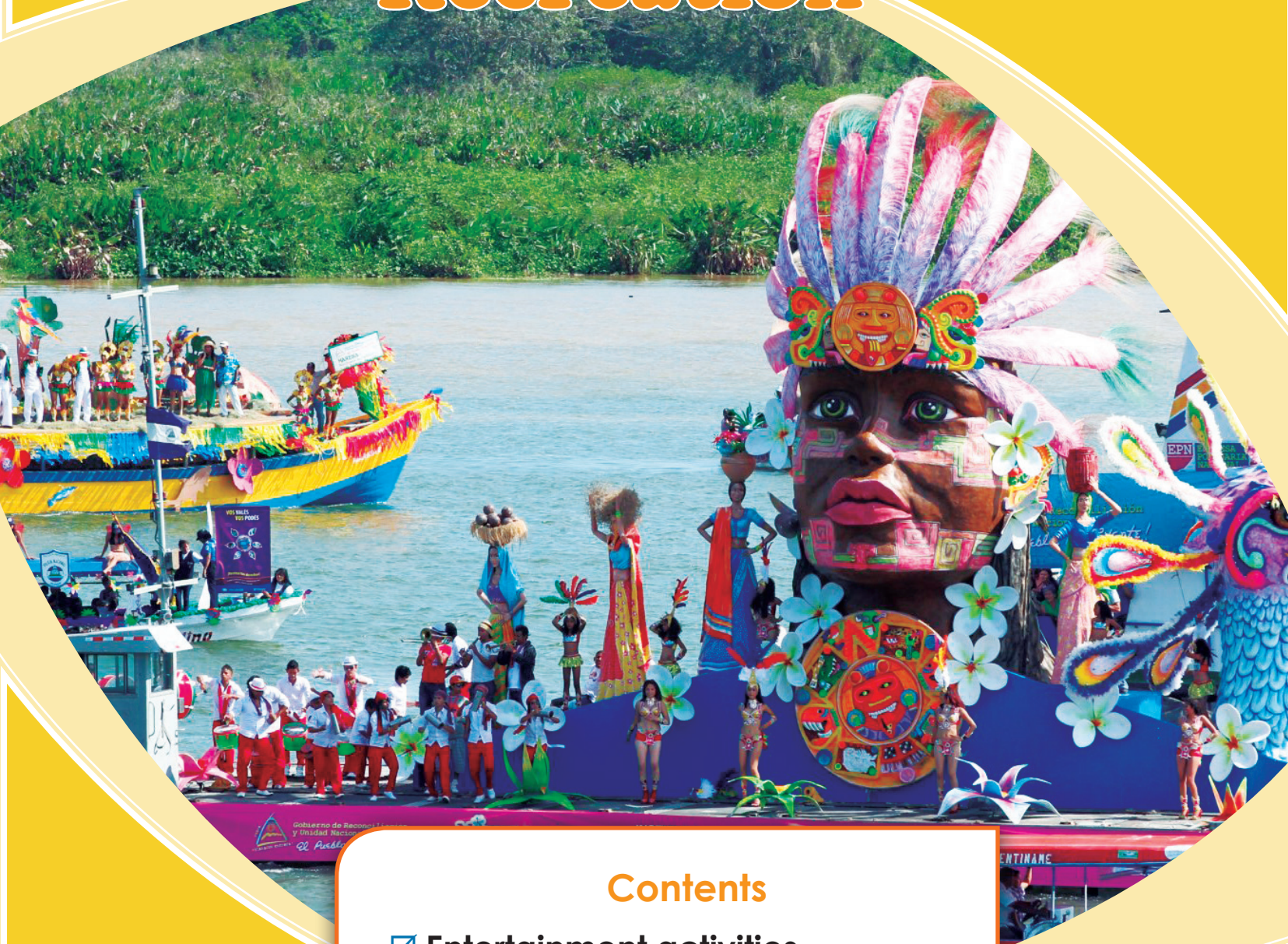
Crossing the street.

Too much traffic.



# Unit 5

## Recreation



### Contents

- Entertainment activities.
- Expressing likes.



## LESSON 11: Entertainment activities

### Activity 1

Answer true or false

1. \_\_\_\_\_ Female peacocks are bigger than males.
2. \_\_\_\_\_ Male birds are more attractive than females.
3. \_\_\_\_\_ Ants are stronger than elephants.
4. \_\_\_\_\_ Bats can see better than eagles.
5. \_\_\_\_\_ Ostriches can run faster than racehorses.

### Activity 2

Ask and answer.

1. A: I think elephants are more intelligent than ostriches.  
B: I think so, too. / I don't agree.
2. A: Hippos can run faster than people.  
B: Really? I thought they were slower / faster.

### Activity 3

Practice the following conversation.

**Carlos:** I think Real Esteli is going to win today by a score of three to zero.

**Julia:** I don't agree. Diriangen are going to win.

**Carlos:** I don't think so. Real Esteli is a much better team. That's why I'm a Real Esteli fan. Look we have Gomez in the front. He's faster and smarter than any of your players.

**Julia:** Well we have a stronger defense we have Mario Gomes

**Carlos:** Mario Gomes? You're kidding!

**Julia:** Well, he is more popular than anyone on your team.

**Carlos:** Yeah, but he can't play!

**Julia:** Well, he doesn't need to. He's so cute.



## Activity 4

Answer the following questions about the conversation from Activity 3.

1. Who does Carlos think is going to win?
2. Why does Carlos think Real Esteli is going to win?
3. What does Julia say about the Diriangen's defense?
4. What does she think about Mario Gomes?

### Comparatives:

Maria is taller than Susan.

Susan is thinner than Maria.

Maria is prettier than Susan.

Susan is more intelligent than Maria.

#### Add – er to short adjectives like these.

cheap – cheaper    clean – cleaner    cold – colder    hard – harder    high – higher  
long – longer    new – newer    old – older    poor – poorer    rich – richer  
short – shorter    slow – slower    small – smaller    strong – stronger    tall – taller

#### The following adjectives double the final consonant + er:

big – bigger    fat – fatter    hot – hotter    sad – sadder    thin – thinner

#### The y changes to i – er in adjectives like the following:

angry – angrier    dirty – dirtier    early – earlier    easy – easier  
funny – funnier    happy – happier    heavy – heavier    hungry – hungrier  
pretty – prettier    sunny – sunnier    thirsty – thirstier

#### Add more before long adjectives like these.

beautiful – more beautiful    comfortable – more comfortable    dangerous – more dangerous  
delicious – more delicious    difficult – more difficult    exciting – more exciting  
expensive – more expensive    good – looking – more good- looking    important – more important  
intelligent – more intelligent    interesting – more interesting    popular – more popular  
tired – more tired    wonderful – more wonderful    worried – more worried

**Note:** Good and bad have irregular comparative forms : **good–better, bad–worse**. The forms for fast and hard–**faster** and **harder**–are the same for adjectives and adverbs.

### Activity 5

Use the correct form of the adjectives.

1. Dolphins are \_\_\_\_\_ (intelligent) than whales.
  2. Paragliding is \_\_\_\_\_ (Dangerous) than kite surfing.
  3. I think Managua is \_\_\_\_\_ (noisy) than Jinotega.
  4. La paz is \_\_\_\_\_ (high) than Quito.
  5. I think science is \_\_\_\_\_ (difficult) than math.
  6. Museums are \_\_\_\_\_ (interesting) than zoos.
  7. Taking the taxi is \_\_\_\_\_ (fast) than taking the bus.
- In my opinion, chocolate cake is \_\_\_\_\_ (tasty) than apple pie.

### Activity 6

Make statements. Your partner says if he/she agrees or disagrees.

