



REPÚBLICA DE NICARAGUA



Gobierno de Reconciliación y Unidad Nacional
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MINED

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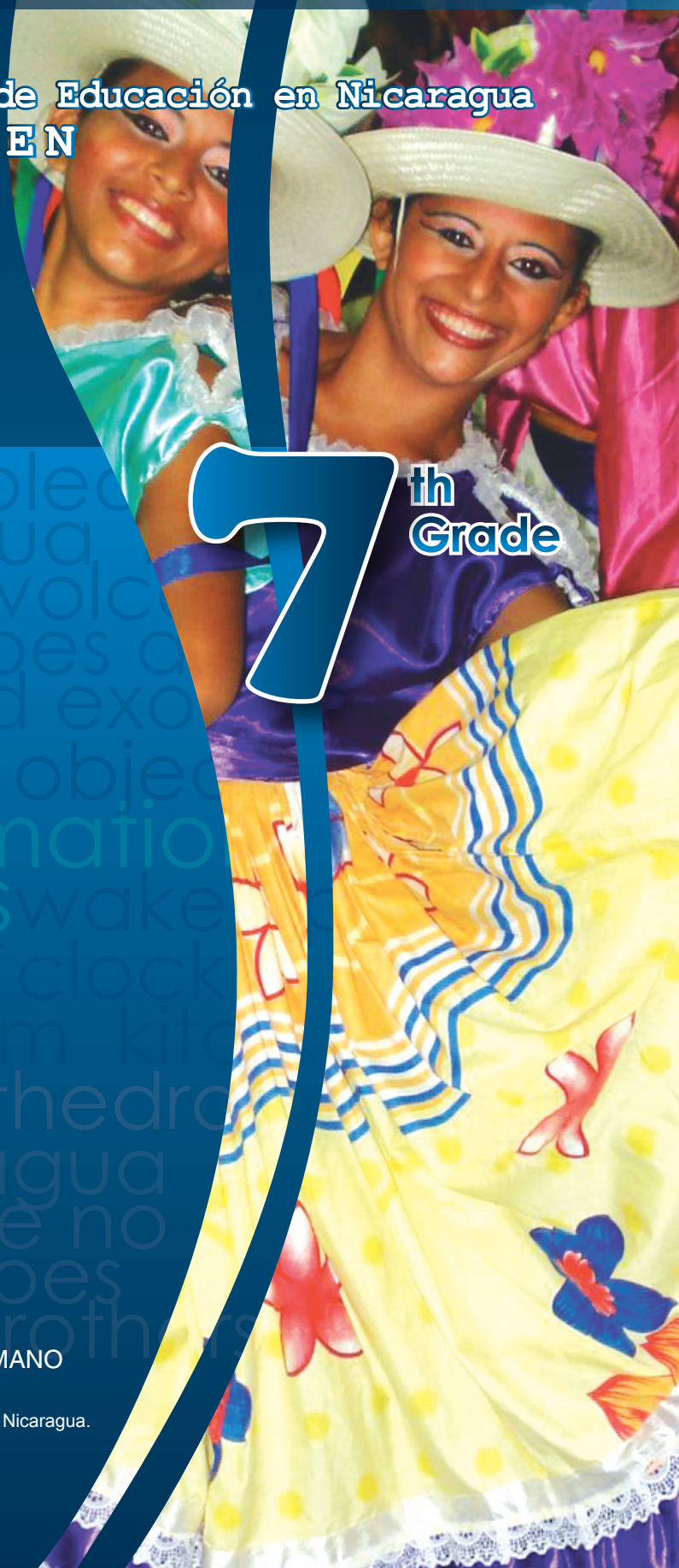


UNIÓN EUROPEA

Programa de Apoyo al Sector de Educación en Nicaragua
PROSEN

Secondary **ENGLISH** **BOOK**

7th Grade



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

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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

Querido docente y estudiante, el presente libro de inglés para séptimo grado les facilita instrucciones e ideas para que desarrollen los contenidos de forma fácil y dinámica, que permita en los jóvenes conocer y usar el idioma de una forma sencilla en los diferentes aspectos de su vida diaria.

Cada una de las lecciones se convierte en una guía didáctica para crear más ejercicios dinámicos en los cuales se puedan ampliar otros aspectos que vengán a fortalecer en los jóvenes estudiantes habilidades y capacidades de autoestudio sobre el idioma inglés.

En cada una de las actividades hay tareas específicas incluidas, que desde el punto de vista de cada docente ayuda a evaluar el proceso de aprendizaje alcanzado por cada uno de los jóvenes estudiantes durante el desarrollo de sus destrezas, con mayor énfasis en el desarrollo de técnicas de comprensión de textos en inglés.

El texto facilita técnicas metodológicas para el desarrollo de cada uno de los ejercicios planteados, los cuales el docente tiene la oportunidad de presentarlas de forma creativa con todo el grupo, en tríos, parejas y de forma personalizada que garanticen la sustentabilidad del idioma inglés en cada sesión planificada, organizada y evaluada para un mayor éxito en el logro de los objetivos propuestos.

Es un texto activo y creativo que ha sido cuidadosamente construido para que los jóvenes estudiantes se sientan satisfechos en alcanzar cada uno de los aprendizajes propuestos en cada unidad. Los ejercicios en su mayoría están gráficamente ejemplificados para que el estudiante tenga la oportunidad de desarrollar los mismos sin ayuda del docente.

Las unidades del libro te ubican en un contexto de la escuela, la familia, el hogar, el trabajo, la comunidad, el medio ambiente y festivo de tu país sobre un contexto relacionado al desarrollo de actividades diarias. Cada unidad facilita gradualmente la construcción de vocabulario, gramática y expresiones para conversar y comprender situaciones cotidianas de su entorno político, geográfico y social. Los jóvenes estudiantes tienen la oportunidad de practicar el idioma inglés con una gran variedad de ejercicios y lecturas que el libro les facilita para una mayor comprensión de éste.

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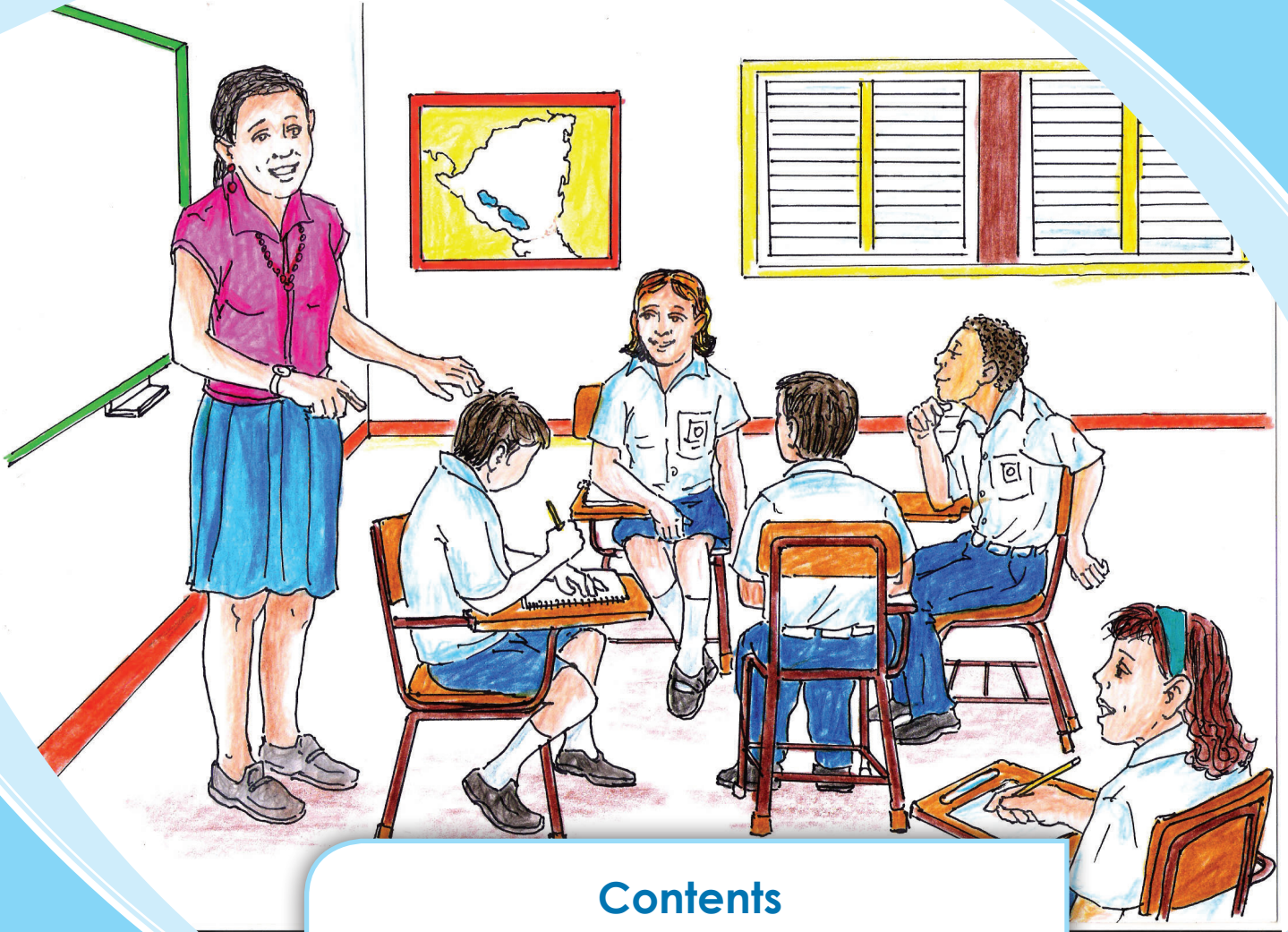
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Unit 1

The Classroom



Contents

- ☑ Classroom objects
- ☑ Classroom instructions
- ☑ Numbers from 1 to 10
- ☑ Article a / an

Lesson 1: Classroom Objects

Activity 1

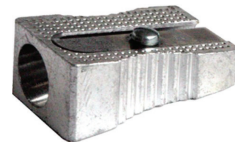
Building Vocabulary. Let's remember some English words:

The teacher asks students to recall words in English that they have learned in their environment (family, friends), then write them on the board and practice their pronunciation.

Activity 2

Listen and repeat:

In this activity, you can use classroom objects to practice English pronunciation.



Activity 3

Listen to your teacher carefully, and write the names of objects in your notebook.

1. pencil
2. scissors
3. sharpener
4. pen
5. ruler



6. backpack
7. eraser
8. book
9. calculator
10. notice board

Activity 4



Pair work:

Ask and answer questions about objects in your classroom.



What is it?



It's a pen.

Now try with these objects:

1.



2.



3.



4.



5.



6.



7.



8.



Try with other classroom objects.

Activity 5

The students have to find other objects in the classroom. Working in groups of three, draw a picture of the objects and present it to the class.

Look for other objects....



Activity 6

Project: Make a dictionary notebook where you are going to write all the words that you learn in class. It has to be in alphabetical order.

Write in alphabetical order ...

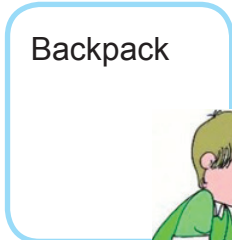


A is for apple
B is for backpack

Activity 7

Build vocabulary: Divide the class in two teams, A and B. One student from each team goes to the board. The teacher asks them to write a word in English. Then, 2 more students go to the board. They must write a word that begins with the last letter of each word. The team that writes the most words on the board wins.

Example:
glue
eraser
ruler
room

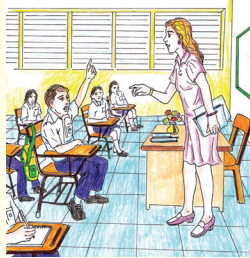


Lesson 2: Classroom Instructions

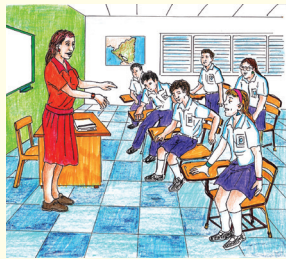
Activity 1

Listen and repeat the following instructions: After the teacher mimes each expression, try to guess the meaning of each action, and then write the vocabulary down in your notebook.

Raise your hand.



Sit down, please.



Open the door, please.



Say thank you.



1. Sit down, please.
2. Silence, please .
3. Open the door, please.
4. Give me your notebook.
5. Stand up.
6. Write on your notebook.

7. Close your book.
8. Look at page ten.
9. Take the marker.
10. Come up, please.
11. Go to the board.
12. Point to a window.

Activity 2



Let's practice classroom instructions: Students mime a word and other students guess which action their classmates are doing.

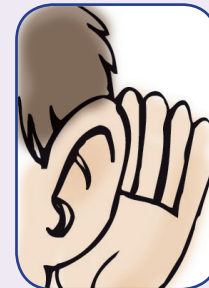
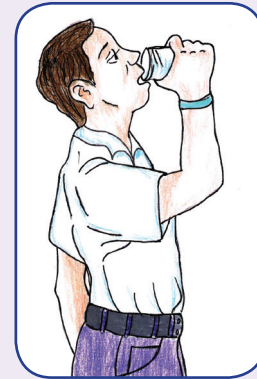
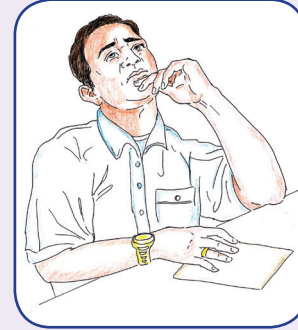
Erase the board, please.

Activity 3



Pair Work: Look at the illustrations. Try to guess the meaning of the actions.

Don't eat in class



Here is some classroom language:

- a. Can you repeat, please?
- b. I don't understand
- c. Can I go to the bathroom?
- d. May I drink water?
- e. May I come in?
- f. Don't eat in class!
- g. May I come in?
- h. Write on the board
- i. What's the page?
- j. Silence, please!

Activity 4

Unscramble the words: Work in pairs to form classroom actions and then check your answers with two other classmates.



1. gepa kolo ta net
2. pu danst
3. het dorab ot og
4. lasepe rodo nepo the
5. a tinop dinwow ot
6. its sepale nowd
7. pu moce lapees
8. het rakrem kate

Activity 5

Practice these rules and try to add more: Ask your teacher for help. Tomorrow bring these rules on a big sheet of paper to hang up on the wall.

Put the garbage in its place.






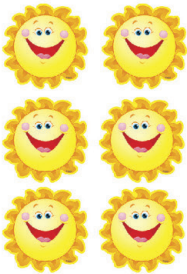






- Don't talk when others are talking
- Raise your hand to share.
- Don't disturb your classmate.
- Be silent in the halls.
- Just one person may talk at a time.
- Be polite and helpful.
- Keep the room clean.
- Be punctual.
- Be prepared.
- No food or beverages.
- Put the garbage in its place.
- Keep our classroom clean.

Lesson 3: Numbers from 1 to 10:

Activity 1

Let's learn the numbers from 1 to 10: The teacher pronounces the numbers. Then, students listen and repeat them. The teacher encourages students to pronounce the words. It may be by row, in teams or alone. Then, say the complete phrase.

				
One teacher	Two erasers	Three tomatoes	Four students	Five onions
				
Six suns	Seven pitahayas	Eight cars	Nine chairs	Ten tables

Activity 2



Pair work: Give answers about the numbers of things of the picture. Take turns asking and answering questions.

How many cars are there?

Eight cars.

How many tables are there?.

Ten tables



Activity 3

Count the number of things that you observe in the pictures. Practice their pronunciation with your teacher.



bulls



strawberries



cow



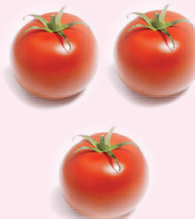
peppers



fingers



bananas



tomatoes



eggs



puddings



pineapples



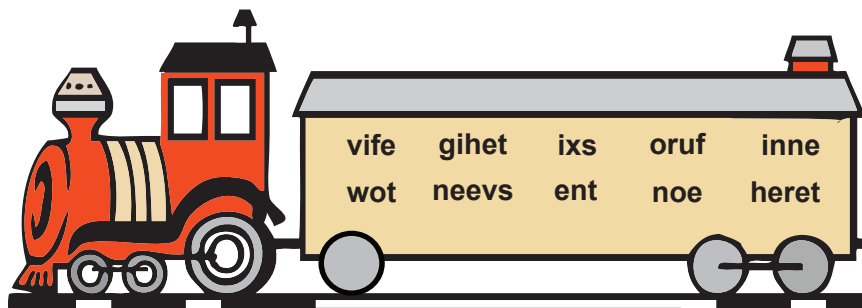
oranges



onions

Activity 4

Unscramble the letters to form these number words: Work in pairs to order the letters to form number words.



Activity 5

Let's play with numbers from 1 to 10:

The board is divided in two parts with a line. Write the numbers from 1 to 10, some in symbols and others in letters. The numbers and words are different on both sides. For example, in part A, you see 1, and in part B, you see "one". The class has to be divided in two teams, A and B. The teacher calls up one student from each team, and then says a number. The first student that circles the number is the winner. Practice all the numbers and repeat many times.

Team A				Team B		
1		ten		One	nine	4
	7					
		Two		6	8	
	5	3		Three	10	
Four	six	eight	9	five	seven	2

Activity 6

Let's add and subtract numbers. Look at the examples. Work in pairs and complete it in your notebook.

1. $5 - 1 =$

5. $3 + 1 = \dots\dots$

2. $10 - \dots\dots = 4$

6. $6 + \dots\dots = 10$

3. $9 - 5 = \dots\dots$

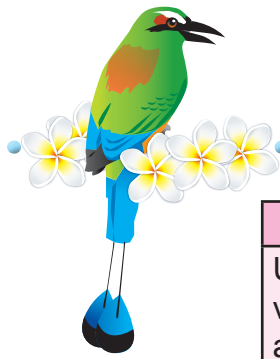
7. $7 + 2 = \dots\dots$

4. $8 - _ = 6$

8. $9 - _ = 6$

Six minus two
is four.

Four plus five
is nine.



Lesson 4: Indefinite article an / a

Indefinite article a / an	
Use "an" before nouns with vowel sounds. an eraser / an orange / an egg	Use "a" before nouns with consonant sounds a pen / a ruler / a computer / a book

Activity 1

Let's practice a / an: Say a or an before these words. Look at the examples.



1. an eagle
.....



2. a pig
.....



3. rat



4.apple



5. watermelon



6. orange



7.ant



8. pineapple



9. tortoise

Activity 2

Homework: Students look for other fruits, vegetables and animals in their environment and draw them to present to their classmates. Use "an" or "a" before the nouns. They can work in groups of three and the teacher can help with the pronunciation of the new words.

Activity 3

Practice singular and plural words: Practice all the new vocabulary learned by the students: numbers, classroom objects, and articles “an” / “a”. Begin with the objects and people of the classroom. Get help with the pronunciation of the words. We can use many objects to express the plural form.

Example:



one book

an eraser

a student



five books

six erasers

seven students



Reading: My school

I am Julia. I am happy at school. It is a beautiful place. I have a backpack, two pens, one pencil, a ruler, an eraser, six teachers and six notebooks. And you?

Activity 4

Let's talk about our school: The students talk about their school and materials that they have. Look at the reading to help you. The teacher helps them with pronunciation and the new structure.

My school

I am I am at school. I have



Memory activities

Activity 1

Practice articles (an, a) and cardinal numbers (one, two...).

Divide the class into small teams of three players. Give the teams five minutes to study the pictures. Ask them to cover the pictures or close their books. They have to write down as many objects as they can remember. Tell them that they have to use a, an, or numbers before each object. Set a time limit of six minutes for this task. The team with the most correct answers wins.



Examples:

an apple

two bulls

a ruler

five books



Activity 2

Find things in the puzzle. Then, write them in a list under a, an, or plural nouns. Write them on your notebook.

B	C	E	R	A	S	E	R	P
L	H	A	P	P	L	E	S	I
A	A	G	L	P	E	N	S	G
C	I	L	F	L	A	G	O	S
K	R	E	P	E	N	C	I	L
B	F	S	T	U	D	E	N	T
O	I	O	R	A	N	G	E	I
A	N	T	B	N	D	G	C	B
R	G	O	U	T	S	C	O	O
D	E	R	L	S	T	X	W	O
E	R	T	L	E	D	E	S	K

Activity 3



Pair work: Look at the pictures. Ask and answer questions about them.



What is it?

It's an eraser.



What is it?

It's a chair.

Activity 4



Pair work: Ask and answer questions about the pictures in Activity 3.

Is it a book?

Is it a pen?



No, it isn't.
It's a notebook.

No, it isn't.
It's a pencil.

Activity 5

Listen carefully and write the 10 words the teacher dictates. Pronounce the words slowly. Write them in your notebook and then exchange notebooks with a classmate to check your spelling. Practice them on the board and check if you have the right spelling.

1. apple
2. orange
3. book
4. pen
5. ruler



6. bull
7. ant
8. cow
9. pig
10. rat

Activity 6

Let's try again; Follow the same instructions as Activity 5. Practice with longer words.

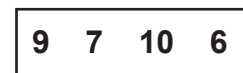
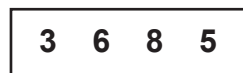
1. student
2. eraser
3. eagle
4. finger
5. computer



6. tortoise
7. pencil
8. pineapple
9. school
10. sharpener

Activity 7

what is the highest number in every rectangle? What is the lowest number in every rectangle? Write the highest and lowest number of every box in your notebook.



Activity 8



Pair work: Look at the pictures. Ask and answer questions about them.

What are they?



What are they?

They're markers.



They're eggs.

What are they?

Activity 9

Shout "Bingo": If you hear three numbers in vertical or horizontal position

0	2	10
4	8	7
3	5	1
6	9	0

7	2	6
1	3	4
5	0	1
9	10	8

Activity 10

Let's sing "Little Students".

One little, two little, three little students,

Four little, five little, six little students,

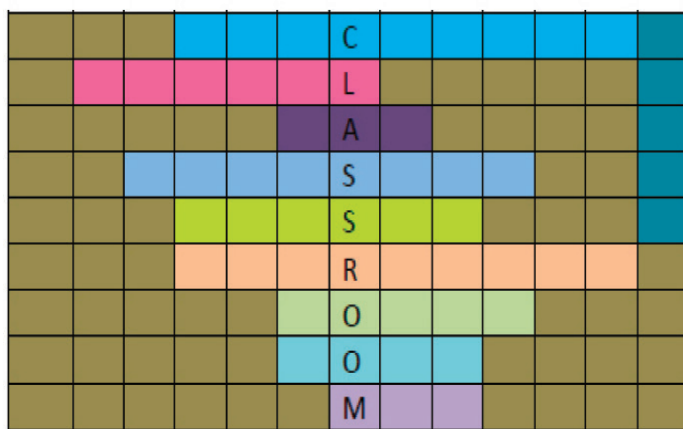
Seven little, eight little, nine little students

Ten little students.



Activity 11

Unscramble the vocabulary words, then organize them in the crossword in your notebook.



- | | |
|---------------|--------------|
| 1. lurer | 2. gab |
| 3. darbo. | 4. pam |
| 5. latorculac | 6. cilpen |
| 7. sorsciss. | 8. penharser |
| 9. kobo | 10. resare |



Let's take care of our trees. They give us shade and fresh air.



Unit 2

Personal information



Contents

- Numbers 11-20
- The Alphabet
- Introductions
- Addresses
- Family members
- Popular jobs in my town

The numbers in our lives



Cardinal Numbers

Numbers are very important. We can count people, animals, and things. They help us to add, subtract and do other mathematical operations. They are also used when counting money. Numbers are very useful in our lives.

Comprehension Exercises

Activity 1

Group Work 1: What do you observe in the picture? Work in pairs and write your observations in your notebook, then present to the class.

1. What do you see in the picture?
2. What are the people doing?
3. What activities can we do with the numbers?
4. What arithmetic can we do with numbers?

Activity 2

Building learning: The teacher asks their students to recall numbers from 1 to 10. Name the numbers of objects and people in the classroom.



Lesson 5: Numbers from 11 to 20

Activity 1

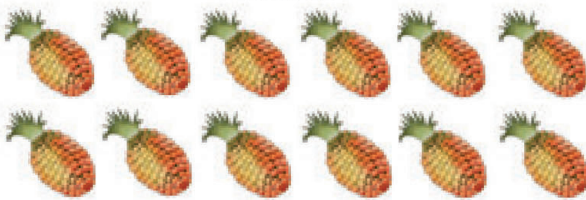
Listen and pronounce these numbers after your teacher. Practice the numbers by row, in a group, and individually.



eleven



sixteen



twelve



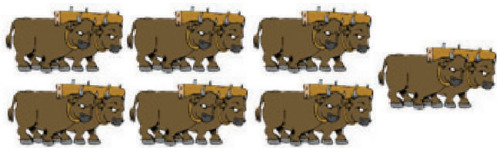
seventeen



thirteen



eighteen



fourteen



nineteen



fifteen



twenty

Activity 2



Pair work. Practice this vocabulary with numbers. You can add any number to the objects and the teacher can help you with the pronunciation.



eleven umbrellas

- | | | |
|----|------------|-----------------|
| a. | eggs | f. bulls |
| b. | books | g. bananas |
| c. | pineapples | h. apples |
| d. | notebooks | i. erasers |
| e. | pens | j. strawberries |

Activity 3



Pair work: Let's add and subtract numbers. Work in pairs. Take turns asking and answering questions.

Examples: $12 + 8 = 20$

Twelve plus eight is twenty

$14 - 5 = 9$

Fourteen minus five is nine.

How much is twelve plus eight?



It's twenty



a. $16 + 2 =$

b. $11 - 9 =$

c. $13 + 7 =$

d. $14 - 7 =$

e. $12 + 6 =$

f. $19 - 8 =$

g. $17 + 1 =$

h. $15 - 5 =$

i. $18 - 4 =$

j. $20 - 3 =$

k. $11 + 10 =$

l. $15 + 2 =$

Activity 4

Write the missing numbers: Work in pairs. Verify your answer orally.

13, 14, 15, 16, 17,
18, 19, 20.



18, 17, 16, 15, 14,
13, 12, 11.

a. 13, 16, 20.

b. 18, 15, 11.

c. 19, 16, 12.

d. 11, 14, 18.

e. 2, 15, 19.

f. 10, 13, 17.

g. 14, 17, 21.

h. 20, 17, 13.

i. 17, 14, 1

Activity 5



Pair work: Take turns asking and answering about age. You can use the names of your classmates.

Example:

How old are you?



I'm 12.

a. Pedro / 5

b. Alicia / 3 months

c. Maria / 10

d. Carlos / 2

e. Elisa / 7 months

f. Sandy / 14

g. Dora / 20

h. Sandra / 11

Now practice with your classmate. Have each student write their age on a piece of paper. Other students ask and answer questions.



Activity 6

Multiply and divide these numbers. Look at the examples. Work in pairs and complete.

Examples: $6 \times 2 = 12$ Six multiplied by two is twelve.

$20 \div 4 = 5$ Twenty divided by four is five.

a. $7 \times 2 =$

h. $18 \div 3 =$

b. $8 \times 2 =$

i. $20 \div 4 =$

c. $4 \times 4 =$

j. $16 \div 2 =$

d. $10 \times 2 =$

k. $12 \div 3 =$

e. $3 \times 3 =$

l. $15 \div 5 =$

f. $9 \times 2 =$

m. $8 \div 2 =$

g. $10 \div 2 = 5$

Activity 7

Say these telephones numbers. Practice the pronunciation.

Example: a. two seven one six – eight three four nine **2713 - 8349**

two three four one (Hyphen)
six five one nine

two eight eight seven (Hyphen)
eight five six three

two nine nine two
(Hyphen) six three four
two



two seven one three (Hyphen)
eight one four seven

two seven one four (Hyphen)
five eight eight four

two seven one three (Hyphen)
three zero four two

Now practice with cell phone numbers



Activity 8

Let's practice phone numbers: Work in pairs asking and answering questions about phone numbers.

What's your phone number?

It's 2714 - 3346.



It's 2713 - 7825

What's your phone number?





Lesson 6: The Alphabet

Pronounce	
A 	B 
Apple	Banana

C  Carrot	D  Dog	E  Egg	F  Flag	G  Grapefruit	H  Horse
I  Ice	J  Jam	K  Kiwi	L  Lemon	M  Melon	N  Nose
O  Orange	P  Pineapple	Q  Queen	R  Rainbow	S  Strawberry	T  Tomato
U  Umbrella	V  Vegetables	W  Watermelon	X  X- ray	Y  Yucca	Z  Zebra

The alphabet



The English alphabet has twenty-six letters. "A" is the first letter. "B" is the second letter. "Z" is the last letter. "A" is a capital letter, "a" is a lowercase letter. We can spell names with the alphabet. It is necessary to learn the alphabet.

**abcdefghijklmnop
ghijkl
mnopq
rstuvw
xyz**

Activity 1

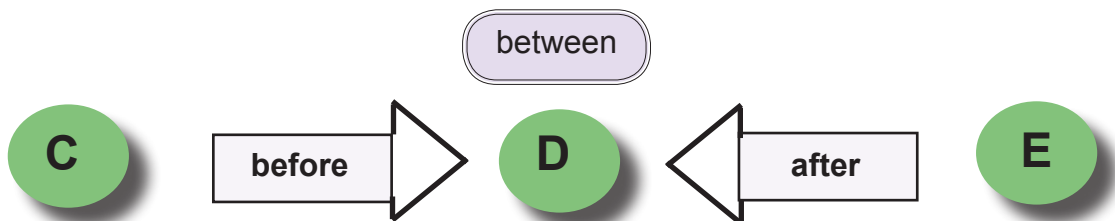


Complete in your notebook.

- What is the second letter of the alphabet?
- What is the first letter and the last letter?
- How many letters does the alphabet have?
- What letter does your name begin with?

Activity 2

Say the letters. Look at the order in the example.



Before	Between	After
R	—	T
—	H	I
O	P	—
X	—	Z

Activity 3



Pair work: Let's ask and answer questions about alphabet. Take turns with your classmate.

Examples:

What letter comes before B?

A comes before B.

What letter comes between R and T?

S comes between R and T.

What letter comes after C?

D comes after C.



Activity 4



Pair work: Look at the pictures of the alphabet. Ask and answer questions about them.

Example:

What's this?



How do you spell it?

It's an apple.



A-p-p-l-e.

What's this?



How do you spell it?

It's a book.

B - o - o - k



Lesson 7: Introductions

He is Abel.



I am Luisa.



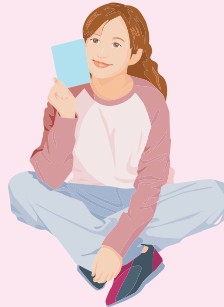
She is Maria.



It is Sultan



They are Alicia and Martin.



We are Abel, Maria and Luisa..



And you?

Comprehension

Activity 1

Look the pictures: Practice introducing the people from the pictures. Then try with your classmates' names.

He is Abel.



She is María.



1. Abel
2. María
3. Luisa
4. Martin
5. Sultan
6. Alicia and Martin
7. Luisa and Abel
8. Alicia and I
9. We
10. They

Activity 2

Say these sentences: Order words to make the correct sentences. Choose am, is or are.

Example: Sultan It is Sultan.

1. Alicia, are, Martin, and they.
2. Am, Luisa, I.
3. Abel, is, he.
4. Maria, Abel, Luisa, and.
5. Maria, is, she.



Grammar

I am

You are

He is

She is

It is

We are

They are

Activity 3

Introducing friends

Hello, I'm Marcos.
What's your name?



Hello, Marcos. I'm
Dennis.

Hi, Luis. How are you?



I'm fine

Fine, thanks. And you?

Mario, this is my friend,
Eddy.



Nice to meet you,
Eddy.

Nice to meet you,
too.

Activity 4



Pair work: Practice these conversations, and then write in your notebook. Use the names of your classmates.

Activity 5

Greeting friends: Practice these conversations

Good morning. I'm Victor.

Hi, Victor, My name is Carlos.

Good afternoon. I'm Gaby.

Hello, Gaby.
My name is Rosa.

Good evening.
I'm Marvin.

Hello, Marvin!
My name is Paty.

Activity 6



Pair work: Take turns ask and answer questions with your classmates.

Good morning.
I'm Alicia.

Hi, Alicia. My
name is Carlos.



Good afternoon.
I'm Sandra.

Hello, Sandra. My
name is Rita.



Greetings

Good morning: 6:00 am - 12: pm.

Good evening: 6:00 pm – 11:00 pm

Good afternoon: 12:00 pm – 6:00 pm

Activity 7

Friend's names

What's his name?

His name is Martin.



What's her name?

Her name is Alicia.



What's its name?

Its name is Sultan.



What are their names?

Their names are Lucas and Maritza.



Activity 8



Pair work: Practice the conversations. Use the names of your classmates.

What's his name?

His name is Pedro.

What's her name?

Her name is Laura.

What are their names?

Their names are Linda and Ricardo.

What's your name?

My name is.....



Possessive adjectives: my, yours, his, her, their, its

My name is Luis.

Your name is Carlos.

Their names are Alba and Elmer.

His name is Marvin.

Her name is Patty.

Its name is Sultan.

Activity 9

Giving personal information

What's your name?

My name is Marcos.

What's your cell number?

8981- 2517

What's your name?

Lorna.

How do you spell it?

L-o-r-n-a.

How old are you?

I'm 13.



Activity 10

Now it's your turn. Practice the following conversations. Take turns asking and answering questions.

What's your name?

My name is Ana.

How do you spell it?

A - n - a.

What's your phone number?

It's 2269 - 7058.

How old are you?

I'm 15.



Verb to be:	Contracted Forms	Questions with are:	Questions with is
I + am You + are He + is She + is We + are They + are	I'm You're He's She's We're They're	Are you Alba? Are they friends? Are we students?	Is he Julio? Is she Luisa? Is it a dog?

Activity 11

Saying good- bye: Practice these expressions

Good-bye.



See you later

Good night.



Bye. See you tomorrow

Activity 12



Pair work: Look at the pictures and practice the conversations. Take turns asking and answering questions.

- Good-bye.
- Good night.
- See you later.
- See you tomorrow.

Activity 13



Pair work: Practice the following conversation

Miguel: Hello, Cecilia. I'm Miguel Downs. This is my friend, Berta.

Cecilia: Hi, I'm Cecilia Arce. Nice to meet you, Berta.

Berta: Nice to meet you, too. Welcome to Bluefields, Cecilia.

Cecilia: Thank you.

Activity 14

Talking about myself

My name is Fabiola. I'm from Nicaragua. I am a student at The National Institute. I like to make friends: both girls and boys. My teacher is Andres. He is a nice person.



Activity 15

Comprehension: Answer the questions about the reading.

1. What is her name?
2. What is his teacher's name?
3. What does she like?

Activity 16

Your turn: Now write about yourself and present it to your class.

Activity 17



Pair work. Look at the conversation and talk about yourself and your classmates.

My name is Roberto.
My last name is Ramos.



Her name is Keyla.
Her last name is Jarquin.



His name is Gabriel.
His last name is Agurcia.



Grammar

Questions Words: What, How old, who.

What's your name? My name is Keyla.	How old are you? I'm 13.
Who are you? I'm Julia.	How many students are in the class?

Lesson 8: Addresses

JOHN & KATHY MCINNES
2335 HANOVER AVENUE
RICHMOND, VA 23220

My Lovely Town

Map locations and streets:

- Streets: Carlos Fonseca Avenue, Rubén Darío Street, Rigoberto López Pérez street, Sandino Avenue
- Locations: Central Park, Segovia supermarket, Moreno's House (390), Bus Station, Leonel Rugama School, Mirna's Family (412), Hector's friend (485), San José Church, National Bank, Hospital, Perez's Family (510)

Activity 1

Comprehension: Look at the map. Ask and answer questions about addresses.

What's Mirna's address?



It's 412 Rigoberto López Pérez Street.

Practice the examples:

1. What's Moreno's family's address?
2. What's Hector's address?
3. What's Perez's address?
4. What's Hector's friend's address?
5. What's your address?

Activity 2



Pair work: Ask and answer questions about places in Lovely Town.

Where's Segovia supermarket?



It's on Carlos Fonseca Avenue.

1. Where's the hospital?
2. Where's the central park?
3. Where's the national bank?
4. Where's San Jose church?
5. Where's the bus station?
6. Where's Leonel Rugama school?

Activity 3



Pair work: Ask and answer questions about personal information.

What's your name?

Emilio Briones

What's your address?

It's 525 Blanca Arauz street

What's your telephone number?

It's 2227-9876

What's your e-mail?

It's brionem@yahoo.com



Now it is your turn. Give your personal information. Work with a classmate. Ask and answer questions. Say "at" for @ and for the period (.), say "dot". For phone numbers and addresses, say "oh" for zero.

Lesson 9: Family members

Activity 1

Before reading:

1. Who are the people in picture A?
2. How many people are there in picture A?

Hector's Family



My name is Hector. This is my family. That is my father, Julio, and that is my mother, Delia. I have two sisters their names are Francis and Elisa. I have one brother. His name is Daniel. I have a happy family and I love it.



Activity 2

Comprehension Reading: Write in your notebook and finish the sentences about the reading. Then present it to the class.

1. His father's name is
2. His mother's name is
3. Hector has two.....
4. His brother's name is

Activity 3



Pair work: Talk about your family. Take turns with a classmate.