Girls / smart / boys

**A:** Girls are smarter than boys.

**B:** I think so, too. / I agree. OR I don't think so / I don't agree.

1. Men / good drivers / women
2. Rock / popular / country music
3. Soap operas / bad / movies
4. History / easy / geography
5. Eats / clean / dogs
6. Planes / safe / cars
7. Surfing / exciting skateboarding
8. Shoes / comfortable / sneakers

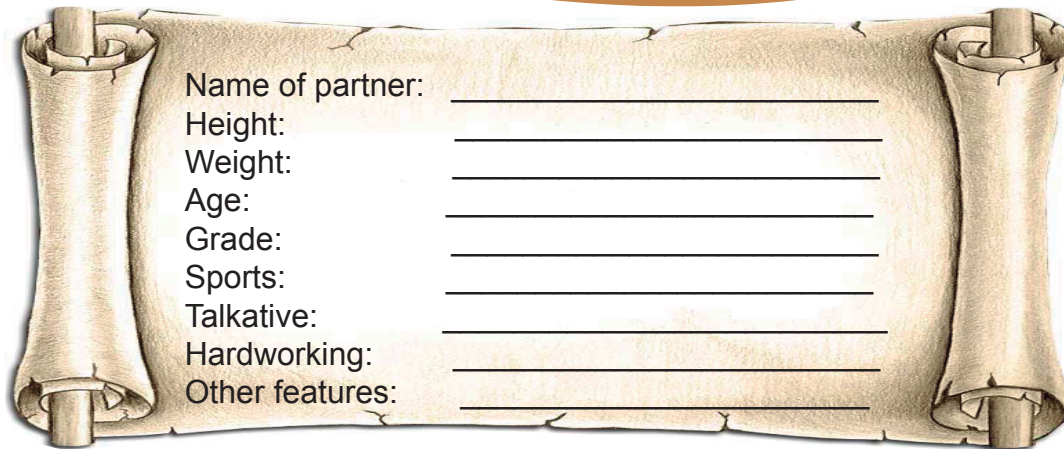
### Activity 7

Compare yourself with a partner.

**Example:**

I'm taller than my partner.

My partner is taller than me.



Name of partner: \_\_\_\_\_  
Height: \_\_\_\_\_  
Weight: \_\_\_\_\_  
Age: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Sports: \_\_\_\_\_  
Talkative: \_\_\_\_\_  
Hardworking: \_\_\_\_\_  
Other features: \_\_\_\_\_

## Activity 8

### Jiquilillo

Jiquilillo is a beach located in the El Viejo municipality, and it provides a great place for a couple days of relaxing. The area is inhabited by fishermen, and in the coastal region you will find many small ranches where the people spend time during summer.

Jiquilillo is perhaps the largest Nicaraguan beach in the Pacific, and it is visited en masse during the national holidays. Any other time of the year, however, this beach is quiet and friendly. The beach is located 40 kilometers from the city of Chinandega.

From Managua it takes three hours to get to Jiquilillo. You should first get to Chinandega, then to El Viejo, and from there to the beach. Buses to Chinandega leave from the Israel Lewites market. In Chinandega you can take a bus to El Viejo, from where you can take a bus to Jiquilillo.

#### About the Reading

1. Where is Jiquilillo Beach Located?
2. What do people do during the summer in Jiquilillo?
3. How long does it take to get to Jiquilillo from Managua?
4. What means of transportation can you use to go to Jiquilillo?
5. What department of Nicaragua is Jiquilillo located?

## Activity 9

In a group, discuss the things that can be done to make your city better. And compare living in your town to living in other towns in your country.

## Activity 10

How do you get along with your brothers and sisters? You share the same space. They're in your bedroom. They're in the living room. They're in the bathroom for hours. They use your things without asking you. Read what some people have to say about it.

### Darryl

I have two brothers, one older and one younger. We get along fine now, but when we were younger, we fought about stupid stuff like TV.



### Alex

My older brother and I argued about everything. Now he's away at college. I miss him, but we talk a lot on the phone. When he comes home, we don't have time to fight anymore.



### Denise

My sister is eight years older than me, and I always looked up to her for everything. Her interests were different from mine, and she had her own friends. But she was always there for me. She and I are very close now. We even hang out together, and we have some of the same friends.



### Jessica

I share a room with my ten – year – old sister. I tell her to leave my stuff alone, but she doesn't listen. She's the baby of the house, and she's spoiled. If we argue, I get into trouble, and she doesn't.



## About the Reading

1. What did Darryl and his brothers fight about?
2. Is Alex younger or older than his brothers?
3. How do Denise and her sister get along?
4. Who gets into trouble when Jessica and her sister argue?

### Activity 11

Use the reading from Activity 10 to write your own experience about living with another person: a brother, a sister, or a friend.

1. What do you argue about with your brothers and sister?
2. Do you think you're going to be close with your brothers and sisters in the future?
3. Do you think that having brothers and sisters is a good experience? Why?
4. What kinds of things do you lend to other people? What kinds of things don't you lend?

### Activity 12

This article is about Managua. As you read, think about the opinions people have about Managua.

## Welcome to Managua

Besides its capital city, which is the administrative center of the country, the department of Managua has many attractions. Its territory has coasts on the Pacific Ocean and also goes through the 'Sierras de Managua' (low mountains) and continues on the wide plains that surround most of Lake Xolotlan (also known as Lake Managua).

The department has famous beaches that are easily reachable and include luxurious or rustic tourist infrastructures. A few of them remain unexplored. Also, Managua has three important natural reserves: the Chiltepe Peninsula with two volcanic lagoons, the El Chocoyero - El Brujo natural reserve and the Montibelli Natural Reserve, which famous for being a birdwatching destination.

The region was home to many indigenous tribes, all of them absorbed by the cultural and ethnic mix of colonial times. Furthermore, visitors can see artifacts and even prehistorical traces in local museums. Also, there are many historic sites offering information about important episodes of the Nicaraguan recent history.

Managua measures 3,465.10 Km<sup>2</sup>. Its tropical savannah climate gives the area mostly warm temperatures throughout the year. The only exception to this characteristic is the area of the 'Sierras de Managua'. About a 91.1% of its population lives in the many cities and towns of its territory, although there is a large rural productive area. Managua has nine municipalities with a lot of destinations to visit.

#### Answer the following questions orally.

1. What kind of attractions can we find in Managua?
2. What are the important reserves in Managua?
3. What region has different characteristics in Managua?

## Grammar

### Simple present and present continuous

#### Simple present

I usually wait for the bus here.

People move to California every day.

#### Present continuous

I am waiting for the bus right now.

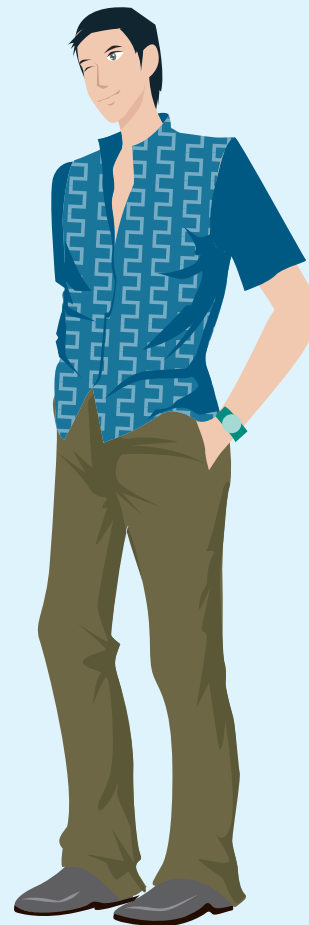
Right now, people are moving to California.

Remember! Use the *simple present* to talk about everyday routines and general facts and use the *present continuous* to talk about activities that are happening now or around the time of speaking.

### Activity 13

Fill in the blanks below with the simple present or the present continuous form of the verbs in parentheses. You may use contractions.

I can't believe I **(1.sit)** \_\_\_\_\_ in my classroom right now. I should be out there with my classmate in the bright sunshine. I can see my classmates from here; they **(2.hang out)** \_\_\_\_\_ on the playground. I had to stay after class with my teacher to do my homework. I usually **(3.do)** \_\_\_\_\_ all my homework. I never **(4.come)** \_\_\_\_\_ to class unprepared, but not this time. So here I am with my teacher. I wonder what she **(5.read)** \_\_\_\_\_. She always **(6.look)** \_\_\_\_\_ so serious. She never **(7.smile)** \_\_\_\_\_. Oh, well. I'm bored... There's that spider again. What **(8.do)** \_\_\_\_\_ it \_\_\_\_\_? It **(9.move)** \_\_\_\_\_ really fast. Ah, it **(10.spin)** \_\_\_\_\_ a new web... Oh, good. Time is up. I'm free at last!



## Activity 14

Read the following dialogue.