- A. Do you have brothers?
- B. Yes, I have two brothers.
- A. Do you have sisters?
- B. Yes, I have one sister.

Activity 4

Your turn: Now write and talk about your family. Write a paragraph about your family and present it to the class. Talk about your mother, father, and brothers and sisters if you have any.

Grammar		
Pronouns: This / That /, These / Those		
Singular	Plural	
This	These	This is my book.
That	Those	That is my teacher.
This / These: for things or people near you		These are my classmates.
That / Those: for things or people not near you		Those are the desks.

My uncle's family



This is my Uncle Mario and that is his wife, Lucia. They have two children. Mirna is their daughter and Fabio is their son. They are my cousins. My mother is their aunt. She is Mario's sister. I love to be with my family.



Activity 5

Comprehension: Answer questions about Moreno`s family.

1. Who is Mario?
2. Who are Mirna and Fabio?
3. Who are Lucia and Mario?
4. Who are Hector and Mirna?

My grandparents



These are my grandparents, Rosalina and David. They have two children, Delia and Mario, and six grandchildren, three granddaughters; Francis, Elisa and Mirna, and three grandsons; Daniel, Hector and Fabio. My uncle Mario has two nieces and two nephews. My grandfather is very funny and my grandmother is very lovely. We visit our grandparents every Sunday. We enjoy being with family.



Activity 6

Comprehension reading: Answer these questions.

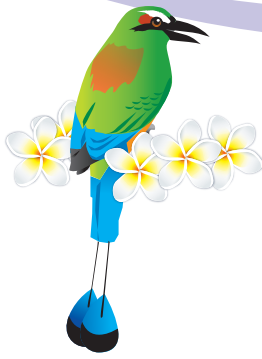
Example: Who is David?

David is Mirna`s grandfather

1. Who is Rosalina?
- 2.. Who is Elisa?
- 3.. Who is Mario?
4. Who is Fabio?
5. Who is Francis?
6. Who is Delia?

Activity 7

Now it is your turn. Talk about all your family. Make a family tree and share with your classmates about your family members.



Lesson 10: Popular Jobs in my town

Linda



She is a veterinarian

Susan



She is a secretary

Juana



She is a chef

Julio



He is a glazier

Roberto



He is a driver

Patricia



She is a teacher

Raúl



He is a mechanic

Celia



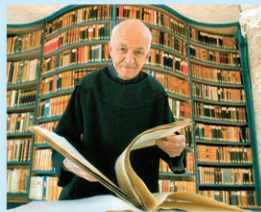
She is a dentist

Camilo



He is a tailor

Francisco



He is a librarian

Pedro



He is a builder

Rosy



She is a hairdresser

Activity 1

Comprehension: Answer "True" or "False" using the pictures.

1. Susan is a hairdresser.
2. Pedro is a builder.
3. Patricia is a teacher.
4. Raul is a mechanic.
5. Camilo is a driver.
6. Celia is a dentist..

Activity 2



Pair work: Ask and answer questions about the people in the pictures.

What does Rosy do?
She's a hair dresser.
What does Leonel do?
He's a chef.



Activity 3



Pair work: Take turns with a classmate. Ask and answer questions about the job pictures.

What do you do?

I'm a secretary



What do you do?

I'm a driver.



Activity 4



Pair work: Ask and answer questions about the job pictures with a classmate. Follow the examples.

- a. Is Patricia a dentist?
b. No, she's not. She's a teacher.
a. Is Pedro a librarian?
b. No, he's not. He's a builder.



- | | |
|---------------------------|-----------------------|
| 1. Camilo / teacher | 5. Leonel / secretary |
| 2. Francisco / driver | 6. Celia / mechanic |
| 3. Raul / repairman | 7. Julio / chef |
| 4. Roberto / veterinarian | 8. Rosy / teacher |

Verb be: negative	Afirmative short answer	Negative short answer
I'm not	Yes, I am.	No, I'm not
You aren't	Yes, you are.	No, you aren't
He isn't	Yes, he is.	No, he isn't
She isn't	Yes, she is.	No, she isn't.
It isn't	Yes, it is.	No, it isn't.
We aren't	Yes, we are.	No, we aren't.
They aren't	Yes, they are.	No, they aren't

Activity 5

Take turns: Answer with the correct occupation.

Example:

Who lends us books?
The librarian.

1. Who builds your home?
2. Who treats sick animals?
3. Who repairs your car?
4. Who cuts your hair?
5. Who cleans your teeth?
6. Who sews your dress?
7. Who makes your dinner?
8. Who teaches you?

Activity 6

Your turn: Respond with your personal information.

Student 1: What's your name?

Student 2: Alba Peralta

Student 1: What's your occupation?

Student 2: I'm a student

Student 1: What's your phone number?

Student 2: It's 22229875



Let's practice more! Review Unit II

Activity 1

Find and circle the numbers.

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

Activity 2



Pair work: Practice the conversations with a classmate. Take turns and change names.

Student A: Mother, this is Sonia. She's my classmate.

Student B: Nice to meet you, Sonia

Student A: Welcome to English class. I'm Leticia Mena.

Student B: Hello, Mrs. Mena. I'm Francis Ponce.

Student A: Hello, I'm Lucila.

Student B: Hi, Lucila. My name's Leonel.

Student A: Nice to meet you Leonel.

Student B: Nice to meet you too, Lucila.

Activity 3



Pair work: Practice the conversation with a classmate and then write your own dialogue using your personal information

- A. What do your parents do?
B. My father is a mechanic. He repairs cars.
- A. How about your mother?
B. She's a teacher. She teaches history.
- A. Well, my father is a veterinarian and my mother is a hair dresser.

How about you? What do your parents do?



Questions with: What

What do you do?

I'm a teacher.

What does he do?

He's a teacher.

What does she do?

She's a teacher.

What do they do?

They're teachers.

Grammar	
Simple Present Tense	
Affirmative	Negative
I work in a school.	I don't work in a university.
You work in a school.	You don't work in a university.
She works in a school.	She doesn't work in a university.
He works in a school.	He doesn't work in a university.
We work in a school.	We don't work in a university.
They work in a school.	They work in a university.

Activity 4

Complete the sentences with the possessive in your notebook.

Example:

Hector has a sister. She's Hector's sister.

1. Maria has a dog. He is / dog.
2. Delia has two daughters. They are / daughters.
3. Mrs. Moreno has a son. He is Mrs. Moreno / son.
4. My father has a sister. She is / sister.
5. The girls have a grandmother. She is /grandmother.



Grammar

Verb: have

I have a sister.

You have a sister.

She has a sister.

We have a sister.

They have a sister.

Definite articles: the

Use **the** for singular and plural

Example: The girl / the girls

Activity 5

Write in your notebook and complete sentences with “has” or “have”.

Patricia and Oscar Morales ___ three children. Mr. Morales ___ a brother in Puerto Cabezas. His name is Eliseo, and he is the children’s uncle. Mrs. Morales ___ two sisters in Boaco. They are the children’s aunts. Their names are Martha and Julia. The Morales _____ one dog, his name is Neron.

Pronunciation: /ð /

Father

brother

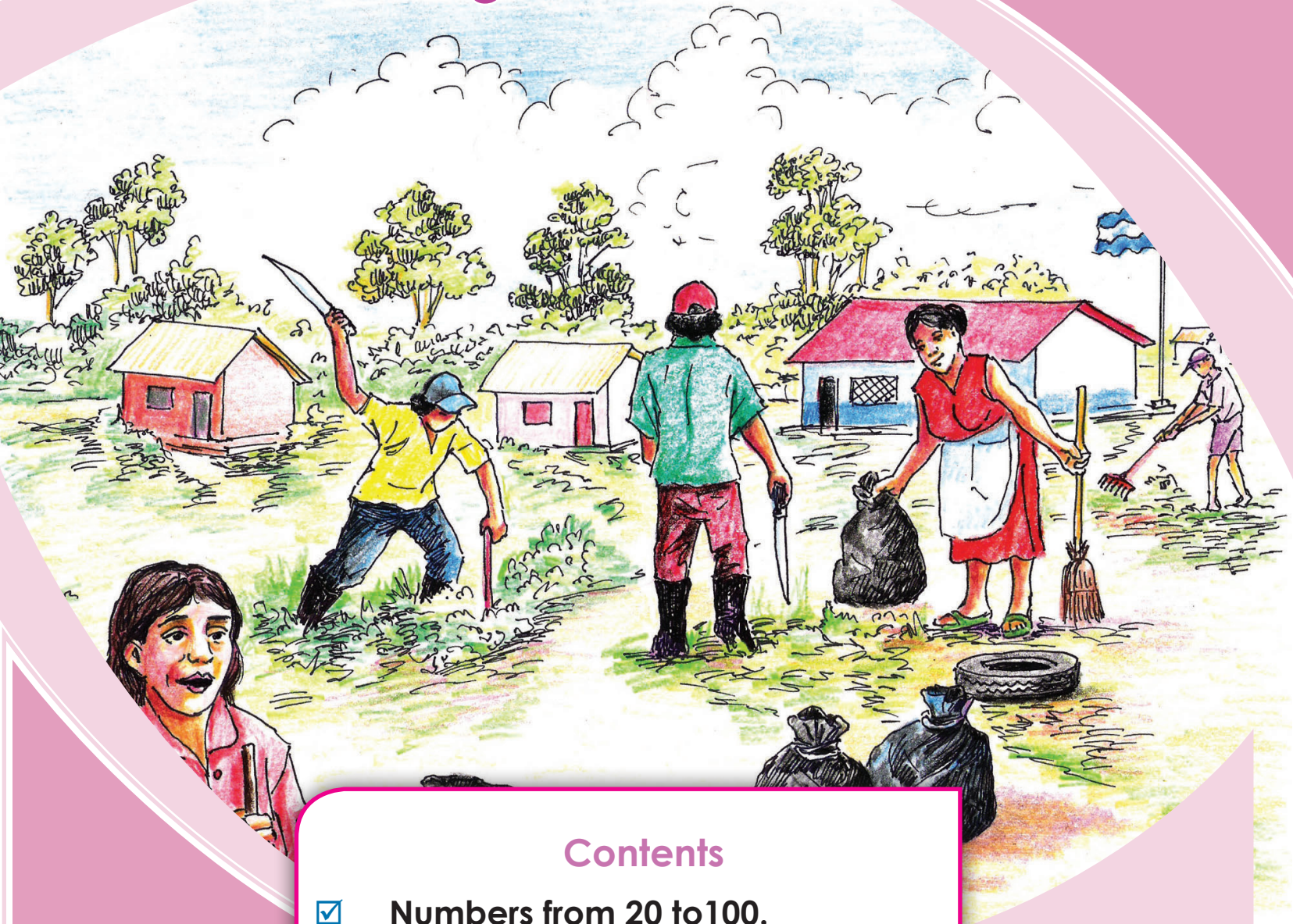
mother

grandfather

grandmother

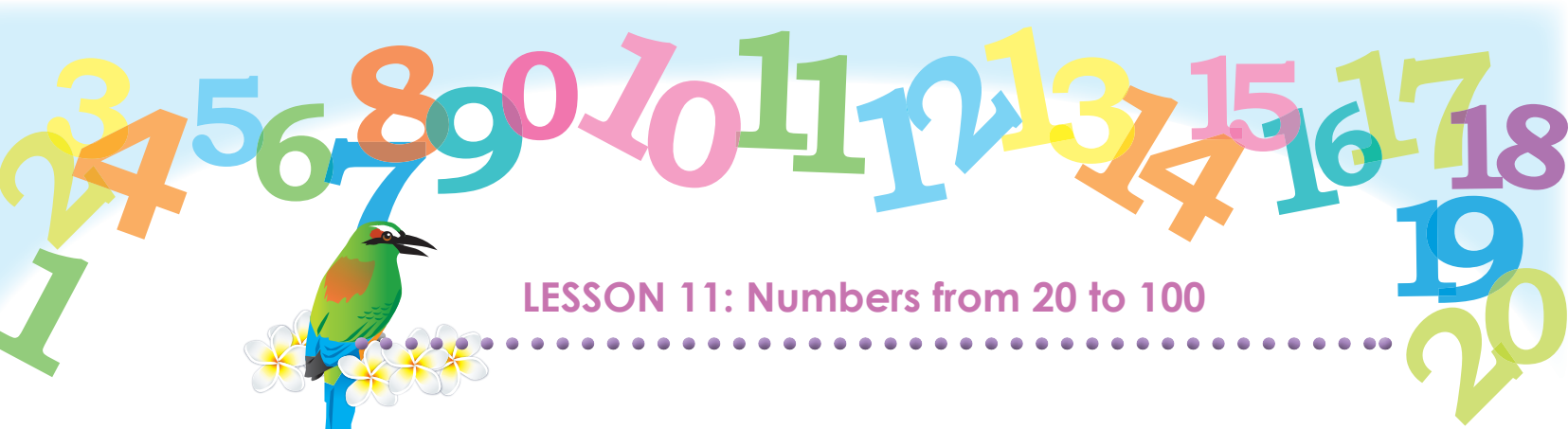
Unit 3

Daily Activities



Contents

- ☑ Numbers from 20 to 100.
- ☑ Time to go to school.
- ☑ School subjects.
- ☑ Sharing housework



LESSON 11: Numbers from 20 to 100

Activity 1

Review:

1. Do you remember the cardinal numbers?
2. What is six plus one?
3. What number is twenty minus ten?
4. What is ten and eight?
5. What is three times five?
6. What is ten times two?

Cardinal numbers from one to ten

One - two - three - four - five - six - seven - eight - nine - ten

Cardinal numbers from eleven to twenty

Eleven - twelve - thirteen - fourteen - fifteen
sixteen - seventeen - eighteen - nineteen - twenty

Activity 2

Practice Cardinal numbers from 20 to 100.

20. twenty
21. twenty-one
22. twenty-two
23. twenty-three
24. twenty-four
25. twenty-five
26. twenty-six
27. twenty-seven

28. twenty-eight
29. twenty-nine
30. thirty
31. thirty-one
32. thirty-two
33. thirty-three
50. fifty

60. sixty
70. seventy
80. eighty
90. ninety
100. one hundred

Activity 3

In your notebook, match each digit to the written form of each number.

30	13
16	60
90	19
40	14
50	15
80	18
17	70

eighty	eighteen
forty	fourteen
fifteen	fifty
seventeen	seventy
ninety	nineteen
twenty	twelve
sixty	sixteen

Activity 4

Listen carefully and say the number.

- | | |
|-----------------|------------------|
| 1. twenty-six | 7. thirty-nine |
| 2. sixty-eight | 8. seventy-five |
| 3. ninety-four | 9. one hundred |
| 4. thirty-one | 10. forty |
| 5. seventy | 11. eighty-three |
| 6. ninety-eight | 12. fifty-two |

Activity 5



Pair work: Solve the following problems.

1. $22 + 13 = \underline{\quad}$ 2. $30 + 29 = \underline{\quad}$ 3. $62 + 18$
7. $55 + 15 = \underline{\quad}$ 8. $33 + 13$ 9. $65 + 16$
4. $45 + 17$ 5. $81 + 16$ 6. $58 + 24$
10. $75 + 25$ 11. $80 + 18$ 12. $38 + 37$

Example:

Student A. How much is $60 + 21$?

Student B. It's 81.

Student A. How much is $23 + 14$?

Student B. It's 37.

1. $22 + 13 = \underline{\quad}$ 2. $30 + 29 = \underline{\quad}$ 3. $62 + 18 = \underline{\quad}$ 4. $25 + 17 = \underline{\quad}$ 5. $81 + 16 = \underline{\quad}$
6. $58 + 24 = \underline{\quad}$ 7. $55 + 15 = \underline{\quad}$ 8. $33 + 13 = \underline{\quad}$ 9. $65 + 16 = \underline{\quad}$ 10. $75 + 25 = \underline{\quad}$

Activity 6



Pair work: Do the multiplication problems with a classmate.

- A. How much is six times seven?
B. It's 42
A. How much is five times five?
B. It's 25

1. eight x five

2. nine x nine

3. three x nine

4. four x eight

5. six x ten

6. seven x seven

7. two x four

8. five x six

9. nine x three

10. four x seven

11. eight x eight

12. seven x three.

Activity 7



Pair work: Do the subtraction problems with a partner

- A. How much is $96 - 43$?
B. It's 53.
A. How much is $54 - 19$?
B. It's 35.

1. $96 - 43 =$

2. $78 - 46 =$

3. $74 - 57 =$

4. $28 - 17 =$

5. $86 - 52 =$

6. $27 - 13 =$

7. $64 - 52 =$

8. $49 - 36 =$

9. $68 - 13 =$

10. $71 - 29 =$

11. $100 - 45 =$

12. $100 - 38 =$

Activity 8



Pair work: Practice numbers by counting backwards in twos, in fives, in tens.

Count backwards begin at 10

10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0

Now, begin at 20

20, 19, 18, 17, 16, 15, 14, 13, 12,
11, 10, 9, 8, 7

Count down from 20 by twos.

20, 18, 16, 14, 12, 10, 8, 6, 4, 2, 0.

Practice numbers from 0 to 100.

Count from five in five begin 30



Activity 1

Before reading:

1. Do you go to school?
2. What school do you go to?
3. How is your school?



At school

In my family, we have two sisters and one brother. We go to high school every morning. We get up very early to be on time for school. We prepare a big breakfast. In the afternoon, we help our mother clean the house, do errands, and do our homework. My mother and father help us with the homework. I like to go to school.

Activity 2

Comprehension: Answer “True” or “False”

1. Her family has three daughters.
2. Betty helps her mother and father.
3. They prepare lunch.
4. They go to school in the afternoon.
5. They like to be on time.

Simple present tense: Affirmative form

I go to school.
You go to school.
They go to school.
We go to school.
She goes to school.
He goes to school.

Activity 3

Your turn: Now talk about yourself.

Do you or your sisters or brothers go to school? Write a paragraph about yourself. The teacher will help with the pronunciation of new words. Then, present it to the class.

Sonia's day

Activity 1

What do you observe in the pictures?



get up / 6 am



take a shower /
6:10 am



eat breakfast /6:30
am



go to school / 6:50 am



eat lunch at school /
1 pm



leave school /3 pm



watch TV/ 5 pm



go to sleep / 9 pm

Activity 2



Pair work: Look at the pictures about Sonia. Ask and answer about Sonia's typical day. Take turns with your partner.

Q: What does Sonia do in the morning?

A: She gets up at six.

Q: What does she do at 6:30?

A: She eats breakfast.



Activity 3



Pair work: Now talk about yourself. Use vocabulary to express your daily activities.

- A. What time do you get up?
B. I usually get up at 6 am, and you?
A. I usually get up at 5 am.
B. What time do you eat breakfast?
A. I usually eat breakfast at 7 am, and you?
B. I usually eat breakfast at 7 am, too.