**Gabriel:** Excuse me. Is this the right stop for the bus to oriental market?

**Cristina:** I hope so. I'm waiting for that bus, too.

**Gabriel:** Do you live in this area?

**Cristina:** Not exactly. My aunt owns a business near the market. I come every week to help her.

**Gabriel:** So, where are you from?

**Cristina:** León.

**Gabriel:** Ah, Leon. The University city. I'm from Masaya I'm here to compete in a sport event.

**Cristina:** So you are a sportsman? I thought you were an actor.

**Gabriel:** Really? My name's is Gabriel

**Cristina:** Cristina.

**Gabriel:** Cristina. I love that name. Can I call you sometime?

**Cristina:** Maybe. Here's our bus. Are you coming?

**Gabriel:** Of course.

**Answer the following questions.**

1. What city is known as the University city?
2. Why is Gabriel in Managua?
3. What does Cristina do every week?

## Vocabulary

a. Some nouns can be formed by adding **-r**, **--er**, or **-or** to the main verb. Look at the following word pairs:

Surf:	Surfer
Act:	Actor
Manage:	Manager
Run:	Runner

b. Change the verbs into nouns by adding the appropriate suffix.

1. Sing	Singer	6. Conduct	_____
2. Write	_____	7. Drum	_____
3. Edit	_____	8. Entertain	_____
4. Build	_____	9. Juggle	_____
5. Drive	_____	10. Sail	_____



## Activity 15

Look at Carrie's list of things to do for last weekend. Then answer the questions.

- *Call the video store: reserve a video game*
- *Go to the mall: buy a pair of sneakers*
- *Go to the bank with Mom: withdraw money*
- *Call Juan and Rita: invite them to birthday party*
- *Go to the supermarket: get some chips*
- *Call coach: cancel soccer practice*

1. Why did Carrie call the video store? To reserve a video game.
2. Why did she go to the mall? \_\_\_\_\_
3. Why did she go to the bank with her mom? \_\_\_\_\_
4. Why did she call Juan and Rita? \_\_\_\_\_
5. Why did she go to the supermarket? \_\_\_\_\_
6. Why did she call her coach? \_\_\_\_\_

## Grammar

### Infinitives of purpose (to + the base form of a verb)

Karen is in San Juan de Oriente **to help** her aunt.

Sergio came to Rivas **to compete** at a surfing event.

**Remember!** Use an infinitive (**to + the base form of a verb**) to explain the purpose of an action. It often answers the question "Why?"

Why is Karen in San Juan de Oriente? **To help** her aunt

### Activity 16

Read the teenagers' statements. Combine each pair of sentences using infinitives of purpose. Write the new sentences in your notebook.

1. We're saving money. That's why we're staying at the YMCA.

We are staying at a cheap hotel to save money \_\_\_\_\_

2. I like to exercise. So I ride my bike every day.

\_\_\_\_\_

3. I'm competing in a surfing event. That's why I'm in Rivas.

\_\_\_\_\_

4. We're visiting relatives. That's why we're in Masaya.

\_\_\_\_\_

5. I want to make some money. So I'm working at a restaurant.

\_\_\_\_\_

### Activity 17

Practice the dialogue.

**A:** So you're here to visit relatives. Do you like Masaya?

**B:** I love it!

**A:** Really? Why?

**B:** It's a lot of fun here. There are tons of things to do San Juan de Oriente.

**A:** Like?

**B:** Well, you can go to the beach anytime. And, of course, you can also go to theme parks.

What about you? Don't you like it here?

**A:** I'm not sure yet.



### Activity 18

**In your notebook**, write a conversation similar to the one in Activity 17. To keep the conversation going use expressions such as, “Really?” “Why?” “Like?” and “What about you?”

### Activity 19

**Read the following dialogue.**

Denise: So, Camilo, did you bring the brochure?

Camilo: Of course I did. Here it is.

Denise: Thanks. By the way, Ivania we're planning to go to Salvador Allende harbor next weekend. Would you like to come?

Ivania: Sure, how do we get there? By bus?

Camilo: I'll drive. We might also go to the Ruben Dario Theater.

Ivania: Cool! Let me check our work schedule...Oh, my gosh!

Denise: What?

Ivania: He's here!

Camilo: Who? The guy with blond hair?

Ivania: Yes the surfer from Rivas. I told you about him.

Ivania: Marcos! What are you doing here?

Marcos: I heard you have the best rosquillas in town.

Ivania: Thanks. How did you find it?

Marcos: I asked around. So, where's my table?

**Answer the following questions orally.**

1. Where are the three friends planning to go?
2. Why did Ivania say, “Oh, my gosh!”
3. What reason did Marcos give for showing up at the hotel?
4. What do you think was the real reason for his visit?

## Means of transportation

Airplane	Car	Bus	Boat
Helicopter	Ship	Truck	Ferry
Motorcycle	Train	Bicycle	Taxi

### Activity 20

Copy the chart below in your notebook. Write the means of transportation in the box above under the correct columns.

Land	Water	Air

### Activity 21

Asking for information about transportation.

A: Excuse me. How do I get to the museum?

B: You can go by bus or by taxi. The bus takes 20 minutes and the taxi takes 5 minutes.

A: Thanks. I'll take the taxi!



### Activity 22



**Write a conversation.** Ask for and give information on how to get to a tourist destination in your city. Then, role play the conversation.

## Grammar

### Using *the* or no article before nouns

#### The

Here's **the** brochure you wanted.

He's **the** surfer from Hawaii.

#### No article

Brochures offer useful information about a place.

Surfers are cool.

#### Remember!

- Use the definite article *the* with nouns that are specific to you and to your listener.
- Use ***the*** with the names of hotels, theaters, some countries, and geographical features and regions; for example, the Hilton Hotel, the Himalayas, the Atlantic Ocean.
- Do not use ***the*** before nouns when making generalizations or for nouns that are not specific.

### Activity 23

Complete the sentences with the nouns given. Use ***the*** for specific statements and no article for generalizations.

1. ( information)

a. The information in this e-mail is inaccurate.

b. The Internet is a source of information.

2. ( flowers)

a. \_\_\_\_\_ that you gave me were beautiful Thanks!

b. \_\_\_\_\_ always brighten my day.

3. (accidents)

a. \_\_\_\_\_ happen.

b. Did you see \_\_\_\_\_ yesterday?

4. (mountains)

a. \_\_\_\_\_ in Colorado are called the Rockies.

b. \_\_\_\_\_ are beautiful.

5. (hotels)

a. I don't like staying in \_\_\_\_\_

b. The \_\_\_\_\_ we stayed in were expensive.

## Grammar

### Simple past tense

#### Affirmative statements

Denise invited Ivania to go Salvador Allende Harbor.  
Camilo brought the brochure.

#### Yes/No questions

Did Denise invite Ivania to go?  
Did Camilo bring to brochure?

#### Information questions

Where did Denise invite Ivania to go?  
What did Camilo bring?

#### Negative statements

Ivania did not invite Denise to go Salvador Allende Harbor.  
She did not bring the brochure.

#### Short answers

Yes, she did. / No, she didn't.  
Yes, he did. / No, he didn't.

#### Answers

She invited Ivania to go to Salvador Allende Harbor.  
He brought the brochure.

#### Remember!

The past tense forms of irregular verbs vary. You have to memorize them.

### Activity 24

Fill in the blanks with the simple past form of the verbs in parentheses.

El Gueguense or Macho Ratón is a story that (be) \_\_\_\_\_ originally (tell) \_\_\_\_\_ in Nahuatl. It all (start) \_\_\_\_\_ when the Spanish conquerors (come) \_\_\_\_\_ to Diriamba. They (ask) \_\_\_\_\_ to speak to the indigenous leaders, who (agree) \_\_\_\_\_ to a meeting. During the meeting the conquerors told the people of Diriamba to surrender to their rule. The leaders (go) \_\_\_\_\_ back to think about it and ultimately (decline), \_\_\_\_\_ at which time they boldly (attack) \_\_\_\_\_ the Spaniards. This (lead) \_\_\_\_\_ to a revolt, in which the Spaniards (prove) \_\_\_\_\_ to be too powerful for people of Diriamba. Unfortunately, many of the indigenous population were (kill) \_\_\_\_\_ and the survivors were forced to live under corrupt Spanish rule.



A short time later, an anonymous writer (create) \_\_\_\_\_ a theatrical play (call) \_\_\_\_\_ El Gueguense or Macho Ratón, mocking the Spanish rulers' style of oppression and greed following their victory over the people of Diriamba. It was (pass) \_\_\_\_\_ orally through the generations until one day in 1942 it was written down and (publish) \_\_\_\_\_ in a book.

So every year, during the Festival of San Sebastián, people dance to the same beat and portray this time of oppression for the people of Diriamba. It seems sad to think about, but the people are celebrating. They're celebrating the bravery of their ancestors, celebrating Nicaragua's first literary works, and the advancements the people have made since that dark time in history.



### Activity 25

**In your notebook**, write six information questions about the second paragraph in Activity 24.

#### Example:

1. What was the original language of El Gueguense?
2. What did the conquerors tell the people of Diriamba?

### Activity 26

Choose the correct answer.

1. From Lake Nicaragua, the same lake that the Spanish conquerors called the 'fresh water sea' because of its sheer size rises the island. The name means 'two hills' in the native 'náhuatl' language. The island measures 276 square kilometers and it houses two majestic volcanoes connected through a small strip of land. What Island is it?

- Ometepe Island     Corn Island     Zapatera Island

2. The exuberant nature and important episodes of history are mixed in the region of the San Juan River, which make it a highly attractive destination. Where is this river?

- San Carlos     Jinotega     Chinandega

3. The Canyon, one of oldest rock formations in Central America, has become one of the main attractions of Northern Nicaragua due to its recently “discovered” tourist potential. Between its walls, visitors can undertake various activities. Fifteen minutes west from the city of:

Bluefield

Somoto

Diriamba

4. The Chocoyero Natural Reserve is a great place for hiking and nature watching. This reserve is located less than 30 kilometers away from:

Managua.

Nueva Segovia

RAAN

5. The Mombacho Volcano is one of the most famous volcanoes in Nicaragua due to several factors: the mystical cloud forest that occupies much of its sides and top, its location just 10 km from:

Matagalpa

Granada

Juigalpa



#### SCORE

- 5: Congratulations: you certainly know all about Nicaragua!
- 3-4: Not bad at all. You know a lot about Nicaragua.
- 1-2: You need a little help. Try the tourist institute.
- 0: Quick! Get a brochure and a map of Nicaragua!

#### Activity 27

Discuss these questions. Write a paragraph about one of the places you listed in this exercise. Don't mention the name of the place in your paragraph. The next day, read your paragraph to the class and have your classmates guess the name of the place.

1. What towns, cities, and sites in your country are well known?  
Talk about at least five.
2. What are these places famous for?



### Activity 28

Fill in the blanks with the simple present or the present continuous forms of the verbs.

1. Listen. Mom (play) \_\_\_\_\_ the piano. She usually (play) \_\_\_\_\_ the piano at this time.
2. Look. The cat (eat) \_\_\_\_\_ again. She (eat) \_\_\_\_\_ all day long.
3. My neighbor (take a shower) \_\_\_\_\_. Can you hear him? He always (sing) \_\_\_\_\_ in the shower.
4. Charles (work) \_\_\_\_\_ late today. He never (work) \_\_\_\_\_ this late.
5. We (take) \_\_\_\_\_ French this year.
6. It (rain) \_\_\_\_\_ outside. It always (rain) \_\_\_\_\_ at this time.

### Activity 29

Complete the paragraph with the simple past forms of the verbs below.

put out      realize      be      run  
wake up      smell      lose      survive  
jump out      call      arrive      shout

When Jane (1) \_\_\_\_\_ one morning, she (2) \_\_\_\_\_ smoke. She soon (3) \_\_\_\_\_ that her house (4) \_\_\_\_\_ on fire! She (5) \_\_\_\_\_ of bed and (6) \_\_\_\_\_. "Fire!" The family (7) \_\_\_\_\_ out of the house. Jane's mom (8) \_\_\_\_\_ the fire department. The firemen (9) \_\_\_\_\_ in a few minutes, and (10) \_\_\_\_\_ the fire. Jane's family (11) \_\_\_\_\_ everything, but they (12) \_\_\_\_\_.

### Activity 30

Fill in the blanks with **the** where needed. When no article is needed at the beginning of a sentence, capitalize the first word. (2 point each).

1. \_\_\_ United States has 50 states.
2. Marcia plays \_\_\_\_\_ violin.
3. \_\_\_\_\_ violins are very expensive.
4. Let's talk in \_\_\_\_\_ morning.
5. Can we go to \_\_\_\_\_ Bahamas this summer?
6. \_\_\_\_\_ walk to school took us half an hour.
7. \_\_\_\_\_ books are my favorite things.
8. California borders \_\_\_\_\_ Pacific Ocean.



## LESSON 12: Expressing likes

### Activity 1

Read the following article.

# Surfing: San Juan del Sur

## **Spectacular! Awesome! Amazing!**

San Juan del Sur is a very special town on the west coast of Nicaragua! You'll find everything you need from a huge selection of accommodation, spectacular events, places to eat out and party, or other fun activities, and of course surfing.

Surfing is fast becoming Nicaragua's main sport, with many tourists now making Nicaragua their holiday destination for perfect mixes, culture, activity and party. We have all sorts of different waves for all levels of surfers, so it doesn't matter if you're looking to learn to surf or if you're a pro, there's a wave here to challenge you....some of them are on the map, others are still undiscovered, waiting for you.

San Juan del Sur has become a World Class surf destination, and the new surfing frontier of Central America with consistent offshore winds 330 days a

year, it's the perfect environment for wave hunting. If you've never surfed before, this is the perfect place to kick-start your surfing career, and for the more experienced surfers, San Juan del Sur offers access to some of Nicaragua's best beach. . Simply, Nicaragua surfing is unspoiled waves, in an ideal setting... that is no longer a secret.

Whatever you do, you will have the most memorable vacation of your life here, and we hope, like so many who come here, you will keep coming back.



## Activity 2

Scan the article “Surfing: San Juan del Sur” and write false (F) or true (T) to the following statements.

1. San Juan del Sur is in the east coast of Nicaragua \_\_\_\_\_
2. Surfing is an important sport in Nicaragua now \_\_\_\_\_
3. If you have never surfed don't try in San Juan del Sur \_\_\_\_\_
4. San Juan del Sur is a world class surf destination \_\_\_\_\_
5. You will have a memorable vacation in San Juan del Sur \_\_\_\_\_

## Activity 3

Read the article again. Then discuss the following questions.

1. Why do you think surfing is attracting people to San Juan del Sur?
2. Is surfing cool? What do you like about surfing culture?

## Activity 4

Read the conversation, number the things they decide to do in the order they mention them.

hotel

restaurant

museum

**Female tourist:** Right. We need a hotel.

**Male tourist:** Look. There are two hotels in the main square and there's one in front of the park, here.

**Female tourist:** Ok. Let's see the hotels.

**Male tourist:** I'm hungry. Let's have some lunch first. Then see the hotels.



**Female tourist:** Alright. Look there are restaurants in the center.

**Male tourist:** Then, after we find a hotel, we can go to a museum.

**Female tourist:** Yeah, there's a museum behind the church.

**Male tourist:** And there's one here in the main square.

**Female tourist:** Ok.

**Male tourist:** Let's take a taxi.

**Female tourist:** Good idea.



### Activity 5

Complete the following sentences with a word from Activity 4.

**Example:**

You go to a **restaurant** to have breakfast, lunch or dinner.

1. You go to a \_\_\_\_\_  
to see an art exhibition.
2. You stay in a \_\_\_\_\_  
when you are visiting a town or city.
3. You go to a \_\_\_\_\_  
to pay bills or make a deposit.
4. Lisa goes to the \_\_\_\_\_  
to send letters to her friends.
5. People usually go to \_\_\_\_\_  
on Sundays.

### Activity 6

Look at these expressions from Activity 4.

- There are two hotels in the main square.
- There's one in front of the park.
- There are restaurants in the center.
- There's a museum behind the church.
- There's one here in the main square.

When do we use **There is...** / **There are...**? Write singular or plural in the sentences to complete the rule.

We use "there is..."

with \_\_\_\_\_ nouns.