Now try with these phrases:

- | | | |
|------------------|----------------|-----------------|
| 1. take a shower | 4. eat lunch | 7. help at home |
| 2. go to school | 5. take a rest | 8. watch TV |
| 3. leave school | 6. do homework | 9. go to sleep |

Adverbs of frequency: always, usually, sometimes, never.

What do you usually do on Sundays?

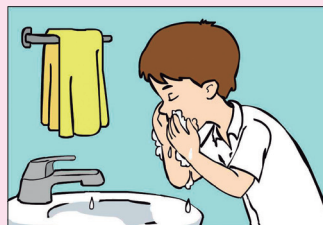
- I always wash my clothes.
I usually play soccer.
I sometimes read books.
I never go to the movies.



Time expressions: before, after, then, every day, at, in, on.



He usually does his homework before dinner.



He always brushes his teeth after dinner.






Then he watches TV.

Eduardo's day:

Activity 1

Look at the pictures about Eduardo, write the activities on the pictures with blank spaces.

			
1. _____	2. wash his face	3. tie his shoes	4. _____
			
5. arrive early from school	6. _____	7. _____	8. _____

Activity 2



Pair work: Look at the pictures again. Ask and answer questions about Eduardo.

1. What does Eduardo usually do in the morning?
2. He usually does his homework.
1. What does he never do in the morning?
2. He never watches TV.
1. What does he always do in the morning?
2. He always brushes his teeth.

Activity 3



Pair work: Now talk about your daily activities

- A. What do you always do in the morning?
- B. I always take a shower.
- A. What do you never do in the morning?
- B. I never eat a big breakfast.
- A. What do you usually do in the afternoon?
- B. I usually take a nap.



LESSON 13: School subjects

Activity 1

Talking about school:

- Do you like school?
- How many subjects do you have?
- Do you always come on time?
- What's your favorite class?

English



Spanish



History



Cultural and Artistic Expression



Geography



Recess



Science



Physical Education



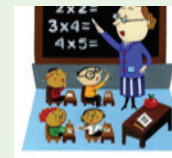
Technical & Vocational Guidance



Coexistence and Citizenship



Math



Activity 2

Talk about your classes and teachers:

Student A: What's your favorite class?

Student B: It's science. What's yours?

Student A: Do you always have math class?

Student B: What's your teacher's name?

Activity 3

Meeting people at the library: Practice this conversation. Then practice with your personal information.

- Student A. Sonia, this is Gaby. Gaby, this is Sonia.
- Student B. Hi, Sonia.
- Student A. What school do you go to?
- Student B. I go to Fonseca Institute.
- Student A. Me too! What year are you in?
- Student B. I'm in the first year.
- Student A. Oh. I'm in the second year. How old are you?
- Student B. I'm twelve years old.
- Student A. Who's your teacher?
- Student B. My teacher is Mrs. Silva.

Activity 4

Tell the class about yourself. Write a paragraph about your school schedule, teachers, friends, leisure activities, and favorite sports. Then present it to the class.

Grammar: Question words for specific information.

How often do you go to school?	Five days a week
When do you go to school?	In the morning
What time do you go to school?	At seven o'clock
What school do you go to?	To Sandino Institute
Who goes to school with you?	My sister

Mirna's Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00- 8:30	Math	Spanish	Science	Physical Education	Math
8.30 – 9:15	Science	English	Math	History	Spanish
9:15 – 9:45	Break	Break	Break	Break	Break
9:45 – 10:30	Science	English	English	History	Technical Vocational Guidance
10:30 –12:00	Cultural and Artistic Expression	Technical Vocational Guidance	Coexistence and Citizenship	Spanish	History

Activity 1



Pair work: Take turns asking and answering questions about Mirna's schedule.

Student A. When does Mirna have English class?

Student B. She has English class on Tuesday and Wednesday.

Student A. How often does she have English?

Student B. She has English twice a week.

Student A. What time does she have English on Wednesday?

Student B. She has English at 9:45.

Activity 2



Pair work: Now talk about your schedule. You can use Mirna's schedule to help you make your own schedule.

Student A. When do you have history class?

Student B. I have history class on Thursday and Friday.

Student A. How often do you have history?

Student B. I have history twice a week.

Student A. What time do you have history on Friday?

Student B. I have history at 10:30.

Activity 3



Before Reading:

1. What time do you go to school?
2. How many teachers do you have?
3. How are your teachers?
4. Are easy your classes?

Hector's School Day

My first day of school is on Monday. I have classes five times a week, from Monday to Friday every morning. I study 10 subjects and I have 8 teachers. They give us a lot of homework, but they help us a lot in class. They are very nice and are good teachers. But, they are very strict. My favorite subject is math; I study every afternoon at 4 o'clock and I help my classmates when they have problems in the class. We try to have a good time at school.



Activity 4



Pair work: Ask and answer question about the reading.

- Student A. How often does Hector go to school?
Student B. When does Hector go to school?
Student A. How many classes does he have?
Student B. How are his teachers?
Student A. What's his favorite class?
Student B. What time does he practice math?

Activity 5

Your turn:

1. Now write about your schedule, teachers, classes, and friends.
2. Present it to the class.

Activity 6



Pair work: Practice this conversation. Then use your personal information.

Student A. Hi, Andrea, How is your new schedule?

Student B. It's OK, but I don't know my Spanish teacher.

Student A. What's her name?

Student B. Mrs. Rodriguez. Do you know her?

Student A. I know her very well. She's very kind.

Student B. Is she your teacher?

Student A. Yes, she's my teacher this year.

Student B. Oh, that's great!

Activity 7



Pair work: It's your turn! Take a survey of your classmates using the chart. Share it with the class. Write this chart on your notebook before taking the survey.

Do you.....	Team	Class
1. like history?		
2. study every day?		
3. speak English?		
4. play soccer?		
5. read books?		
6. take the bus to school?		
7. arrive on time at school?		
8. do your homework every day?		
9. practice math?		
10. have a lot of homework?		

Example:

Class Survey

- 29 students like history
- 35 students play soccer

Activity 8

Pronunciation: Listen and practice the falling intonation of these questions.

Question	Falling intonation
What's her name?	name
How is your new schedule?	schedule
What's his favorite class?	class
What time does he practice math?	math

Activity 9



Pair work: Talk about what they usually do.

Example:

Student A. Does Lucia usually iron her clothes?

Student B. Yes, she usually irons her clothes.

				
iron her clothes Lucia	play with the ball Canela	go to bed Marcia	rake the yard Jaime	take out the garbage Noel
				
dust Perla	read books Rosy	eat dinner with family we	watch TV we	wash the dishes my mother

Activity 10



Pair work: Talk about these activities that you usually do.

A. Do you usually eat dinner with your family?

B. Yes, we usually eat dinner together.

A. Do you usually read books?

B. Yes, I usually read books.

Questions:	Short answers (+)	Short answers (-)
Do you read books?	Yes, I do	No, I don't
Does he read books?	Yes, he does.	No, he doesn't
Does she read books?	Yes, she does.	No, she doesn't.
Do we read books?	Yes, we do.	No, we don't.
Do they read books?	Yes, they do.	No, they don't

Listen and practice the /s/ /z/ /iz/ final sound endings of s and es		
/s/	/z/	/iz/
eats, rakes, takes, helps	reads, irons, arrives, does, goes	washes, watches, brushes
<p>My mother reads books every night. My father washes the vegetables. My brother rakes the yard.</p>		

Activity 11



Before reading:

1. Do you like weekends?
2. What do you do on weekends?

My weekends

I love to be at home on weekends. My favorite days are Saturdays and Sundays. I usually go shopping on Saturday mornings. Sometimes we visit a historic place on Saturday afternoon. On Sundays, my brothers and I get up late and then we prepare a delicious and healthy breakfast. We visit our grandparents on Sunday afternoon. We eat lunch together. A weekend with my family is wonderful!



Activity 12

Your turn: Write about yourself and what you do on the weekends.

1. Write a paragraph about a weekend with your family? Do you like weekends? What do you always do? What do you usually do? What do you never do?
2. Now write another paragraph. What do you do with your friends on weekends?
3. Present both paragraphs to the class.

Activity 13



Pair work: Ask and answer questions. What do you usually do on the weekends_

- A. What do you usually do on weekends?
 B. I usually wash my clothes on Saturday morning.
 A. What do you usually do on weekends?
 B. I usually clean the garden on Saturday morning.

Activity 14



Pair work: Talk about these people's activities. Ask and answer questions about them. Example:

- A: Does Lena play soccer?
 B: No, she doesn't. She plays with her brothers and sister.
 A: Does Mario play baseball?
 B: No, he doesn't. He plays basketball.



play with my
brothers and
sister
Lena



play basketball
Mario



go to the
beauty salón
Linda



watch TV
Saturday
afternoon
Miguel



buy groceries
Bertha



play soccer
Isabel



play with friends
Luis and Rosy



play baseball
Emilio



visit the dentist
Francis



practice math
Beto

Activity 15

Team Survey: Work in pairs asking and answering questions about weekends. Check yes, no, or sometimes. Copy it in your notebook and fill out the information.

Do you	Yes	No	Sometimes
1. wake up late on Sundays?			
2. go to the supermarket on Saturday?			
3. study on weekends?			
4. go to the movies on Saturday night?			
5. eat lunch in family on weekends?			
6. eat dinner in family on weekdays?			
7. play a sport on weekends?			
8. do housework on weekends?			
9. do you talk with your parents?			
10. visit your grandparents?			

Examples:

1. 25 students wake up late on Sundays 2. 20 students go to the supermarket on Saturday.

Grammar: affirmative	Simple present tense	Negative: do + not = don't
I clean at home. You clean at home. We clean at home. They clean at home. He cleans at home. She cleans at home.	I have a pen. You have a book. They have a backpack. We have rulers. She has a computer. He has a notebook.	I don't have a pencil. You don't have a notebook. They don't have a box. We don't have pencils. She doesn't have a TV. He doesn't have a book.

Activity 16

Reading: Every morning

Every morning, Alexis and Juanita eat breakfast. First, they drink orange juice. After that, they have eggs, fried beans or gallo pinto with a tortilla, cream or cheese. They drink milk with their breakfast. They don't drink coffee. After breakfast, they go to school by bus. On Saturday and Sunday, they don't go to school. They do other activities at home.



Activity 17

Now write about yourself and read to the class. Write a paragraph look at the paragraph about Juanita and Alexis and tell it to the class:

- What time do you get up?
- What do you eat breakfast?
- What do you do after that?

Activity 18



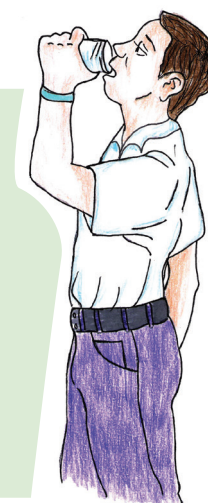
Pair work: Copy the chart in your notebook. Ask your classmate these questions. Write the information on the chart and compare it with your information.

Questions	My classmate	Me	Same or different
1. What time do you get up?			
2. What time do you eat breakfast?			
3. What time do you leave the house?			
4. What time do you arrive at school?			
5. What time do you leave school?			
6. What time do you arrive home?			
7. What time do you eat lunch?			
8. What time do you study?			
9. What time do you eat dinner?			
10. What time do you go to bed?			

Activity 19

Find the differences between the two schedules:

1. Gabriel gets up at 5 and I get up at 6.
2. Gabriel eats breakfast at 6 and I eat breakfast at 6:30
3. Gabriel leaves school early and I leave late.
4. Gabriel arrives home late and I arrive home before him
5. Gabriel studies after dinner and I study before dinner
6. Gabriel goes to bed at 9 and I go to bed at 10.



LESSON 14: Sharing housework

Activity 1

Who does the chores in Soza's family?:

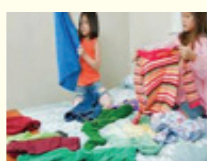
1. Do you help at home?
2. What do you do at home?
3. Do your brothers and sisters help you?
4. Do you like to help at home?



We / clean the yard



Mom / wash dishes



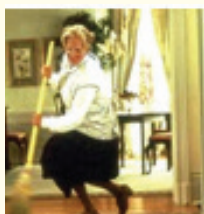
sisters / fold clothes



Dad / cook



Luisa /dust



Grandma/ sweep the floor



brother /do errands



Dad/ buy groceries



Aunt/ mop the floor



Uncle/iron clothes

Activity 2



Pair work: Talk about the Soza Family. Who does the chores in this family?

- Q: Who mops the floor?
- A: Luisa's aunt mops the floor.
- Q: Who does the errands?
- A: Luisa's brother does the errands.

Activity 3



Pair work: Practice the dialogue and then talk about yourself. Who does these chores in your family?

Student A. Who cleans the yard in your house?

Student B. We all do.

Student A. Who buys the groceries in your house?

Student B. My mother does.

The sound of short “a” :Pronounce these words with “a” vowel sound.

1. glass



2. cat



3. map



4. cap



5. bag



6. man



Activity 4

Before reading: Do you have a small family or a large family?

The Olivas' Family

I'm Diana Olivas. We have eight people in my family. I have a mother, a father and two sisters and two brothers. This photo is of my grandparents' family. We are on the right in the photo. My grandparents have three daughters, one son, four grandsons, four granddaughters and three sons-in-law. They have a large family.



Activity 5



Pair work: Ask and answer these questions about the Olivas' family.

- How many people are in the Olivas' family?
- How many people are in Diana's grandparents family?
- How many sisters and brothers are there?
- How many children do they have?
- How many brothers does Diana have?
- How many grandchildren do they have?

Activity 6

Now talk about your family: Do you have a large or a small family? Talk about your family. Write a paragraph about your family. Look at the paragraph below to help you. Then present your work to the class.

Activity 7

Housework in the Moreno Family:

1. Do you like to clean your house?
2. Do you think it is necessary?
3. Why is it necessary?
4. What chores do you do at home.

Family Time

We do a lot of work in the Moreno family. We all help around the house. My mother does the grocery shopping. She also prepares the meals. My older sisters wash and iron the clothes. My younger brothers and sisters sweep and mop the floor. I do the errands, clean the yard and help to wash the dishes with my father. He also helps cooks with my mom. We all do housework every day. We keep our house very clean so we can stay healthy.



Activity 8



Pair work: Answer these questions about the Moreno family.

- Who does the grocery shopping in the Moreno family?
- Who washes and irons in the Moreno family?
- Who prepares the meal in the Moreno family?
- Who does the errands in the Moreno family?
- Who cooks in the Moreno family?
- Who cleans the yard in the Moreno family?

Activity 9

Now talk about the housework in your family. What are the chores in your family? Who does the chores? Write a paragraph about the chores in your home. Tell to the class how you share these responsibilities in your home.

Grammar		
I		I work every day
You	work	My mother works every week
We		My father always works.
They		We work every day.
	He	My sister and brother sometime work.
	She	
	It	
	works	

Activity 10

Reading: The Duarte's Daily Routine



Before reading:

1. Do your parents work?
2. What do they do?
3. Where do they work?
4. When do they work?

The Duarte's daily routines

David and Lesbia Duarte live in León. They have four children; Luis, Nancy, Nestor and Clara. David works in a factory. He's an industrial engineer. Lesbia works in an office. She's an executive secretary. They don't work on the weekends. Two of their children study at the high school and the other two are in primary school. They buy groceries on weekends. They always cook and eat lunch together. On weekends, they sometimes go to the beach.



Activity 11



Pair work: Ask and answer questions about the reading.

Example:

- Where do the Duartes live? They live in León.
- | | |
|--------------------------------|-----------------------------------|
| 1. What does the father do? | 2. What does the mother do? |
| 3. Where do they work? | 4. Where do their children study? |
| 5. What do they do together? | 6. When do they work? |
| 7. When do they buy groceries? | 8. What do they do sometimes? |

Activity 12

Your turn: Write a paragraph about your family. Present it to the class.

- | | |
|-----------------------------|-----------------------------------------|
| 1. What do your parents do? | 2. How many children do they have? |
| 3. What are their names? | 4. Where do they live? |
| 5. Where do they work? | 6. What do you do together as a family? |

Activity 13



Pair work: Read the example below. Now write about a classmate.




This is my friend Roberto. His father's name is Emilio. He's a teacher and he works in a high school. His mother is named Berta. She's a nurse and works in a clinic. He has two sisters, Ana and Marcia; they are in high school. Roberto's family is wonderful. Sometimes they invite me to eat dinner on the weekends. The whole family enjoys spending the weekends together.

Grammar: Pronunciation					
/s/ after /f/, /k/, /p/ and /t/			/z/ after /b/, /d/, /l/, /m/, /n/, /r/, /v/ and vowel sounds		
laughs	likes	sleeps	does	comes	loves
works	invite	hates	needs	listens	plays
keeps	cooks	eats	calls	buys	studies
Note: The pronunciation in laugh of the gh is /f/					

Activity 14

Your turn: Write about a brother or sister. Look at this paragraph about Roberto's sister as an example. Present your work to the class.



My sister, Lety, studies very hard in school. She does her homework every day. She spends a lot of time reading books and playing sports. She especially enjoys reading mystery books and playing soccer. She also likes to talk to her friends. She hates to be alone or bored.

Grammar: Pronunciation --- words ending in ch, sh, ss, x and z		
watch – watches	fix --- fixes	Add –es to words ending in ch, sh, ss, x and z. The pronunciation is /ez/ or /iz/
wash – washes	buzz --- buzzes	
kiss ---- kisses		

Examples:

1. Hugo watches TV.



3. My father fixes the car.



2. My mother kisses me.



4. Helen washes the dishes



Grammar	
Words ending in " o "	Words ending in "o" sometimes add – es. The pronunciation is / z /
do --- does: Beto does the homework.	go --- goes: Lucy goes to school.

Activity 15

Your turn: Copy and complete this reading in your notebook and then present to the class. Pay attention to the pronunciation and then write about your parents.

My parents love me

My mother (do) many things for me. Early in the morning she (push) me out the bed. She (cook) the breakfast and then my father (wash) the dishes. She (kiss) me, and (say) good bye. My father (watch) me go to school. My mother quickly (do) some housework with my father before going to work.



Activity 16

Your turn: Talk about family holidays. Look at the paragraph about Mario´s family.

Family Parties

Mario enjoys family parties. His mother Veronica has a large family and they get together to celebrate their birthdays. They prepare many drinks and a lot of food. Veronica fixes the salad, her husband makes the dessert, her sisters prepares the meat, and her brothers roast the beef. The children clean the garden. They enjoy being together.



Does your family have a special time to be together? Who usually comes? What do you do? What do you eat? Write a paragraph and read it to your class.

Grammar: Adverbs of frequency:

I always take a shower.



I sometimes read books.



I usually eat a big breakfast.



I rarely drink coffee.



I often take a bus to school.



I never drive a car to school.



Activity 17



Pair work: Ask and answer questions about frequent activities.

- Q: How often do you get up early?
- A: I usually get up early.
- Q: How often do you take the bus?
- A: I always take the bus.

1. clean up your room
2. pick up your clothes
3. put away your things
4. make your bed
5. try to keep your room neat
6. make dinner
7. wash the dishes
8. water the plants
9. read books
10. do your homework
11. get up late
12. play sports

Activity 18



Pair work: Ask and answer questions about your responsibilities at home.

Student A: Who usually cooks breakfast?
Student B: My father does.
Student A: Who usually cleans the house?
Student B: My brothers do.
Student A: Who usually waters the plants?
Student B: I do.

1. repair things
2. wash the clothes
3. make dinner
4. pay the bills
5. take out the garbage
6. iron the clothes
7. clean the yard
8. do errands

Activity 19

Who is the oldest in your family?

1. How many members does your family have?
2. Who is the oldest in your family?
3. How old is he or she?
4. Who is the youngest?

Who is the oldest?

My family has six members. It has two men and four women. My mother is the oldest in my family. She is thirty-three years old. She is older than my father. My father is thirty-one years old. The youngest is my sister Emily, she is five years old.



Activity 20

Your turn: Write a paragraph about your family and read it to your class. How many members does your family have? Who is the oldest? Who is the youngest? Look at the paragraph above to help you or ask your teacher.

Activity 21



Pair work: Practice the following dialogue. Then practice using your family's personal information.

- A. What's your father's name?
B. Victor.
- A. How old is your father?
B. He's 38 years old.
- A. What does he do?
B. He's a veterinarian.
- A. Where does he work?
B. He works in a pet store on Fonseca Avenue.

Activity 22



Pair work: Ask and answer questions about how much your parents pay for their bills. Use information about your family. This is an average. It depends of the numbers of members in a family.

- A. How much do your parents pay for the rent?
- B. They pay C\$850.
- A. How much do your parents spend on food?
- B. They spend C\$2,500.
- A. How much do your parents pay for electricity?
- B. They pay C\$150.
- A. How much do your parents pay for the telephone?
- B. They pay C\$250.
- A. How much do your parents spend on transportation?
- B. They pay C\$240.

Activity 23

Talk about your class:

1. Where do you study?
2. What do you need in your school?
3. What is your class like?
4. Is your classroom small or large?



My Nice Class

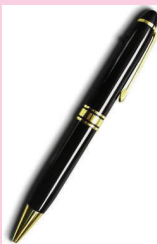







I study at the National Institute. My class is very nice and large. My class has forty-five students. We come from different districts. Our classroom is small for 45 students. It has 45 chairs. Mr. Silva has a big desk for her books and papers. We have notebooks, pencils and books, but we don't have computers. We need computers to look for additional information for our classes and we need a large classroom to place them.

Activity 24

Your turn: Now, talk about your class, people and things from your school. Write a paragraph to present to your class about these topics: Do you have a small or a large classroom? How many students does your class have? What is your class like? What things do you have? What things do you need? Look the paragraph above to help you.

Activity 25

Sound of short “e”: Pronounce these words with “e” vowel sound.

1. pen 	2. ten 	3. pencil 	4. bed 
5. eggs 	6. they 	7. desk 	8. men 

Activity 26

Team Homework: Look for other words with the same sound. Make illustrations and share it with your class.

- In team of three students, look for other words studied in class or find vocabulary about your surroundings. Make illustrations or cut pictures from magazines and paste them on a flip chart. Show your class your work and practice the words.

Activity 27

Let's play with numbers: The teacher draws the following activity on the board and divides the class into two teams. The teacher says a number and one student at a time listens carefully and circles the number that they heard. The first one to circle the correct number is the winner.

30	fifteen	14	sixteen	thirty	40	thirteen	50
forty	13	fifty	70	15	fourteen	16	seventy
eighty	18	60	seventeen	eighteen	80	sixty	17
twelve	20	nineteen	90	12	twenty	19	ninety

Activity 28

Your turn: Find and circle the numbers: in the crossword. The numbers go up, down, and backwards.

E	S	N	T	H	G	I	E	V	S
E	S	E	I	G	H	T	E	E	N
R	N	V	V	N	G	H	R	U	O
H	E	E	T	E	N	I	N	O	T
T	E	L	R	T	N	R	P	C	W
Q	T	E	N	E	E	T	X	I	S
E	F	O	U	R	T	E	E	N	O
V	I	Y	G	Y	I	E	O	E	N
I	F	W	T	W	E	N	T	Y	E
F	T	L	H	E	V	L	E	W	T

Activity 29

Practice the sound of short "i" like in six.



1. dish

6

2. six



3. milk



4. pig



5. fish



6. gift

In teams of three students look for other words studied in class or vocabulary about your surroundings. Make illustrations or cut pictures from magazines and paste them on a flip chart. Show to your class your work and practice the words.

Unit 4

The Time



Contents

- ☑ The time.
- ☑ Coins and currency.
- ☑ Ordinal numbers.
- ☑ Celebrating holidays.

LESSON 15: The time

Activity 1

Telling about the time:

Why is a watch necessary?

Do you do your activities at a specific time?

In the past, people used the sun, candles, and hourglasses, etc. to tell the time. The watch is a useful instrument to measure the length of the activities we do every day. There are different types of clocks according to different needs. The clock permits us to create a routine. We learn to be responsible when we do our tasks in the assigned time.



Activity 2

Reading comprehension: Answer these questions using “True” or “False”

1. There are three types of clocks.
2. The watch tells the time.
3. We use clocks to tell time.
4. The clock helps us in our chores.
5. If we use clocks we learn to be on time.
6. An hour has sixty minutes.

Prepositions used with the time: at, in

My English class is *at* 9:30.

I go to school *in* an hour.

My bus arrives *at* 6:10.

I'll arrive at school *in* twenty minutes

I leave from school *at* 12 noon.

I meet my mother *in* two hours.

I play soccer *at* 4 o'clock.

I'll meet my mother *in* two hours.

I'll do my homework *in* one hour.

Activity 3

The time: Look at these clocks, they tell the time. Ask and answer questions about them, taking turns with your classmate.

What time is it?

It's six o'clock

What time is it?.

It's twelve o'clock?



a. 12:00



b. 6:00



c. 1:00



d. 7:00



e. 9:00



f. 2:00



g. 8:00



h. 3:00



i. 4:00



j. 5:00

Activity 4

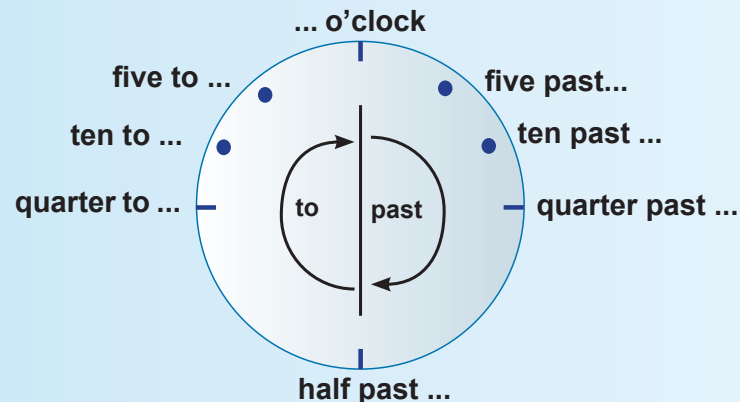
It's past or to: Look at this picture and practice different ways to tell time.

What time is it?

It's five to eleven

What time is it?

It's ten past ten



Activity 5



Pair work: Practice other forms of telling time. Ask and answer the questions.

Student A: Excuse me, what time is it, please?

Student B: It's exactly eight o'clock.

Student A: Excuse me, do you have the time, please?

Student B: It's half past twelve.

Student A: Excuse me, could you tell me the time, please?

Student B: It's around eleven thirty.



It's twelve o'clock



It's 12:15
It's 15 past 12



It's 12:30
It's half past 12



It's 12:45
It's quarter to 1



It's around 11:30



It's 28 minutes to 12



It's 1 minute past 3



It's just turned
half past eleven



It's nearly
three o'clock

Activity 6



Pair work: practice the following conversation with a classmate. Take turns asking and answering questions about the time. Then try with the clocks above and below.

A: Excuse me? What time is it, please?

B: It's seven thirty – five.

A: Oh, thanks.

B: No problem.



Activity 7



Pair work: Practice this conversation with a classmate. Then use your personal information.

José: There's a party at the Recreation Center. Do you want to go?

Carmen: Yes, I do. What kind of party?

José: It's Rosy's birthday.

Carmen: And what time is the party?

José: It's at 7:00 pm.

Carmen: OK. What time do we return?

José: At midnight.

Carmen: Can you pick me up?

José: Of course; I will pick you up at a quarter to seven.

Activity 8

Read the following reading about Leila's activities.



This is Leila. She does her homework at five o'clock. Her brother Roberto helps her with the homework. They do homework at the same time. They finish at six o'clock, and then they play with their dog in the yard, while their mother prepares dinner. They eat dinner at six-thirty. At eight o'clock, they watch their favorite program. Their mother calls them when it's time to sleep. They have to go to bed early, because the next day they have to arrive to school on time.

Activity 9



Pair work: Ask and answer the questions about Leila's activities.

What time does Leila do her homework?

What do they do after dinner?

What do they do while their mother prepares dinner?

Where do they play?

Who helps Leila with the homework?

What time do they finish their homework?

Why do they go to bed early?

What do they do at 8 o'clock?

Activity 10

Your turn: Write a paragraph about your afternoon activities

Write a short paragraph about what you do when you arrive home from school. Tell about the activities that you do at home. Present your paragraph to the class.

Activity 11

Read the text about Lester's afternoon activities:

Before reading:

1. Do you practice a sport?
2. How often do you visit the library?
2. What time do you practice it?
3. How often do you read books?



Lester's afternoon activities

Three times a week I stay at school in the afternoon because I have soccer practice on Mondays and Thursdays, and music class on Fridays. I have lunch in the school cafeteria and then I go to our library and I do my homework. After my extracurricular activities, I go home. It takes me about ten minutes to get home on the bus. Before dinner, I usually take a shower and watch my favorite TV series. I always have dinner with my family at six o'clock. Then I play on the computer, listen to music, or read. I never go to bed late.

Activity 12



Pair work: Ask and answer the questions about the reading. Take turns.

1. How often does Lester stay at school?
2. When does he practice soccer?
3. What class does he have on Friday afternoons?
4. Where does he have lunch?
5. How does he go home?

Activity 13

Your turn: Now write a paragraph about YOURSELF

What do you do in the afternoons? Do you do artistic activities? How often do you visit the library? What do you do at the library? What sports do you practice? Present your paragraph to the class.

Activity 14

Practice the short sound of "o" like in hot.



Activity 15



Pair work: Answer each question orally. Take turns with a classmate.

What time is the English class?

It's in the afternoon

What time is the baseball game?

It's in the morning

- | | |
|-----------------------------|-----------------------------------|
| 1. the movie | 6. the chess match |
| 2. the meeting at school | 7. the music class |
| 3. the concert | 8. the dance class |
| 4. the soccer game | 9. the boxing match |
| 5. Roberto's birthday party | 10. anniversary of the Revolution |

at midnight
at night

in the afternoon
in the morning

in the evening
at noon

Activity 16



Pair work: Practice asking and answering questions with a partner.

What do you want to do on your birthday?
I want to go to the disco.

What do you want to do on Valentines' Day?
I want to go eat dinner.

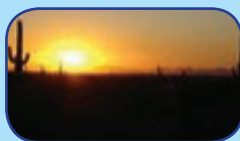
- | | | | |
|-------------------|--------------|-----------------|-----------------|
| 1. New Year's Day | 2. Christmas | 3. Mother's Day | 4. Father's Day |
| 5. Children's Day | 6. Holy Week | 7. Women's Day | 8. Vacation |

afternoon: 1:00 pm

evening: 5:00 pm

night: 7:00 pm

midnight: 12:00 pm



LESSON 16: Coins and Currency

Activity 1

Money in our lives:

1. Do you think money is important?
2. What do you like to buy when you have money?

Money is an important symbol of strength and influence. We can buy food, clothes, medicine, and other necessary things for our home. We must save our money and we can help our parents do it. We need to buy only necessary things, because our parents earn a low salary. When my parents spend money, they think about our family to cover expenses. Saving money is a good habit that builds values.



Now write a paragraph about your family, how does your family spend money? What does your family do to save money? Do your parents earn a salary? Present your paragraph to the class.

1. Why is money important?
2. What can we buy with money?
3. Who earns money in your family?
4. What do your parents do?



Activity 2



Pair work: Ask and answer these questions to practice this conversation about shopping in the market. Then change the information. The teacher can help you.

Good morning, sir
I need some eggs.

I need two dozens.

1. oranges
2. lemons
3. carrots
4. bananas



Good morning. How
many do you need?

Do you need
anything else?

1. pineapples
2. mangoes
3. pitahayas
4. watermelon

Activity 3



Pair work: Practice this conversation about shopping in the market, and then modify the dialogue using the vocabulary below.

Student A: Good afternoon, ma'am. I need some tomatoes and onions.

Student B: Good afternoon, sir. How many do you need?

Student A: I need three pounds of tomatoes and two pounds of onions.

Student B: Anything else, sir?

Student A: Oh, a dozen green peppers.

Student B: I have some fresh potatoes.

Student A: No, thanks. It's enough.

- | | | | |
|-----------|----------|----------|------------|
| 1. carrot | 3. beans | 5. apple | 7. yucca |
| 2. potato | 4. grape | 6. beet | 8. pumpkin |

Expressions of quantity



a cup of coffee



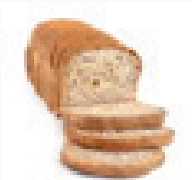
a glass of milk



a jar of jam



a liter of milk



a loaf of bread



a stick of butter



a head of cabbage



a bottle of water



a pound of beans



a bunch of radish



a tube of tooth
paste



a package of
cookies

Activity 4



Pair work: Ask and answer these questions to practice the conversation about shopping in the market. Then change the information to modify the conversation using the vocabulary below.

- A. Good evening, ma'am, do you have some meat?
 B. Good evening, sir. How much do you want?
 A. I only want two pounds.
 B. Here you are, thanks for shopping. shopping.

1. milk / a liter

2. cheese / a pound

3. bread / a loaf

4. coffee / a pound

5. butter / a pound

6. oil / a gallon

7. salt / a pound

8. pork / a pound

9. fish / a pound

10. rice / a pound

Activity 5

Counting money: Let's practice our national currency.

Is it easy for you to give change?

When do you have the most problems?



a ten córdoba coin or ten córdobas.



a five córdoba coin or five córdobas.



a one córdoba coin or one córdoba



A twenty-five cent coin or twenty-five cents.



a fifty-cent coin or fifty cents.



a five hundred córdoba bill or five hundred córdobas.



a two hundred córdoba bill or two hundred córdobas.



A hundred córdoba bill or one hundred córdobas.



a fifty córdoba bill or fifty córdobas.



a twenty córdoba bill or twenty córdobas.



a ten córdoba bill or ten córdobas.

Activity 6



Pair work: How much is it? Add the bills, then say the amount. Practice with a classmate.

Example:

Student A: How much is two five hundred-córdoba bills?

Student B: It's one thousand córdobas.

1. How much is ten fifty-cent coins?

2. How much is five twenty-córdoba bills?

Activity 7



Pair work: Ask and answer using "how much." Give the price of the things.

1. How much is the chicken?

It's C\$ 30.00 a pound.

2. jam
3. honey
4. onions
5. eggs



C\$ 30.00
a pound



C\$ 25.00
a pound



C\$ 4.00
an egg



C\$ 50.00
a pound



C\$ 15.00
a pound

Activity 8



Pair work: Practice the following conversation, then change with your own information.

Student A. Good morning, sir.

Student B. Good morning. what do you need?

Student A. I need a package of ham, a liter of milk, a dozen eggs and a loaf of bread.

Student B. Anything else?

Student A. I need some oil, too.

Student B. How much oil do you need?

Student A. One gallon, please, and some butter.

Student B. How much butter?

Student A. A pound. That's all.

Student A. Here you are, 300 cordobas.

Student B. Here is your change. Fifty-six cordobas

Now modify the dialogue with this vocabulary:

- | | | | |
|-------------|---------------|--------------------|-------------------|
| 1. aspirin | 6. eraser | 11. yucca | 16. lettuce/head |
| 2. alcohol | 7. shampoo | 12. cabbage / head | 17. vinegar |
| 3. cotton | 8. soap | 13. orange juice | 18. salt |
| 4. notebook | 9. toothpaste | 14. cookies | 19. green peppers |
| 5. pen | 10. pork | 15. tomatoes | 20. onions |

Activity 9

Your turn: Copy the chart and make a survey about shopping with a classmate.

Questions	Answers	
	Classmates	Me
Who does the shopping in your house?		
Where do you buy groceries?		
How often do you go shopping?		
How much money do you spend?		
Who pays for the groceries?		

Example: His/Her mother does the shopping. My father does the shopping.
His/her father does the shopping My mother sometimes does the shopping.

Activity 10

Foreign currency: The USA's Currency

1. What kind of currency do you know?
2. Do you shop with that currency?



one dollar coin



fifty cents



a quarter or
twenty five cents



a dime or ten
cents



a nickel or five
cents



a penny or one
cent



a dollar bill or one
dollar



a two dollar bill or
two dollars



a five dollar bill or
five dollars



a ten dollar bill or ten
dollars.



a twenty dollar bill
or twenty dollars.



a fifty dollar bill or fifty
dollars.



a one hundred dollar
bill or one hundred
dollars.

Activity 11



Pair work: Practice this conversation with a classmate, using the amounts above. Take turns.

Student A. Do you have one dollar?

Student B. One dollar?

Student A. Yes, I need one dollar.

Student B. Ok. Here's a one dollar bill.

Student A. Thank you, I will pay you back later.

Student B. No problem.

Activity 12



Pair work: Practice again using the amounts above. Take turns.

Student A. Do you have ten cents?

Student B. Ten cents?

Student A. Yes, I need ten cents.

Student B. Here you go, one dime.

Student A. Thank you.

Student B. You're welcome.

Activity 13



Pair work: Practice giving change. Take turns with your classmate using illustrations on the previous pages.

Student A. I need change for a ten dollar bill.

Student B. Here are five one dollar bills, and one five dollar bill.

Student A. I need a change for a five dollar bill.

Student B. Here are four one dollar bills and four quarters.

Activity 14



Pair work: Ask and answer questions about prices? Take turns with your classmate.

Student A. How much is a glass of orange juice?

Student B. It's fifty cents.

Student A. Here's a dollar.

Student B. Here's your change: two quarters.

Student A. How much is a sandwich?

Student B. It's one dollar and twenty five cents.

Student A. Here's a five dollar bill.