We use "there are..."

with \_\_\_\_\_ nouns.

### Activity 8

Decide if these sentences are grammatically correct. Check ( ) the ones that are correct.

#### Example :

There are a church.

There is a church.

There are two museums.

There is a church in the town.

There are bridge.

There are 12 churches in Granada.

There is a park in Nagarote.

There is two parks in Boaco.

There are a bank in Metrocentro.

There is a bank on the 27th of May street.

### Tip Box:

We use **There is... / There are...** to say that something exists or occurs... for example:

- There are 34 students in the classroom.
- There are 11 players on a soccer team.
- There is a car in the garage.

We use **a / an** when there is one thing. It's more natural. Notice the difference:

- There is one book on my desk.
- There is a book on my desk.

## Activity 9

Mariana and Antonio are helping tourists in the center of San Pedro. Read and listen to the conversations. Which places do the tourists mention?

### 1. Conversation

A: Excuse me. Where is Doña Haydee's Restaurant?

B: It's opposite the church, between a museum and a hotel.

### 2. Conversation

A: Excuse me. Where can I find a bank?

B: There is one on the corner of the main square next to the church and opposite the cinema.

### 3. Conversation

A: Excuse me. Where is the art museum?

B: It's behind the church near the government offices.

### 4. Conversation

A: Excuse me. Where is the post office?

B: It's on the corner of the Popular Bank, between the supermarket and the pharmacy.

## Activity 10

Look at the conversations in Activity 9, which questions do we use to ask for the location of a place?

Where can I find ...? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Tip Box:

For streets, avenues, roads...we use **on**:

...**on** the 27th of May Street  
In Diriamba.

For buildings, we generally use **at**:

...**at** the bank

For areas, cities, towns...we use **in**:

...**in** Diriamba.

In a real situation, when we ask for location of places, it's always better to be polite... notice the difference:

- Where can I find a hotel?
- Excuse me, where can I find a hotel? (more polite)

### Activity 11

Look at the list of words or phrases and write **a** or **an**.

- |                  |                           |
|------------------|---------------------------|
| _____ church     | _____ old church          |
| _____ photograph | _____ nice photograph     |
| _____ exhibition | _____ good exhibition     |
| _____ place      | _____ extraordinary place |

#### Tip Box:

We use a / an with  
**Singular nouns:**

a restaurant  
an accountant

We use a / an with **adjectives + nouns:**

an Italian restaurant  
a bad accountant

#### The rule is similar:

We use **a** with words beginning with a consonant sound (noun or adjective + noun).

We use **an** with a vowel sound (noun or adjective + noun).

### Activity 12

Look at Mariana's homework. Can you notice any mistakes in Mariana's description? In pairs, underline the parts of the description that are mistakes. Find 7 mistakes! Can you correct them?

Last vacation i visited my uncle and aunt. They live in Corinto, it is an important port in Chinandega, there is beautiful beaches over there.

In the town there are an old park and there are good restaurants in there. There are also hotels next the park and there is a bus terminal opposite to one of the hotels. The municipality of offices is around the corner.

We visit my uncle and aunt and we generally goes to the restaurants on the beaches and spend the morning swimming. I love it



### Activity 13

Mariana is reading her corrected description to her classmates. Listen to it and check your work.

### Activity 14

What about your town/city? Or a city that you like very much? Write a paragraph about the things you can find in the town/city. Look at Mariana's description for ideas, and then draw a small map to illustrate your description.

### Activity 15

Read the following conversation.

**Female tourist:** Look at this leaflet. It has information in English.

**Male tourist:** oh, right. Look, there is a theater. What's playing?

**Female tourist:** we can listen to camerata bach tomorrow night.

**Male tourist:** What else is there?

**Female Tourist:** there is a fair near the theater. You can eat traditional food.

**Male tourist:** Oh, I want to try it. Are there any other activities?

**Female tourist:** yes, there is also popular music.

**Male tourist:** really, that's great!

**Female tourist:** we can listen some of the most popular Nicaraguan songs.

**Male tourist:** let's go to the fair

**Female tourist:** let's do it!

### Activity 16

Read the conversation again and write the things you can do in that place.

1. You can \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



### Activity 17

What activities can you do in your town or city? Number the activities in order of your preference and compare the order with a classmate.



#### Tip Box:

We use **can** to say that something is possible.

- We **can** go to the park. It's possible to go the park.
- We **can** play soccer. It's possible to play soccer.

### Activity 18

What can you do at the following places? Use one of the phrases in the box. Look at the example.

send letters to friend

buy medicine

see films

buy fresh fruit and vegetables

look at the river

see an art exhibition

buy books and magazines

#### Example:

Cinema: You can see a films.

1. Bookstore: \_\_\_\_\_

2. Bridge: \_\_\_\_\_

3. Museum: \_\_\_\_\_

4. Market: \_\_\_\_\_

5. Pharmacy: \_\_\_\_\_

## Activity 19



**Pair work:** . Look at the Festival Program. Choose three events you would like to go to.

# There's a festival in San Carlos

Main Square	Opening ceremony	San Pedro Orchestra	Children's festival	Closing ceremony
San Carlos Old Museum	Free	Nicaraguan music	Activities for children: Games... Free	Free
Theater	7:00pm	6:30pm	12am–6pm	6:00pm
Restaurant 100	Nicaraguan music	Talk: San Carlos: Past And Present	Talk: History of San Carlos	Talk: San Carlos and the Revolution
Old church	Tickets: 55 córdobas	Prof. Barragan	Prof. Ordóñez	Prof. Gutiérrez
	7:30pm	5:30pm	5:00 pm	5:00pm
		Reggae music	Vallenato Music	
		Ticket: 55 córdobas	Ticket:	
		7:30pm	55 córdobas	
		Prehispanic Food	7:30pm	
		Ticket: 150 córdobas	45 Types of Tamales	
		Dinner 7-11pm	Ticket: 50 córdobas	
			2:30pm	
			Baroque Music San Carlos	
			Children's Orchestra	
			Ticket: 35 córdobas	
			5:00pm	



## Activity 20

Look at the two texts about Campeche. Which is from an encyclopedia and which is from a travel guide? Write the name of the texts below.

### **Managua (Spanish pronunciation: [ma 'naywa])**

is the capital city of Nicaragua as well as the department and municipality by the same name. It is the largest city in Nicaragua in terms of population and geographic size. Located on the southwestern shore of Lake Xolotlán or Lake Managua, the city was declared the national capital in 1852.[3] Prior to its inception as the capital city, the title had alternated between the cities of León and Granada. The city has a metropolitan population of about 2,200,000, composed predominantly of mestizos. Managua is the second most populous city in Central America, after Guatemala City.

### **Managua.**

The department has famous beaches that are easily reachable and include luxurious or rustic tourist infrastructures. A few of them remain unexplored. Also, Managua has three important natural reserves: the Chiltepe Peninsula with two volcanic lagoons, the El Chocoyero - El Brujo natural reserve and the Montibelli Natural Reserve, which famous for being a birdwatching destination.

Text 1: \_\_\_\_\_

Text 2: \_\_\_\_\_

## Activity 21

Match their questions with their answers.

- |  |  |
|--|--|
| 1. Where is Managua located?                           | 1852   |
| 2. What cities were capitals Before Managua?           | it's a birdwatching destination                            |
| 3. What is one of its important Reserves?              | Guatemala  |
| 4. What is Managua's population?                       | León and Granada   |
| 5. Why is Montibelli's reserve famous?                 | Chiltepe   |
| 6. What is the other populous city in Central America? | on the southwestern shore of Lake Xolotlán or Lake Managua |

## Activity 22

Read the two texts in activity 20 and find the word to complete the blanks.

1. The city was \_\_\_\_\_ capital in 1852
2. It \_\_\_\_\_ a metropolitan population of about 2,200,000 people.
3. It has \_\_\_\_\_ beaches.
4. It includes \_\_\_\_\_ or \_\_\_\_\_ tourist infrastructures.
5. The population is \_\_\_\_\_ of Mestizos.
6. The department and the \_\_\_\_\_ have the same name.