Student B. Here's your change: three one dollar bills and three quarters.

Now try with these amounts:

1. aspirin \$0.10

2. package of cotton
\$1.00

3. a bottle of alcohol \$0.65

4. a pen \$0.50

5. a magazine \$1.75

6. a newspaper \$0.60

7. a notebook \$1.85

8. a bowl of soup \$3.50

9. a liter of milk \$0.92

10. a stick of butter \$0.27

11. a cup of coffee \$0.25

Practice Vowel short sound of "u"



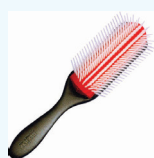
cup



bus



sun



brush



yucca



duck

Activity 15



Pair work: Ask your classmate about prices of vegetables.

Student A. How much is the cabbage?

Student B. It's C\$35.00 a head.

Student A. How much are the carrots?

Student B. It's C\$18.00 a bunch.

Student A. How much are the pineapples?

Student B. They're C\$ 20.00 each.

Now try with these:

1. broccoli / bunch

1. broccoli / bunch

1. broccoli / bunch

2. watermelon / each

2. watermelon / each

2. watermelon / each

3. melon / each

3. melon / each

3. melon / each

Activity 16



Pair work: Ask and answer these questions with a classmate.

Student A. How many quarters does a dollar have?

Student B. It has four quarters.

Student A. How many dimes does a dollar have?

Student B. It has ten dimes.

Student A. What is the correct change for a quarter?

Student B. It's two dimes and one nickel.

Student A. How many ways can you change a twenty dollar bill?

Student B. Two ten dollar bills or four five dollar bills.

Now try with these:

1. nickels

1. a ten dollar bill

1. a twenty dollar bill

2. pennies

2. a five dollar bill

2. a fifty dollar bill

3. dollar

3. a one dollar bill

3. a one hundred dollar bill.

Activity 17

Foreign currency: The Euro is used in 16 countries in Europe.



One euro is equal to \$1.20 ten Euros are..... Two Euros are.....
 One euro is C\$ five Euros are fifteen Euros are.....

Activity 18



Pair work: Ask a classmate for the exchange rate of euros to dollars and córdobas.

Student A. How many dollars is a euro equal to?
 Student B. It is equal to one dollar and twenty cents.
 Student A. How many córdobas is a euro equal to?
 Student B It is equal to twenty-nine córdobas and ninety-two cents.
 Student A. How many dollars is ten euros equal to?
 Student B: It is equal to twelve dollars.



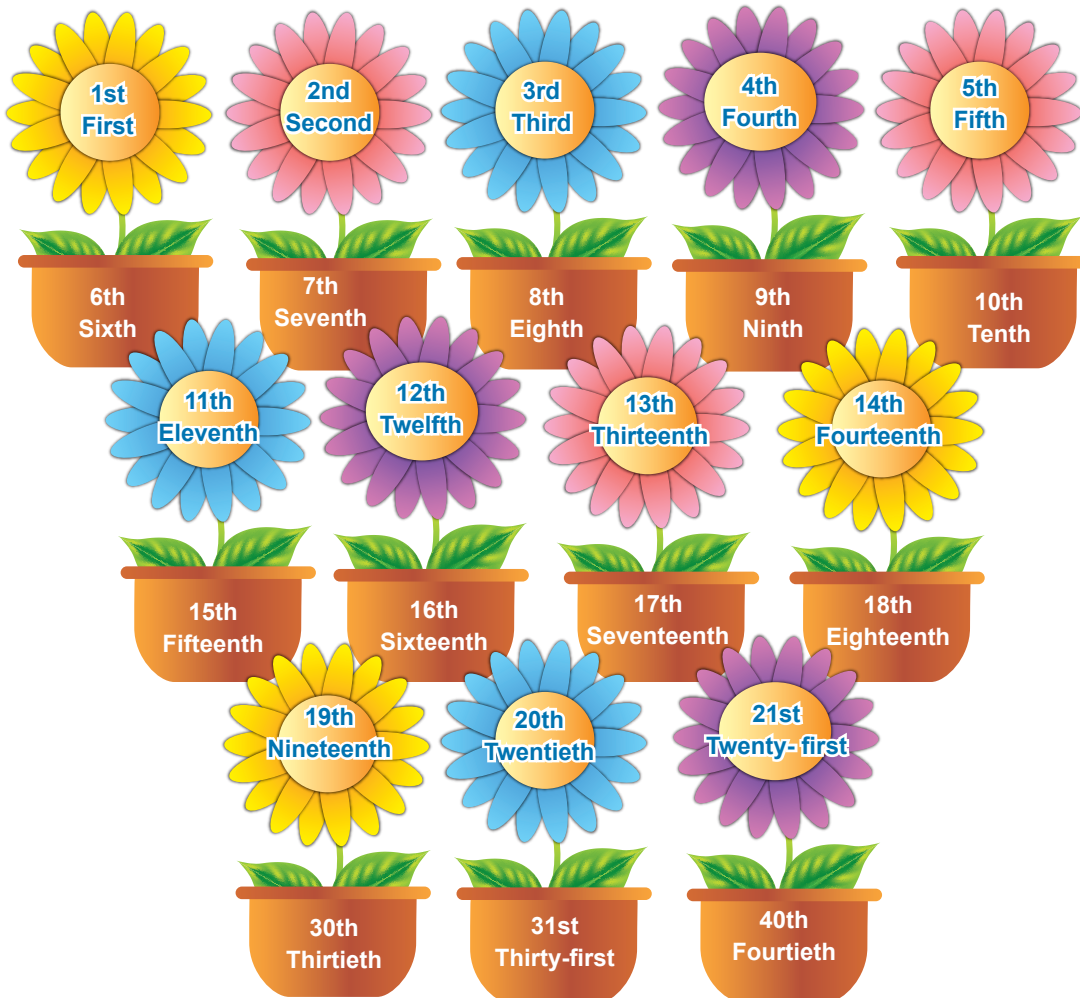
LESSON 17: Ordinal numbers

Activity 1



Before reading: Ordinal numbers.

1. Do you use ordinal numbers?
2. Where can we use ordinal numbers?



The ordinal numbers in English

These numbers are useful to describe sequences and dates. We can express the dates of birthdays, anniversaries, and other activities. We use them for lists, events, people, objects, and facts. They are also useful to organize the grades in a school, or to follow procedures and recipes. These numbers allow us to identify the order in a given situation.

Activity 2

After reading: Complete each sentence based on the reading.

1. With ordinal numbers we can express _____
2. They are useful to _____
3. They help us to sort _____
4. We can organize _____
5. They allow us _____

Activity 3

Reading: *The months of the year.*

1. How many months are in a year?
2. Do you know some months in English?

A year has 12 months

There are twelve months in a year. The first month is January and the last month is December. The school year lasts ten months and is divided into two semesters. The school year starts in February, the second month of the year. The students and teachers have vacation in July, the sixth month of the year. Classes end in November, the eleventh month of the year. The students have two months of vacation from December until February. Then, the school year starts again.



Activity 4



Pair work: Ask and answer questions about the reading.

1. How many months does a year have?
2. What is the first month?
3. What is the second month?
4. How many semesters does the school year have?
5. How many months does the school year last?
6. Which months do the students have vacation during?
7. When does the school year start?
8. How many months do the teachers have vacation?

Activity 5



Before Reading: A week full of activities.

1. What day is today?
2. What is today's date?
3. How many days are there in a week?

At home we have a week full of activities. Fabio and Roger go to school from Monday to Friday. They go to school five days a week. On Tuesday, Wednesday and Thursday they practice soccer in the afternoon. On Saturday, they stay at home and clean the house. On Sunday, we go out to some tourist sites. We enjoy Sundays a lot. On Monday, we see our classmates again and talk about the weekend.



Activity 6

After Reading: Ask and answer questions about the reading "A week full of activities"

1. How often do they go to school?
2. What days do they go to school?
3. How many days does the weekend have?
4. When do they go out?
5. What do they do together?
6. Where do they go on weekends?
7. What do they do from Tuesday to Thursday?
8. When do they do their homework?

Activity 7

Your turn: Write a paragraph about YOURSELF.

Talk to your classmates about what do you do from Monday to Sunday. Use the reading above to write your paragraph.

1. How often do you go to school?
2. What do you do in the mornings and afternoons?
3. What do you do like to do with your family?

Activity 8



Pair work: Look at Marisol's activities in February. Ask and answer questions about her activities.

1. How many days does February have?
2. How many weeks does it have?

February						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1 Dentist 2 p.m.	2	3	4	5	6 Paul's Birthday 8 p.m.
7	8	9 Computer Class 4p.m.	10	11	12 Visit grandparents	13
14 Valentine's Day Eat dinner 7 p.m.	15	16	17	18	19 Play soccer 3:00 p.m.	20 Rock concert
21	22	23	24 Dance class 5 p.m	25 School party 9 p.m	26	27
28 Mother' birthday						

Activity 9



Pair work: Ask and answer these questions about Marisol's activities.

1. When is her dentist appointment?
2. When will she visit her grandparents?
3. What day is her computer class?
4. What date is Paul's birthday party?
5. When will she play soccer?
6. When is her dinner?

Now write questions for Marisol's other activities.

Grammar

Questions words and answers.

What day is it today?	It's Sunday,
What month is it?	It's January.
When is your birthday?	It's in July.
How old are you?	I'm sixteen.

Possessive adjectives: our, your, and their.

Plural:
Our birthdays are in May.
Your birthday is in May, too.
Their birthday is in October.

Activity 10



Pair work: Take turns practicing this dialogue with a classmate. Then modify it with your personal information.

Student A. Hi, dad, what day is it today?
Student B. Today is Tuesday.
Student A. What month?
Student B. June.
Student A. Oh, it's your mother's birthday.
Student B. Let's sing "Happy Birthday" to her.

Activity 11



Pair work: Practice this conversation about Ana's birthday party that Eli is hosting.

Eli: We're having a surprise party for Ana's birthday on Saturday night. Do you want to come?

Betty: Sure. I love parties. Who did you invite?

Eli: My brothers, Mario and Beto, my sister, Patty, and our friends Alex, Carol, Luis, Liseth, Melba, and Francis.

Betty: Oh, that's great, Can I bring two more friends? Where is the party?

Eli: Sure, invite them. It's at my house

Betty: When is the party?

Eli: It's on April 19th at 7 p.m.

Betty: What snacks do we need to bring?

Eli: I will call you to arrange it one week before.

Betty: OK, call me and I'll help you with the decorations and the snacks.

1. When is Ana's birthday party?
2. Where is the party?
3. Who is the host?
4. What does Eli want to do?
5. What do they prepare?
6. What is Betty's answer?

Activity 12



Pair work: Talk about your friends' birthday. Ask and answer these questions about them.

Student A. What is her name?
Student B. It's Lucy
Student A. How old is Lucy?
Student B. She's fourteen years old.
Student A. When is her birthday?
Student B. It's on September twenty first.

Now modify with these dates: You can also change the names, ages and dates.

- | | | | |
|---------------|------------------|------------------|-------------------|
| 1. May 15th | 4. August 18th | 7. January 17th | 10. July 2nd |
| 2. April 19th | 5. October 1st | 8. November 10th | 11. June 4th |
| 3. March 31st | 6. December 24th | 9. February 14th | 12. September 9th |

Activity 13



Pair work: Ask and answer questions about your birthday.

What's your name?

My name is _____.

How old are you?

I'm _____.

When is your birthday?

My birthday is on _____.

Activity 14



Pair work: Write and read these dates to your class. Ask the teacher for help

- | | |
|------------------------|----------------------------------------------|
| 1. January 14th, 1983. | January fourteenth, nineteen eighty - three. |
| 2. June 5th, 1872. | June fifth, eighteen seventy - two. |

- | | | |
|---------------------|-------------------------|------------------------|
| 1. May 16th, 1878 | 4. August 12th, 1936. | 7. January 29th, 2002 |
| 2. April 22nd, 1066 | 5. October 10th, 1987 | 8. July 31st, 1965. |
| 3. March 23rd, 1785 | 6. December 14th, 2004. | 9. February 14th, 1964 |

Activity 15

Your turn: Write a paragraph and present it to the class.

1. When is your birthday?
2. Do your parents celebrate your birthday?
3. What do you usually do on your birthday?
4. What snacks do you prepare?
5. What drinks?
6. Who do you invite?
7. What time does your party end?

Activity 16



Pair work: Copy the chart in your notebook and take a survey of 15 classmates. Ask when their birthday is. Present the results to the class.

Questions	Date	Ages	Yes or no
When is your birthday?			
How old are you?			
Do you celebrate your birthday?			

Present your results: Example

- 3 students' birthday are in July 7 students are 13 years old
- 4 students' birthday are in March 7 students are 12 years old
- 2 students' birthday is in April
- 5 students don't like to celebrate their birthday

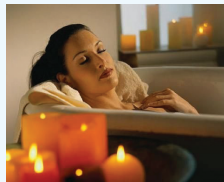
Practice the short "a" sound



marker



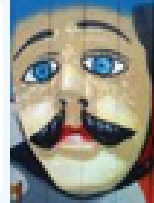
car



bath



arm



mask



plant

Practice the long "a" sound



play



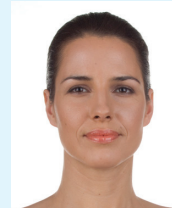
plane



train



brain



face



date



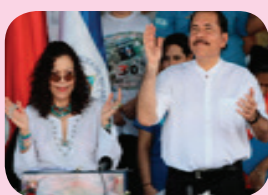
LESSON 18: Celebrating Holidays

Activity 1



Before reading:

What holidays do we celebrate in Nicaragua?



National Holidays

Countries around the world have national holidays. The holidays are on different days. Each country celebrates their holiday according to their customs, beliefs and values.

In Nicaragua we have several holidays such as September 15th and the triumph of the Sandinista Revolution on July 19th and the Immaculate Conception (Purisima) on December 8th. For the anniversary of the Sandinista Revolution, many people travel from different cities around the country to celebrate the victory in Managua. They sing revolutionary music with great enthusiasm while they wait for the Sandinista leader, gives a speech about Nicaragua. The activity ends happily when the national bands play popular music.

Another holiday is the Purisima on December 8th. On this day, the people shout and sing to the Virgin Mary. The people who celebrate this devotion celebrate in their houses and distribute sweets and fruit to others. The people of Nicaragua celebrate a lot of holidays.

Activity 2

After reading: Answer these statements:

1. What holidays do Nicaraguans celebrate?
2. When is the national holiday?
3. How do people celebrate July 19th?
4. What is another holiday?
5. How do people celebrate it?

Activity 3

Your turn: Write about other holidays that your town celebrates.

1. When is the local celebration?
2. Where do people go to celebrate?
3. What special foods do people eat?
4. What do people do on this day
5. What is the main activity on this holiday?
6. What other holidays do you celebrate?

Activity 4



Pair work: Copy the chart and investigate holidays in other countries. Present your findings to your classmates.

Country	Date	What people do	What people eat and drink
Venezuela			
El Salvador			
Spain			
Ecuador			
Bolivia			

Activity 5



Pair work: Practice the following dialogue with a classmate.

- Student A. When is your birthday?
Student B. It's on February 17th.
Student A. When is your mother's birthday?
Student B. It's on April 19th.
Student A. When is your father's birthday?
Student B. It's on December 11th.
Student A. When is your older brother's birthday?
Student B. It's on August 17th.
Student A. When is your younger sister's birthday?
Student B. It's on October 10th.

Activity 6

Your turn: Now practice with a classmate, modify with your personal information. You can use your aunts, uncles, cousins, grandparents, and best friend's birthdates.

Activity 7



Before reading: Seasons of Nicaragua.

1. How many seasons does Nicaragua have?
2. Which season do you like the most?

Our climate

Nicaragua has a predominantly tropical climate, alternating between two seasons: rainy and dry (winter and summer). This is the result of its geographic location between 11 and 15 degrees latitude north, and the humidity from both the Caribbean sea and Pacific ocean.



In the Central Region, the rainy season lasts from May to October. The dry season occurs from November to April. During December, the weather is cooler. The warmest months are March, April and May.



The climate on the Caribbean Coast has been classified as having the highest temperature and humidity. The temperature in this region corresponds to that in tropical jungles and ranges above 89° F.

Activity 8

After reading: Answer the questions about the reading “Seasons of Nicaragua”.

1. How many seasons does Nicaragua have?
2. What is Nicaragua’s climate like?
3. What is the geographic location of Nicaragua?
4. How long is the rainy season?
5. When is the dry season?
6. What’s the weather like in December?
7. What’s the weather like on the Caribbean Coast?

Activity 9

The weather in Nicaragua.

1. What's the weather like where you live?
2. What's the weather like in different departments of Nicaragua?



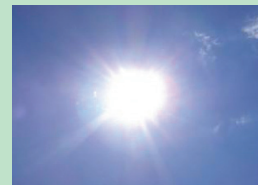
It's rainy



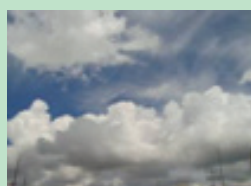
It's stormy



It's windy



It's hot



It's cloudy



It's cold



It's foggy



It's dry

Activity 10



Pair work: Ask and answer these questions about the weather. Take turns with a classmate.

Student A. What's the weather like in Jinotega?

Student B. It's humid and cloudy.

Student A. What's the weather like in León?

Student B. It's hot and dry.

Student A. What's the weather like in El Crucero?

Student B. It's cold and windy.

Student A. What's the weather like in Blufields?

Student B. It's sunny and warm.

1. sunny
2. warm
3. rainy
4. cold

5. hot
6. humid
7. cloudy
8. dry

9. cool
10. windy
11. foggy
12. nice

Investigate the weather in other Nicaraguan cities. Then modify the dialogue with a classmate.

Practice more about unit IV The Time

Activity 1



Pair work: Say the correct ordinal number when your classmate says the cardinal number.

one	first
two	second
five	fifth

Activity 2



Pair work: Now say the cardinal number when your classmate says an ordinal number.

third	three
tenth	ten
twentieth	twenty

Activity 3



Pair work: Tell the time, day, month, date and year. Ask and answer these questions.

Student A. What time is it?
Student B. It's seven o'clock.
Student A. What day is it?
Student B. It's Monday.
Student A. What month is it?
Student B. It's January.
Student A. What date is it?
Student B. It's January 18th.
Student A. What year is it?
Student B. It's 2011.

Practice the long sound of / iy/ like in three and seat

3

Three



Seat



Tree



Meat



Feet



Leaf

Unit 5

Home



Contents

- Rooms at home.
- Home appliances and features.
- Types of buildings.

LESSON 19: Rooms at home



Activity 1



My house

Before reading

1. How many rooms does your house have?
2. Do you have your own bedroom?
3. Do you have a shower in your bathroom?
4. Do you have a TV in your living room?



Living Room



Kitchen



Bedroom



Dining Room

This is my house. It's a very large house. It has three bedrooms. This is my bedroom. It's big and it's very beautiful. There is a bed in my bedroom, and there is a window with lilac curtains. There is a lamp on a night stand. In the kitchen there is a big refrigerator. In the living room there is a sofa and an arm chair. There is a picture of my family. In the dining room, there is a large window and clock. It's a nice place. I like my house!

Activity 2

After reading

1. How many rooms does the house have?
2. What's the bedroom like?
3. What is there in the bedroom?
4. What is there in the living room?
5. What is there in the kitchen?
6. What is there in the dining room?

Now write a paragraph about your house. Describe your house. How many rooms does it have? What furniture is there in each room? The next picture will help you name the things.

Activity 3



Pair work: Look at the pictures and say what things you have and what you need.

Student A. What things do you have in your room?

Student B. I have a lamp and a mirror.

Student A. What things do you need?

Student B. I need a table.

Student A. What things do you have in your living room?

Student B. I have an armchair and a rug.



Activity 4

Your turn: Make a drawing of your house and describe the things in each room.

Example: Where is the stove?

It's in the kitchen.

Activity 5



Pair work: Practice this conversation about where furniture goes. Ask and answer the questions with a classmate. Use vocabulary from pictures above.

Student A: Where do you want this armchair?
Student B: Put it in the living room.
Student A: Where do you want this bed?
Student B: Put it in the bedroom.
Student A: Where do you want these tables?
Student B: Put them in the kitchen.

Activity 6

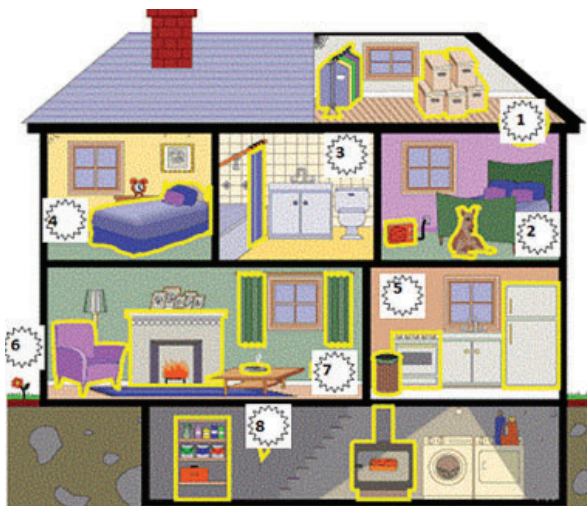


Pair work: Ask and answer “where” questions. Take turns and change the information.

Student A: Where is the blender?
Student B: It's in the kitchen.
Student A: Where is the towel?
Student B: It's in the bathroom.
Student A: Where is the armchair?
Student B: It's in the living room.

Activity 7

Group work: Work in groups of three and write a paragraph describing Eloisa's house. Present it to your classmate. Include information on how many rooms it has and what things it has.



Example:

1. This house doesn't have a dining room.
2. This house has a dog in the bedroom.
3. It has four windows.

Activity 8



Pair work: Ask and answer the questions using the drawing of Eloisa's house.

- A. Does it have a TV in the living room?
- B. No, it doesn't.
- A. Does the bedroom have two beds?
- B. No, it doesn't.
- A. Does it have some pictures?
- B. Yes, it does.
- A. Does it have a washing machine?
- B. Yes, it does.

Activity 9

What are you doing at home?

1. What activities are you doing at home?
2. Where are you doing those activities?
3. Who are with you?
4. Do you feel good at home?

This is Elmer's house. He is doing his homework in his bedroom. His sister Lucy is talking with her friends Carlos and Freddy in the living room. They are planning a surprise party for their friend Liana. His brother Lucas is raking the yard. His mother Monica is preparing the lunch in the kitchen and his father is repairing the roof of the house. His grandparents are on the porch. They are reading the newspaper. It's a comfortable home, where everyone feels good doing their daily activities.



Activity 10

After reading: Answer these questions about Elmer's activities. Take turns asking and answering the questions.

1. Where is Elmer?
2. Where is his brother?
3. What is he doing?
4. Where is his sister?
5. What is she doing?
6. Where are their parents?
7. What are they doing?

Activity 11

Your turn: Now write a paragraph about yourself. Ask your teacher for help with new vocabulary. Modify the information and ask and answer questions.

What activities do you do when all your family is at home? Write about those activities, telling what each person does and where each person is. Describe how they feel at home.


Activity 12



Pair work: Ask and answer the questions about where these people are. Take turns with your classmate.

- A. Where's Emilse?
- B. She's in the bathroom.
- A. What's she doing?
- B. She's taking a bath.
- A. Where's her mother?
- B. She's in the living room.
- A. What's she doing?
- B. She's watching TV.



Grammar		
Present progressive tense		
<p>Affirmative</p> <p>I'm studying now She's studying now You're studying now We're studying now He's studying now They're studying now</p>	<p>Question?</p> <p>Am I studying now? Are you studying now? Is he studying now? Is she studying now? Are we studying now?</p>	 <p>Are they studying now?</p>
<p>Negative form</p> <p>I am not playing now You aren't playing now He isn't playing now She isn't playing now We aren't playing now They aren't playing now.</p>	<p>Short answers:</p> <p>Affirmative Yes, I am Yes, you are Yes, he is Yes, she is Yes, we are Yes, they are</p>	<p>Short answers: Negative</p> <p>No, I'm not No, you're not No, he isn't No, she isn't No, we aren't No, they aren't</p>

Activity 13



Pair work: Ask and answer the questions about these people.

Student A. What are you doing?
Student B. I'm practicing math.
Student A. What is she doing?
Student B. She's drinking water.
Student A. What are they doing?
Student B. They're listening to music.



Activity 14

Look at these peoples: Say what are they doing now.



1. Alicia / play the guitar



2. Rose and Julio / ride a bike



3. Rose's sisters / eat a sandwich



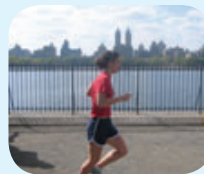
4. Wilma / swim



5. Ricardo / sleep



6. Jaime / roast meat and vegetables



7. Gina / run



8. My father and brother / fish



9. They / cook



10. My uncle / drive



11. My brother / paint



12. My teacher / erase

Activity 15



Pair work: Ask and answer the questions about the previous illustrations.

- Student A. What is Alicia doing?
Student B. She's playing the guitar.
Student A. What are Rose and Julio doing?
Student B. They're riding a bike.
Student A. What are Rose's sisters doing?
Student B. They're eating a sandwich.

Activity 16



Pair work: Answer the questions correctly. Look at the illustrations in activity 14.

- A. Is Ricardo playing?
B. No, he isn't. He's sleeping.
A. Are Rose and Julio dancing?
B. No, they aren't. They're riding a bike.
A. Is Alicia playing the piano?
B. No, she isn't. She's playing the guitar.

Your turn: Look at the people and say what they're doing. Work with a classmate and look outside of your school or your house, and write sentences in the present continuous. Explain to the class what the people are doing outside. Write the actions, and then look up some new actions in a dictionary.

Prepositions of place: at, in, on



They are celebrating *in* the house.



The pillow and the blanket are *on* the bed.



They are *at* the house.

Activity 17



Pair work: What are the people doing. Look at the pictures and read the descriptions. Identify which picture goes with which description.

My sister and her friend Betty are in this picture. They are preparing a report. They are making a list of some places to look up information. They are confirming the dates of the investigation. They have two weeks to present their project.



This picture is of my father. He is taking photos of his friends. They are celebrating an anniversary of the triumph of the Sandinista Revolution. In this picture they are singing songs in honor of this holiday.



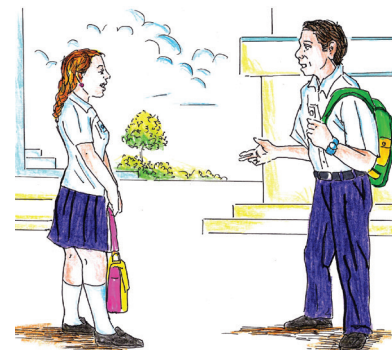
This is a picture of my mother. She is working at the market. She is selling vegetables. People are buying vegetables to make a salad. She is giving the prices of the tomatoes. She goes to the market very early. She is gets up at 5:00 am.



Activity 18

After reading: Answer the questions. Work with a classmate.

1. What are the two girls doing?
2. Where are they?
3. What are they holding?
4. Where are they?
5. What is the woman doing?
6. Where is she?
7. What is she selling?



Activity 19

Your turn: Bring a picture of your family and describe it to the class.

Look for a picture of your family. Describe what the people are doing. Prepare your description at home, then present it to your classmates. You can use a dictionary to look up new words.

Listen and practice the ing ending /ɪŋ /

What are they doing?



He's surfing the Internet.



They're jumping.



He's raking the yard.



He's eating an ice-cream.



They're shaking hands.

Activity 20



Pair work: Ask and answer these questions about what you usually do and what you are doing now. Present it to the class using your modified information.

Student A. What do you usually do at night?

Student B. I usually read books, but tonight I'm watching TV.

Student A. What do you usually do in the morning?

Student B. I usually get up late, but tomorrow I'm getting up early.

Student A. What do you usually do in the afternoon?

Student B. I usually practice math, but today I'm practicing English.

Student A. What do you usually do on weekends?

Student B. I usually eat lunch out, but today I'm eating lunch at home.

LESSON 20: Home appliances and features

Activity 1



Do you have a garden in your house?

Before reading

1. Is there a garden in your house?
2. Are there many flowers?
3. Are there any trees near your house?
4. How many trees are there?

In front of my house there is a beautiful garden. It has many colorful flowers. My mother waters them each morning. Next to the garden there is a porch where there are some chairs to rest and watch people passing by the street. There are three big trees in the garden. I like to sit down under their branches when I am hot. My house is a cool place.



Activity 2

After reading: Write and complete the following sentences about the reading. Use “there is” with one object and “there are” for multiple objects.

1. There / a beautiful garden.
2. There / many kinds of flowers.
3. There / three trees.
4. There / a porch.
5. There / some chairs on the porch

Singular “there is”: Affirmative

There is a person in this picture



Negative

There isn't a book on the table



Plural: “there are”: Affirmative

There are some vegetables on the tray.



Negative :

There aren't boys in this picture.



Activity 3

Look at these appliances: Write a paragraph describing what appliances there are in each room of your house and then present to your classmates. Ask your teacher for help with the pronunciation of new words.



Activity 4



Pair work: Practice this conversation and then talk with a classmate about your house. Use your own personal information.

Linda:

My house is big. There are three TVs, two computers, and two DVD players. There's a telephone in the living room, in the kitchen, and all six bedrooms. We have a garage for three cars and there's a nice pool in the yard. Tell me about your new house.

Alba:

Well, our house is small. There isn't a computer, the TV is old and there isn't a DVD player. We don't have a telephone, but we have a beautiful garden which our family enjoys every afternoon.

Activity 5

After the reading: Answer these questions about the conversation.

1. How many telephones are there in Linda's house?
2. How many rooms are there in Linda's house?
3. Is there a nice garden in Linda's house?
4. Is Alba's house small?
5. Is there a TV in Alba's house?
6. Is there a computer in Alba's House?

Activity 6



Pair work: Look at this picture: Is this a living room or a dining room?

1. Do you have a room like this?
2. What items are there in your house?

Look at this picture and describe.

Is this a living room or dining room? What things are there? How many things are there? Is your room like this? What color are these items? What items does this room need?

Write a paragraph with the answers to the questions. Use **there is**, **there are**, **there aren't**, or **there isn't**. Ask your teacher for help. Present your paragraph to the class.



Activity 7



Pair work: This is a picture of Carla's kitchen. Is her kitchen small or big?



The kitchen of my house is small, but it's comfortable, and it's easy to clean. I usually prepare my breakfast, but now my mother is cooking me a delicious, big breakfast. Sometimes my father helps her, but now he's washing the clothes. My little brothers usually get up early, but now they are sleeping. .

Activity 8

After reading: Answer the questions about the reading.

1. What is Carla's kitchen like?
2. What does she usually do?
3. Where is her mother?
4. What is she doing now?
5. Is there a stove in her kitchen?
6. What items does Carla's kitchen need?

Activity 9

Your turn:

Now write about your kitchen. Do you prepare your breakfast? Do you help your mother clean the kitchen? What items do you have and what do you need? Describe what there is and what there isn't in your kitchen.

Activity 10



Pair work: Copy the chart and take a survey with a classmate about your house. Write yes or no. Then present the results to the class.

	My house	Friend's house	Friend's house
1. There is a TV in the bedroom.			
2. There is a pet in the house.			
3. There are trees next to the house.			
4. There are four rolling chairs in the living room.			
5. There are a table and fours chairs in the kitchen.			
6. There is a stove in the kitchen.			
7. There is a bath in the bedroom.			

The sound of i / ay / like

iron



five

5

night



light



write



ice



The sound of e: / iy/ .

sheep



peach



feet



read



eat



Alicia's day

Activity 1

Reading: Alicia's day.

1. Do you like to go to the market?
2. What do you buy at the market?

It's 5 p.m. and Alicia is at the market. She's buying fruits and vegetables. She goes to the market three days a week. Then she returns home at 6 p.m. She helps her brother with math. At 7 p.m. the family eats dinner. Alicia's father serves the food. Her brother puts the dishes and glasses on the table. After dinner, Alicia and her brother wash the dishes and then they prepare their clothes for the next day. They brush their teeth and then go to bed early.



Activity 2

After reading: Answer questions about Alicia's day, using complete sentences.

- Does Alicia go to the market five days a week?
- Does Alicia's father read the newspaper at night?
- Does Alicia's mother prepare the dinner?
- Do Alicia and her brother prepare their clothes for the next day?
- Does Alicia's brother have problems with math?
- Do they brush their teeth before going to bed?

Activity 3

Your turn: Write a paragraph about your activities. Look at "the Alicia's day" reading to help you.

1. What do you usually do before dinner?
2. Do you help with the shopping?
3. What time do you do each activity?



Activity 4

My favorite room is the bedroom.

1. What things do you have in your bedroom?
2. Where are they?
3. What activities do you do in your bedroom?
4. How often do you clean and organize your bedroom?

Juan's Bedroom



My favorite room in the house is my bedroom. It isn't very big, but it's very nice. It's light blue. I have a table to do my homework, and a computer. They are in front of my bed. I don't have a TV, but I have an alarm clock with radio. They're next to my bed. I like music very much. I have a lot of CDs and when I finish my homework I listen to music. I have a closet to keep my clothes. It's beside the window. I like to do my homework in my bedroom because there is not much noise.

Activity 5



Pair work: Answer the questions about the reading above.

1. What is the room like?
2. Which appliances does he have?
3. Where is the computer?
4. Is there a TV in the bedroom?
5. Where is the radio?
6. What color is the bedroom?
7. What does he like to do in his room?

LESSON 21: Types of buildings

Activity 1



What types of buildings do you know?

Before reading

1. What is your house like?
2. What types of buildings have you seen?



House



Farm house



Apartment building



Palace



Castle



Bungalow



Trailer



Tent



Office building



Cathedral



Bank



Supermarket

Types of houses

There are many types of houses. Each one has an important use. In other countries, there are people that live in palaces, castles and apartment buildings. In Nicaragua, most people live in simple houses, while other people live in farm houses. A small number live in luxury residential buildings. Everyone has his or her own type of house.

Activity 2

After reading: Answer the questions about the reading “Types of house”.

1. What types of houses do you see in the pictures?
2. Do you know where there are palaces?
3. Do you like farm houses?
4. Which cities are more residential?
5. Are there office buildings in your town?
6. Are there apartments in your town?

Activity 3

Write a paragraph about where you live. Which types of houses does your town have? Are they big or small? How many floors do they have?. Ask for help from your teacher and then present to your classmates about the houses in your town.

Activity 4

Reading “Where my mother works”.

1. Does your mother work?
2. What’s her occupation?
3. Where does she work?
4. Is it a big or a small building?

Hello friends, I’m Jorge. I live with my mother, my father and two sisters. My mother is an executive secretary. She works in an office building with ten floors. Sometimes I go to her work. I like to use the elevator. My mother works from eight a.m. to four p.m. When she comes home she is very tired, but she talks to us about her day. We help her prepare the dinner and she helps us with our homework. My father has his own work; he has a mechanic workshop next to our house.



Activity 5

Your turn:

Write a paragraph describing where your mother or father works. What type of house does he or she work in? Have you been to his or her work? How long do they work? What time do they arrive at home? Then, revise your paragraph with your teacher.

Possessive Adjectives: my, your, his, her, their, our, its.

My name is Mirna.

Those are his parents.

This is my mother.

Their names are Luis and Sonia.

Her name is Julia.

This is our house.

That is her friend.

This is your bedroom.

His name is Carlos.

This is my dog. Its name is Pepa.

Activity 6

Reading: My friend's farm

1. Do you have a farm?
2. Do you like to visit farms?



My friend's farm is ten kilometers from town. We go to the farm by bus. We get up at five o'clock in the morning to take the bus at 6:30. We take many things to cook there. When we arrive we drink milk and eat hot tortillas with beans and cream. Tomas' father is a farmer. He has many animals on his farms. There are three horses, five cows, ten hens, two dogs, and one cat. There are many fruit trees. There is a small river near the house. We ride horses. It's nice to breathe fresh air. We enjoy going to the farm.

Activity 7

After Reading: Read the paragraph and answer these questions:

1. How far is Tomas' farm from town?
2. What do they eat when they arrive?
3. What time do they take the bus?
4. What does Tomas' father do?
5. What animals are there at his farm?
6. What's Tomas' father's house like?

Activity 8

Write a paragraph about a farm. How far is the farm from town?

What is the house like? What animals are there? What do you do there? What do you prepare to eat? Do you help do anything? Are there any trees there? What do they plant? Is there a river near by? Do you enjoy being there? What time do you return?

Verb: have – express possession

Affirmative

I have a new car.



We have a lot of food.



You have a big family.



They have many friends.

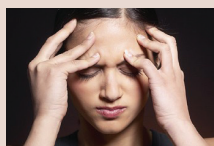


He has many balloons.



They have a yellow table.

She has a headache.



Activity 9



Pair work: Share with your classmate about your activities. You can change the information. Take turns asking and answering questions.

Do you like Nicaraguan food?

Do you understand when people speak English?



Does your family own a house?

Does this cellphone belong to you?

Object Pronouns

I love my daughter. ~ I love her.

I love my son. ~ I love him.

We love our dog. ~ We love it.

She loves her mother ~ She loves her.

He loves his teachers. ~ He loves them.

My father loves his sons. ~ He loves us.

Activity 10



Pair work: Change the words in parentheses to object pronouns.