## Activity 23



**Pair work:** Read these unscrambled sentences and try to order them with your partner. Then practice the dialog.

1. Hey Fidel, know it where do the new you cinema is?
2. Yes, do I. want go watch you to do and a movie?
3. Of course. Give can I you address the.
4. Please. And meet we can there over.
5. Ok. Go to Masaya way high and in round street centroamerica left turn. Then blocks two go and is the cinema to your right.
6. Oh! Know I the place know. You there see.
7. Time what?
8. Six o'clock. Time please be.
9. Will !!.

**Activity 24**

Put the conversations in the correct order. Write numbers in the boxes.

**Conversation 1**

*Sorry. I don't know*

*OK. Thanks anyway.*

*Yes?*

*Where can I find the post office?*

*Excuse me.*

**Conversation 2**

*Yes?*

*Excuse me.*

*It's in front of the park, near the monument.*

*You're welcome.*

*OK. Thank you.*

*Where is the Park hotel?*

**Activity 25**



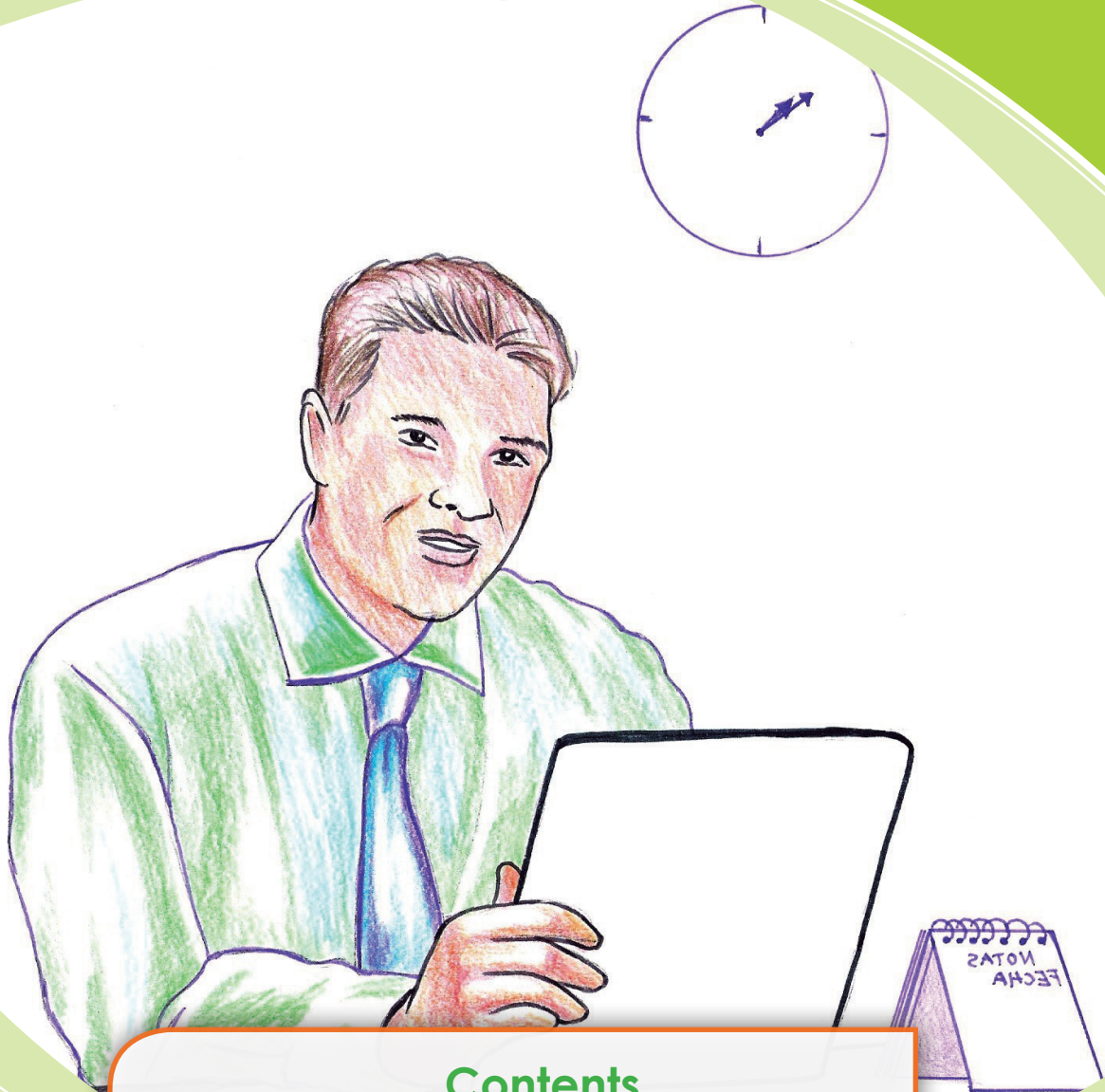
**Pair work:** One student works in a tourist office in Catarina and the other student is visiting Catarina for the first time. Read your card and ask and answer questions about the city.

<b>Tourist:</b>	<b>Tourist guide:</b>
Think of important questions to ask. For example: Where can you find a good hotel? A restaurant? Are there interesting things to do in Catarina? Ask for directions to get to those places. Don't forget: Be polite!	Answer all the questions the tourist asks you. Remember: Tourist guides are polite!

Excuse me, where can I...? Where is ....? What can I do/see/eat there?	There is one... on the corner of... ... in front of ... ... opposite... There are ... What can I do/see/eat there?
<b>Tourist Guide:</b> Good morning <b>Tourist:</b> I'm looking for information about Catarina.	

# Unit 6

## Making Plans



### Contents

- Expressing future plans
- Describing past activities



## LESSON 13: Expressing future plans

### Activity 1



**Pair work:** Ask and answer questions about your plans for the near future.



Study tonight



Watch TV tonight



Help my mother



Play computer games



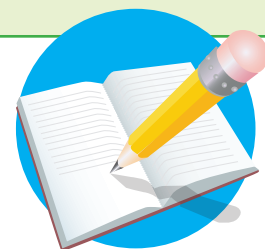
Talk to friends



Go to the shopping mall

**Example:** A: Are you going to study tonight?

B: Yes, I am/ No, I'm not.



## Activity 2

**Complete the chart.** Put a (√) next to the activities that your classmate is intending to do.

Study tonight.	√
Watch TV tonight.	
Help his/her mother this afternoon/tonight.	
Talk to friends on the phone/cell phone tonight.	
Play computers games this afternoon/tonight.	
Go to the shopping mall tonight/this afternoon.	
Go to the convenience store.	
Go to the grocery store.	

## Activity 3

Use your information in your chart and tell the class about your classmate's plan.

**For example:**

- Mauricio is going to study this afternoon. He isn't going to play computer games tonight.
- Carmen is going to watch TV tonight. She isn't going to talk to friends on the phone.

## Grammar

### Immediate future tense: Affirmative

I	am	going to <b>play</b> computer games.
He	is	
She		
It		
We	are	
You		
They		



### Questions:

Am	I	going to <b>help</b> my mother tonight?
Is	He	
	She	
	It	
Are	We	
	You	
	They	

### Negative:

I	am not	going to <b>talk</b> to friends on the cell phone.
He	is not	
She		
It		
We	are not	
You		
They		

### Activity 4

Check and complete. **Affirmative:**

I		going to <b>study</b> tonight.
He		
She		
It		
We		
You		
They		

**Questions:**

	I	going to help my mother this afternoon?
	He	
	She	
	It	
	We	
	You	
	They	

**Negative:**

I		going to <b>study</b> tonight.
He		
She		
It		
We		
You		
They		

**Grammar point**

We use a **be** verb (**am, is, are**) with **going to** + a **base verb** to talk about plans for the future.

- Lorena is going to study computing after school.

**Base verbs:**

Study    Watch    Help    Play    Talk  
Go        Be        Have    Start    Plan

## Activity 5

Look at the pictures vocabulary.



baker



business owner



engineer



doctor



nurse



architect



accountant



agronomist



computer software engineer



farmer



teacher

## Activity 6

Benjamin and his classmate Martha both have plans for the future. Benjamin is going to be a baker. He's going to have his own bakery. Martha is going to be a business owner. She's going to start her own business.



- What are you going to plan? Write sentences about you.

1. I'm going to travel all over Nicaragua.
2. I'm going to.....
3. I'm.....
4. I'm not going to get married until I'm a mature person.
5. I'm not going to .....
6. I'm not.....

## Activity 7

Make a survey. Interview your classmates. Write their future plans.

No.	Name	Future
1	Rebecca	is going to become an agronomist.
2	Roger	is going to be a farmer.
3		
4		
5		
6		
7		
8		

### Activity 8

Write negative sentences in the immediate future tense. Use the sentences in your survey.

1. Rebecca isn't going to be a doctor.
2. Roger isn't going to be a computer software engineer.

### Activity 9

Share something you learned about your classmate orally.

#### Example:

1. Virginia is going to be doctor. She's going to work in a hospital to take care of people.
2. Guillermo is going to become a teacher. He's going to teach in a secondary school.

### Grammar

Be + subject	Going to	Base verb	Affirmative	Negative
Am I			Yes, you are	No, you aren't
Are you			I am	I'm not
Is he/she/it			He/she/it is.	He/she/it isn't
Are we	Going to	Study?	You are	You aren't
Are you			We are	We aren't
Are they			They are	They aren't

### Activity 10

Ask and answer the questions with a classmate. Are you going to do any of these things after class today.

Example: play video games.

Are you going to play video games?

Yes, I am  
No, I'm not.

1. have a cup of coffee.
2. catch a bus.
3. cook dinner/lunch.
4. meet some friends.
5. go to the convenience store.
6. do errands.
7. do your homework.
8. study English or Spanish.

### Activity 11

Tell the class some of the things you and your classmate are or are not going to do.

We're both going to have some coffee.

I'm going to catch a bus, but Judith isn't. She's going to walk home.



### Activity 12

Now write the questions and answers in both affirmative and negative. Use the cues in the previous exercises.

**Example:**

**A:** Are you going to play video games?

**B:** Yes, I am/ No, I'm not.

## Grammar

We use **be + going to + base verb** to make predictions about the future (what we know or think is going to happen very soon).

**She is going to sneeze.**



## Activity 13

Look at the pictures. Then complete the sentences with the correct form of be going and of these phrases.



1. Daniel has a camera.  
He is going to take a photograph.



2. Nicole has  
ATM card.



3. Ruth is in the  
market.



4. Maria is in a  
cafeteria.



5. Amanda has a cell  
phone.



6. Frank is in a  
restaurant.

## Grammar

### Wh - Questions

Wh-word	Be	Subject	Going to*	Base verb
What	are	you	going to	study?
Where				
When				
Why	are	you	going to	travel?
How				
Who				

#### Comment

\* We often pronounce "going to" as "gonna" when we speak.



### Activity 14

On her 15th birthday (quinceaños) a girl is going to have a party. Write eight questions about it. Use the phrases to make your questions. Write your own answers.

1. When/you/have the party?

Question: When are you going to have the party?

Answer: On Saturday.

2. What kind of food/you/have?

Question:

Answers:

3. What food/you/make?

Question:

Answer:

4. What/you/wear?

Question:

Answer:



5. How many people/you/invite?

Question:

Answer:

6. Where/you/have the party?

Question:

Answer:

7. What time/the party/start?

Question:

Answer:

8. What kind of music/you/have?

Question:

Answer:



### Activity 15



**Pair work:** Say the questions out loud. Your classmate will answer.

**A:** When are you going to have the party?

**B:** On Saturday .

## Future Time Expressions

next	week
	wonth
	weekend
	summer
	Friday

tomorrow	morning
	afternoon
	evening
	night

in	ten minutes
	three hours
	four days
	five weeks
	six months
	two years

other expressions	soon
	tonight
	the day after
	tomorrow
	a week from
	today / now

### Comment

We use future time expressions at the beginning or end of the sentence. We use a comma ( , ) after the time expression when it is at the beginning of the sentence.

### Activity 16

In your own words, write about your life in your notebook. Use time expressions and **be going to**.

**Example:** Tomorrow morning, Tomorrow morning, I am going to eat breakfast.

1. Next summer,

2. In a couple of days,

3. Tonight,

---

---

---

---

---

4. A week from now,

5. Next Friday,

6. Tomorrow afternoon,

---

---

---

---

---

7. In a couple of months,

8. Tomorrow night,

---

---

---

---

## Activity 17

**Pair work.** Practice the conversation.

**A:** What are you going to do tonight?

**B:** I'm going to do homework.

to watch a soap opera on TV.



## Activity 18

Practice the conversation with your classmate again this time using the phrases below and your own ideas. Make affirmative and negative statements using the future time expressions.

**Example:** What are going to do tonight?

I'm going to listen to music / I'm not going to the copy center.



listen to music



watch news program



read the newspaper



go to the health center



go to the used clothing store



go to the internet cafe



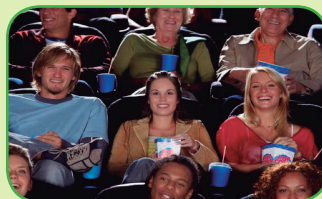
play a soccer game



play basketball



check emails



watch a movie



meet a friend



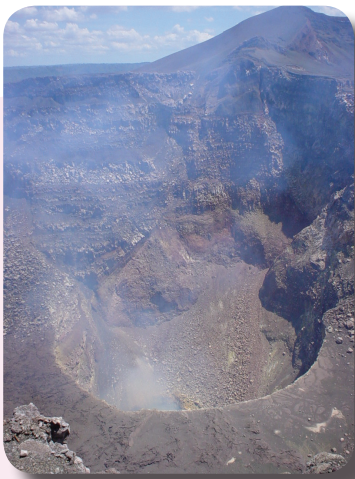
## LESSON 14: Describing past activities

### Activity 1



**Pair work.** Comment on the images: My vacation.

Ask and answer with your classmate: What did you do on your vacation?



I went to the Masaya Volcano.



I went to the San Juan River.



I went to Joy Park in Managua.



I was on a coffee plantation.

## Grammar check ( ✓ )

We use the simple past to talk about actions and situations that began and ended in the past.

To form the simple past of regular verbs, add – ed to the base verb.

I You He/she/it We They	worked
-------------------------------------	--------

### Spelling of regular simple past verbs.

1. Most regular	Add - ed	Talk - talked
2. Ends in e	Add - d	Arrive - arrived
3. Ends in consonant + y	Change y to i and add ed	Carry - carried
4. Ends in vowel + y	Add - ed	Enjoy - enjoyed
5. Ends in consonant + vowel + consonant (one – syllable verbs).	Double the consonant and add - ed	Stop - stopped
6. Ends in x or w	Add - ed	Show - showed Fix - fixed
7. Ends in vowel + stress is on the first syllable (two-syllable verb)	Add – ed. Do not double the consonant	Visit visited Answer answered
8. Ends in vowel + consonant and stress is on the second syllable (two syllable verb).	Double the consonant and add - ed	Prefer - preferred Occur - occurred

### Activity 2

Write the simple past form.

- |                      |                  |
|----------------------|------------------|
| 1. add: <u>added</u> | 6. prefer: _____ |
| 2. erase: _____      | 7. cook: _____   |
| 3. hurry: _____      | 8. worry: _____  |
| 4. stay: _____       | 9. cry: _____    |
| 5. study: _____      | 10. drop: _____  |

### Activity 3

**Pair work:** Read the verbs from one list. Your classmate writes the past form. Then your classmate reads the verbs from the other list and you write the past form. Share your answer.

- | A         | B        |
|-----------|----------|
| 1. listen | 1. kiss  |
| 2. smile  | 2. study |
| 3. pick   | 3. hug   |
| 4. kiss   | 4. touch |
| 5. shop   | 5. live  |
| 6. clap   | 6. offer |

### Activity 4

Write sentences in your own words. Use the past form of each verb. Then read them aloud.

- |    |        |  |
|----|--------|--|
| 1. | Cook:  | I cooked rice and beans for dinner last night. |
| 2. | Arrive | _____  |
| 3. | Cry    | _____  |
| 4. | Listen | _____  |
| 5. | Stay   | _____  |
| 6. | Erase  | _____  |
| 7. | Study  | _____  |
| 8. | Occur  | _____  |

### Pronunciation of – ed: /t/, /d/, and /id/

<b>Verb</b> Ends in voiceless p, k, f, sh, or ch.	<b>/t/</b>	<b>Examples:</b> helped washed cooked
Ends in voiced b, g, v, z, zh, th, j, m, n, ng, l, r, or a vowel sound.	<b>/d/</b>	played lived rained
Ends in d or t	<b>/id/</b>	waited wanted needed

### Activity 5

**Complete the sentences** with the simple past of these verbs. Then underline the final – ed sound: /t/, /d/, or /id/.

talked	watched	enjoyed	listened
cooked	planned	visited	studied

1. I talked ( t / d / id ) to my school principal yesterday.
2. Paula ( t / d / id ) her vacation at San Juan river of Nicaragua.
3. George ( t / d / id ) to wonderful at San Juan folk music on the radio.
4. Mary ( t / d / id ) beef for dinner.
5. They ( t / d / id ) for their English test last night.
6. He ( t / d / id ) beaches south of San Juan del Sur.
7. You ( t / d / id ) a trip to the Northern Caribbean Autonomous Region.
8. She ( t / d / id ) a romance a movie on television last night.

### Activity 6



**Pair work.** Practice the conversation with a classmate. Use the past forms of these words.

cry	enjoy	kiss	listen to
worry	stay	prefer	smile

### Past time Expressions.

---

**A:** What did you do yesterday?

**B:** I kissed my girlfriend / boyfriend.

## Activity 7

Look at the table:

last	night	morning afternoon evening
	Friday	
	week	
	month	
	year	
	yesterday	

Incorrect ~~last evening~~  
~~last afternoon~~

Correct yesterday evening  
yesterday afternoon

## Activity 8



**Pair work:** Ask and answer questions with: "When did you last...?"  
Brainstorm additional questions for more information.

When did you last take a vacation?  
Where did you go?

Last June.  
To San Juan del Sur.



1. do homework
2. study for an exam
3. visit friends
4. go to the cinema
5. buy some new shoes
6. go to a party
7. go shopping
8. give someone a kiss
9. visit your grandparents
10. play a soccer game
11. get a present
12. watch a video

## Activity 9

Share something you learned about your classmate.

- Saul did math homework and played video games yesterday morning.

do – did

buy - bought

get - got

study – studied

give - gave

watch - watched

visit – visited

play - played

go - went

## Grammar check ( ✓ )

**We use did not (didn't) + infinitive to form the negative past form.**

**We use was not (wasn't) and were not (weren't) to form the negative past form of be.**

I You He, She, It We They	did not (didn't)	drink fruit juice.
---------------------------------------	---------------------	--------------------

I You He, She, It We They	was/were wasn't/weren't	tired last night.
---------------------------------------	----------------------------	-------------------

## Activity 10

Rewrite the sentences in negative form in the simple past form.

We use the base form of the verb with did not.

**Correct:** She did not study.

**Incorrect:** She did not studied.

**Example:** I brought the history assignment.

I didn't bring the history assignment.

1. I went to the grocery store yesterday morning.

2. Roger and Nico played videogames last Friday.

3. He went shopping last Sunday.

4. Janet was hungry last night.

5. Jessica got a present in her birthday.

6. We brought all our notebooks.

7. She watched a nature program on television yesterday.

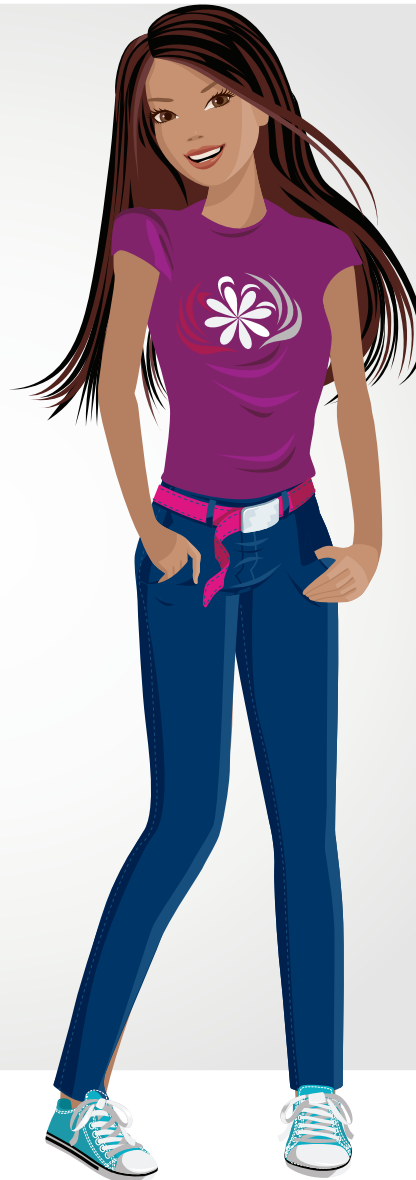
8. You went to sleep late last night.



### Activity 11

Write the simple past form of the verbs in the table.

- do : did
- give :
- take :
- go :
- visit :
- study :
- buy :
- get :
- write :
- plan :
- bring :
- be :



### Activity 12

Write in your own words five sentences in negative form in the simple past.

**Example:**

Last Thursday we didn't eat crunchy, thin strips of green plantain with shredded cabbage, tomatoes, and a dash of lime.

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

## VOCABULARY

Unit I Occupations	Unit II Work	Unit III Directions
lawyer: abogado actor/actress: actor/actriz customs officer: aduanero farmer: agricultor builder: albañil architect: arquitecto consultant: asesor astronaut: astronauta flight attendant: azafata dustman: basurero fireman: bombero baker: panadero singer: cantante foreman: capataz journalist: periodista fisherman: pescador scientist: científico surgeon: cirujano cook: cocinero driver: conductor accountant: contable teacher: profesor priest: cura shop assistant: dependiente	employment: empleo job: trabajo: empleo work: trabajo profession: profesión occupation: ocupación applicant: solicitante application form: solicitud résumé: curriculum vitae payroll: planilla boss: jefe interview: entrevista interviewee: entrevistado interviewer: entrevistador hire: contratar qualifications: habilidades references: referencias duties: responsabilidades position: puesto vacancy: puesto vacante full-time job: trabajo completo fire: despedir permanent job: trabajo permanente over time: horas extras shift: turno	Where is (the)...?: ¿Dónde está...? bank: banco bathroom: baño church: iglesia currency exchange: cambio de moneda cinema: cine museum: museo park: parque police station: comisaría post office: oficina de correos restaurant: restaurante school: escuela theater: teatro left: izquierda right: derecha straight ahead: todo seguido next to: junto a in front of: enfrente de behind: detrás de up: arriba down: abajo near (to): cerca (de) far (from): lejos (de) north: norte south: sur east: este west: oeste

Unit IV Transportation	Unit V Recreations	Unit III Making plans
on foot: a pie	game: juego	vacations: vacaciones
by bike: en bicicleta	party: fiesta	free: libre
by bus: en bus	basketball: baloncesto	beach: playa
by plane: en avión	baseball: beisbol	day off: dia libre
road sign: señal de tráfico	ride a horse: montar a caballo	weekend: fin de semana
boat: bote	play sports: jugar deportes	hang out: salir a pasear
submarine: submarino	camera: camara	busy: ocupado
ship: barco	cards: cartas	tonight: esta noche
sail: navegar	swimming: nadar	schedule: horario
speed: velocidad	photography: fotografía	meet: reunirse
seat belt: cinturon de seguridad	toys: juguetes	get together: juntarse
driver: conductor	fun: diversión	have fun: divertirse
passenger: pasajero	boring: aburrido	organize: organizar
airplane: avión	skiing: esquiar	decide: decidir
flight: vuelo	paint: pintar	doncert: concierto
pilot: piloto	quilt: tejer	again: de nuevo
baggage: equipaje	draw: dibujar	average: promedio
arrival: llegada	dance: bailar	best: lo mejor
on time: a tiempo	read: leer	but: pero
delayed: retrasado	movie theater: cine	change: cambiar
airport: aeropuerto	theater: teatro	chores: tareas domésticas
book: reservar	zoo: zoológico	ending: terminaciones
ticket: boleto	show: espectáculo	errands: mandados
	share: compartir	falling: caída
	carnival: carnaval	give: dar
	parade: desfile	holyday: día de fiesta
	friendly: amistoso	task: tarea
	enjoy: disfrutar	things: cosas
	skate: patineta	try: intentar

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