1. I often write to my (girlfriend).
2. She always helps (her father).
3. They sometimes call (their grandparents).

Activity 11



Reading: "My best friend Linda"

Before reading:

1. Do you have friends?
2. Do you have a favorite friend?
3. How many friends do you have?
4. Why is he or she your favorite?



My best friend Linda is a very special person to me. I love her very much. We always have fun together. She understands me very well and knows all about me. We study at the same school. We do homework together and help each other. She lives in another neighborhood, about ten blocks from my house. We go to parties and enjoy time with other friends. She likes to dance and so do I. We take dance classes together. Sometimes she travels to visit her relatives in Puerto Cabezas. When she is there, I miss her a lot, but I talk to her on the phone and we discuss all the activities that we've done during the week. It's good to have a best friend.

Activity 12

After reading: Answer these questions about the reading:

1. Why are they good friends?
2. What do they do together?
3. Where does Linda live?
4. Where does her friend travel?
5. How do they communicate?
6. Do they take dance classes together?

Activity 13

Your turn: Write a paragraph about your best friend.

Write a paragraph about your best friend. Say what you do with him or her. Why is he or she your best friend? Do you think it is important to be a good friend? Ask your teacher to revise your work and then present it to the class.

Activity 14



Pair work: Talk with a friend about what you like to do or what you hate to do.

Student A. What do you like to do?

Student B. I like to play guitar, and you?

Student A. I like to play soccer.

Student B. What do you love to do?

Student A. I love to write poems and you?

Student B. I love to go to the beach.

Student A. I hate to iron my clothes and you?

Student B. I hate to clean my room?



Now modify using these phrases:

- | | | |
|-------------------------|----------------------------|--------------------|
| 1. clean the house | 4. do the homework | 7. listen to music |
| 2. make your bed | 5. practice math | 8. learn English |
| 3. take out the garbage | 6. play with your brothers | 9. read books |

Activity 15



Pair work: Practice the dialogue about activities with a partner. Ask your teacher for help with the pronunciation.

Student A. What do you do in the afternoon?

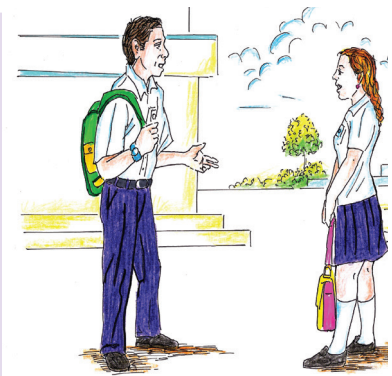
Student B. I do my homework, and you?

Student A. I read a book and learn English.

Student B. What do you do at night?

Student A. I listen to music, and you?

Student B. I play with my dogs.



Activity 16



Pair work: Practice this conversation with a classmate and then modify it with your information and present to the class.

1. Felipe, you have to wash the dishes tonight.

3. You need to help around the house too!!



2. I don't want to wash the dishes, Mom. I need to practice math.

4. OK, I'm going right now.

Activity 17



Pair work: Ask and answer questions about what your friends do every week. What they are doing now. Look at the examples:

1. What is Felipe doing now?

3. What is Felipe's mother doing?



2. He's watching TV now, but he studies from Monday to Friday



4. She's eating dinner now, but she works in a coffee shop every morning.

Joining sentences using “and”

I'm looking for an English dictionary. Cristina is reading a book.

I'm looking for an English dictionary, and Cristina is reading a book.

I'm studying history. My sister is practicing English.

I'm studying history, and my sister is practicing English.

Activity 18



Group work: Join sentences using “and”, using a comma between each sentence. Take turns in this exercise.

- I'm doing my homework.
- My sister is reading a book.
- I'm doing my homework, and my sister is reading a book



Now try with other actions and change roles in each sentence.

1. read a book

4. talk with your father

7. watch television

2. play soccer

5. ride a bicycle

8. work with your mother

3. listen to music

6. practice English

9. take a nap

Join ideas with “and” and “too”

I'm using the computer. My friend is using the computer.

I'm using the computer, and my friend is too.



Santos is riding a bicycle. I am riding a bicycle.

Sonia is riding a bicycle, and I am too.



Activity 19



Group Work: Join equal ideas with “too”. Take turns in this exercise. Ask your teacher for help with the sentences.

- My sister is playing the guitar.
- My father is playing the guitar.
- My sister is playing the guitar, and my father is too.

Now try with these other actions and change roles in each sentence.

1. surf the internet

2. do social activities

3. plant trees in the community

4. help in the community

5. work as health brigade

6. practice sports

6. meet with friends

7. treat health problems

8. recycle garbage

Unit 6

My Community



Contents

- Places and people in the community.
- Our country.
- Asking for and giving directions.
- Famous people in our country.

Activity 4

Reading: A clean city is a beautiful place:

1. Is your city big or small?
2. Is it a clean place?
3. Is it a safe place?
4. Do you know how many people live there?



My city is a clean and safe place. We work very hard to keep our city clean. We work in organized groups within each neighborhood. We pay taxes to the mayor's office because it invests in many social and building projects. My city has about one hundred thousand citizens. Our central government arranges financial help from other countries, to help our poor people. It invests in better health, housing, and salaries. It develops projects to increase employment in our city.

Activity 5

After reading: Work in pairs to answer the questions about the reading.

1. Do they work in an organized manner? Do people pay their taxes?
2. What does the government do with the taxes?
3. How does the government get financial help?
4. What do they do with the help?

Prepositions of place: in, on, at

Elsa lives <i>in</i> León.	They are <i>at</i> the beach.
She lives <i>in</i> an apartment.	Her mother is <i>at</i> the bank.
Leon is <i>in</i> Nicaragua.	My brother is <i>at</i> the store.
Her apartment is <i>on</i> Fonseca Street.	My mother is <i>at</i> home.
Puerto Cabezas is <i>on</i> the Atlantic Coast.	My teacher is <i>at</i> school.
León is <i>on</i> the Pacific Ocean.	
Corn Island is <i>on</i> the Atlantic Coast.	

Activity 6

Where's the market?

1. Have you been to the places in your town? 3. What places do you go to the most?
2. Do you know how to give directions to foreigners?



Bank



Supermarket



Drugstore



Hospital



Post office



University



Restaurant



Library



Cathedral



School



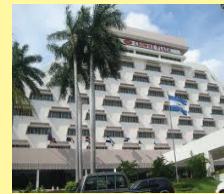
Market



Fire station



Bus station



Hotel



Store

Activity 7

Look at this chart. This is how important buildings of a city are placed. Here is a small description of this city. The supermarket is next to the drugstore. In the supermarket, they always sell fresh vegetables. The bank is in front of the university. The bank opens at 8:30 am from Monday to Saturday. The restaurant is across from the supermarket. The restaurant serves delicious typical food. The church is between the library and the school. This cathedral is very big and old. What is the location of other places? Describe four more places.

More prepositions of place:

near next to across from in front of behind on
 far from between opposite in back of beside

Activity 8



Pair work: Ask and answer these questions about the places on the map:

Student A. Excuse me. Where's the supermarket?

Student B. It's next to the drugstore and it's across from the restaurant.

Student A. Where's the hotel?

Student B. It's in front of the school and it's beside the restaurant.

Activity 9



Pair work: Ask and answer the questions about the locations on the map.

Student A. Excuse me. Is there a clinic near here?

Student B. No, there isn't.

Student A. Is the restaurant open on Monday?

Student B. No, it isn't. It's closed.

Activity 10



Pair work: Practice this conversation, looking at the map. Modify the information if necessary.

Student A. Excuse me. I'm lost. Where's the market?

Student B. It's on the corner, next to the fire station?

Student A. Is it far from here?

Student B. No, it isn't. It's near.

Activity 11

Your turn: Draw a small map of your city. Ask and answer questions about those locations. Ask for help from your teacher.



turn left



turn right



go straight



go down



go up



LESSON 22: Places and people in the community



Activity 1

Reading: We are happy in my community.

1. How do you help in your community?
2. Are there soccer fields?
3. What projects do people do?
4. Do you participate in these projects?

We live in Luisa Amanda Espinoza neighborhood. It's a beautiful community. All the people participate to improve the community. In our community we have health, ecological, and sports brigades. These brigades have five people. They work to benefit poor people and better their conditions. These brigades are managed by local governments. They present their proposals in the city council meeting, and then the mayor's office makes their arrangements with the central government. These arrangements are made by the leader of each neighborhood. An organized community is a developed community. I live in a prosperous community.



Activity 2

After reading: Answer these questions about the reading. Take turns.

1. What's the name of the neighborhood?
2. What brigades does this community have?
3. How many people are there in the brigades?
4. What do these brigades do for the community?
5. Where do they present the proposals?
6. Who do the brigades help?
7. Where does the narrator live?
8. Is there a mayor's office in each city?

Activity 3

Your turn: Now write about your city.

Write about the community where you live: its name, its size, and how many people live there. What do people do in your community?

LESSON 23: Our country

Activity 1

Reading: Nicaragua, pretty Nicaragua.

1. What is the capital of Nicaragua?
2. Do you visit the capital?
3. Which departments of Nicaragua have you been to?

Nicaragua is an independent, free, sovereign, united and indivisible country. It is a democratic, participative and representative republic. Managua is the nation's capital city and is where the central government is located.

Nicaragua is bordered by Costa Rica in the South and Honduras in the North. Nicaragua is the largest Central American republic. The immense Pacific Ocean forms its western border, the balmy Caribbean Sea, the eastern border. It is a warm and friendly land of lakes, mountains, rivers, and volcanoes. The country is divided into three geographic regions: the Pacific Lowlands in the west, the mountainous Central Region, and the Atlantic Lowlands in the east. There are 25 volcanoes in the Pacific region, three freshwater lakes, and many great rivers. Nicaraguans celebrate nine national holidays. Nicaragua also has many historical sites and buildings.



Activity 2

After reading: Answer the questions about the reading.

1. Which countries border Nicaragua?
2. Are there many national parks?
3. Which oceans border Nicaragua?
4. How many geographic regions are there in Nicaragua?
5. Are there some lakes in Nicaragua?
6. Where are the volcanoes located?

Activity 3

Work in groups: Talk about other cities in Nicaragua. Look for the information in books or on the internet, Then, present it like a conversation to the class.

- | | |
|-------------------------------------------------|-----------------------------------------------|
| 1. Is there an island in Bluefields? | 1. Are there rivers in Nicaragua? |
| 2. How many departments are there in Nicaragua? | 2. Are there many mountains around Jinotega? |
| 3. Are there many bridges in your city or town? | 3. Are there many hills in your city or town? |
| 4. Is there a museum in your city? | 4. Is there a zoo in your city? |

Activity 4



Pair work: Ask and answer questions about places in Nicaragua.

Where is Ometepe Island?

It's in Granada's lake.



Where is Somoto Canyon?

It's in the department of Madriz.

Now try with these:

- | | | |
|-------------------------------|----------------------------------|--------------------------|
| 1. Asososca Lagoon. | 2. Escondido River. | 3. Estanzuela Waterfall. |
| 4. San Cristobal Volcano. | 5. Poneloya Beach. | 6. Xolotlan Lake. |
| 7. Bosawas Biosphere Reserve. | 8. Masaya Volcano National Park. | |

Activity 5



Pair work: Ask and answer questions about historic places in Nicaragua.

Student A. Where is the Ruben Darío Theater?

Student B. It's in Managua. It's near the National Palace of Culture.

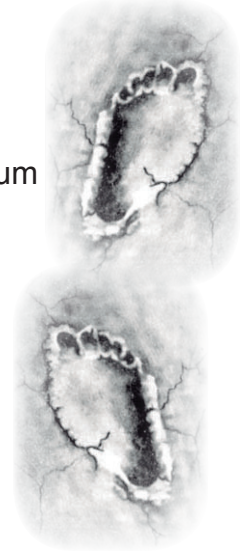
Student A. Where is Ruben Dario's Museum?

Student B. It's in Leon City. It's near the Central Park

Activity 6

Now, ask about these others places in Nicaragua.

- | | |
|---------------------------|-------------------------------|
| 1. Acahualinca Footprints | 5. Myths and Legends Museum |
| 2. Old Leon's Ruins | 6. Victory Square |
| 3. San Jacinto State | 7. National Palace of Culture |
| 4. Concepción Castle | 8. San Jacinto Hotbeds |



Activity 7



Pair work: Ask answer questions about cities in Nicaragua.

Where is Puerto Cabezas?

It's in the RACN

Where is Bluefields?.

It's on the Caribbean Coast



- | | | | |
|-----------|-----------|-------------------|---------------|
| 1. Siuna | 4. Télica | 7. Monimbó | 10. Chontales |
| 2. Rama | 5. Lovago | 8. Puerto Sandino | 11. Condega |
| 3. Sébaco | 6. Carazo | 9. Corinto | 12. Jalapa |

Activity 8



Pair work: Take turns asking and answering these questions about your personal information.

A. What's your name?

B. My name is Javier.

A. Where are you from?

B. I'm from Matiguas.

A. Where's that?

B. It's in Matagalpa.

Activity 9

Your turn: Describe places in your town or city. Write sentences to tell what places there are. You can include affirmative or negative sentences. You can ask for other names of places from your teacher. You can look for more places on the internet or in books.

Activity 10

What beautiful places in our country!

1. What beautiful places have you been to in Nicaragua?
2. How often do you visit touristic places in Nicaragua? Do you enjoy the visits?

Look at the pictures and practice the conversation below, changing the places on the pictures. Do you know where they are? Take turns asking and answering the questions about your country.



León's Cathedral



Bay of San Juan del Sur



National Palace



Estanzuela Waterfall



San Juan River



San Cristobal volcano

Conversation:

- A. Oh, that's nice. Where's that?
B. It's San Juan del Sur beach.
A. That's in Corinto, isn't it?
B. No, it's in Rivas.
A. Oh, that's a beautiful view.
B. Oh, yes of course. I love to go there.



Now try with these places around the world.



The Eiffel Tower



The Statue of Liberty



The Great Wall of China



Niagara Falls



Iguazú Falls



Yellowstone National Park

Activity 11



Pair work: Take turns asking and answering questions about these cities.

- A. Where's Rio de Janeiro?
B. It's in Brazil.
A. Where's Madrid?
B. It's in Spain.



- | | | | |
|----------------|------------|-------------------|------------|
| 1. Ecuador | 4. London | 7. San Miguel | 10. Berlin |
| 2. San José | 5. Toronto | 8. Cairo | 11. Texas |
| 3. Tegucigalpa | 6. Perquin | 9. Ciudad Quetzal | 12. Madrid |

Activity 12

Your turn: Bring to a picture to class and describe it.

Write a paragraph to describe a picture. Who's in the picture? Where is he or she? Where's that place? How do the people feel? Is it far from your city? Then present to the class. The teacher will help you with the pronunciation of new words.

Activity 13

Reading: San Juan del Sur

1. Have you been to San Juan del Sur?
2. How often do you go there?
3. Do you take a tour by boat?
4. Where do you eat?

San Juan del Sur is a beautiful city. It's on the Pacific Ocean and it's a very interesting and exciting place. There is a long beach and there are many restaurants along the beach. There are parties every weekend. There are many boats in the harbor. Many people enjoy being at the beach. Some people bring their food, other people eat at the restaurants, or go to the center of the city to look for other kinds of food. I love to go on my vacations in San Juan del Sur. All my family prepares to spend a great time there.



Activity 14

After reading: Ask and answer these questions about the reading:

1. Where is San Juan del Sur?
2. What is there along the beach?
3. Are there parties every day?
4. What is there by the sea?
5. Where do the people eat?
6. What is there in the center of the city?
7. Do people enjoy going to San Juan del Sur?
8. When do they go to San Juan del Sur?

Activity 15

Your turn: Describe a place in Nicaragua.

Choose a picture of some place in Nicaragua that you like. Describe the place in six lines and then present to your classmates. Paste the picture on a piece of paper and present the place with its characteristics.

Activity 16

Reading: Puerto Cabezas is on the North Caribbean Coast of Nicaragua.

1. Have you been to the Caribbean Coast?
2. Do you have friends or relatives that live there?



Puerto Cabezas is a beautiful city. It's on the Caribbean Coast. Most of the people speak English. Other people speak languages specific to their own culture. The people are hard-workers and are kind. They celebrate the May Pole dance. This is their favorite holiday. They really enjoy this holiday.

Activity 17

After reading: Answer the questions about the reading:

1. Where is the Caribbean Coast?
2. What do the people do?
3. What language do they speak?
4. What is a popular holiday?

Activity 18

Your turn: Describe a city from your country. Tell about the people, what they do, and the main sources of employment. Ask for help from your teacher and then present it to the class.

Activity 19

Describing places in Nicaragua:



Before reading: Look at the picture and answer the questions.

1. Where is this place?
2. Is it a big or large place?
3. What are the people like?
4. What is the town like?

My hometown is Corn Island. It's a small town with a population of about 2,672. It's not a busy, crowded place. It's very relaxed and peaceful. The streets are safe, and the people are friendly. It's not dangerous there. Our air is not polluted. Our streets are always clean, and there are many trees around the houses. We are very happy that we live in this town.



Activity 20

After reading: Read the text and answer the questions about it.

1. What is the name of the town?
2. How many people live there?
3. How is the air?
4. What do the people do there?

Activity 21



Pair work: Take turns asking and answering questions with “what... like”. Use the cues to talk about the cities.

What is Managua like?

It's big and crowded.



What is Rivas like?

It is relaxed and clean.

1. Leon / old and very busy
2. Oriental market / noisy and dirty
3. Granada / beautiful and safe
4. Managua / modern and polluted
5. Matagalpa / clean and safe
6. Jinotega / beautiful and interesting
7. Jinotepe / safe and clean
8. Boaco / small and quiet

Activity 22

Work group: Copy the chart on your notebook and then ask and answer questions about your hometown. Write the information and then each student presents about other classmates.

Questions	Student 1	Student 2	Student 3
1. Where are you from?			
2. Where's that?			
3. What is your hometown like?			
4. Is it a safe place (dangerous, Clean, dirty, polluted, etc)?			
5. What do you do to help on that situation?			

Activity 23



Pair work: Take turns asking and answering questions about family, friends, and classmates.

What is Candida like?

She's nice and friendly.



What is Roberto like?

He's angry and boring.

Use these words to describe more people:

- | | | | |
|-------------|----------|---------------|-------------|
| 1. boring | 4. tired | 7. friendly | 10. relaxed |
| 2. exciting | 5. upset | 8. unfriendly | 11. poor |
| 3. homesick | 6. happy | 9. rich | 12. pretty |

Activity 24



Pair work: Describe these pictures, look at the examples.

What is Zoila like?

She's sad.



What are they like?

They're lovely.



1. Linda / happy



2. Marcos / studious



3. Lucy / thirsty



4. They / lovely



5. Zoila / sad



6. They / polite



7. Fanny / tired

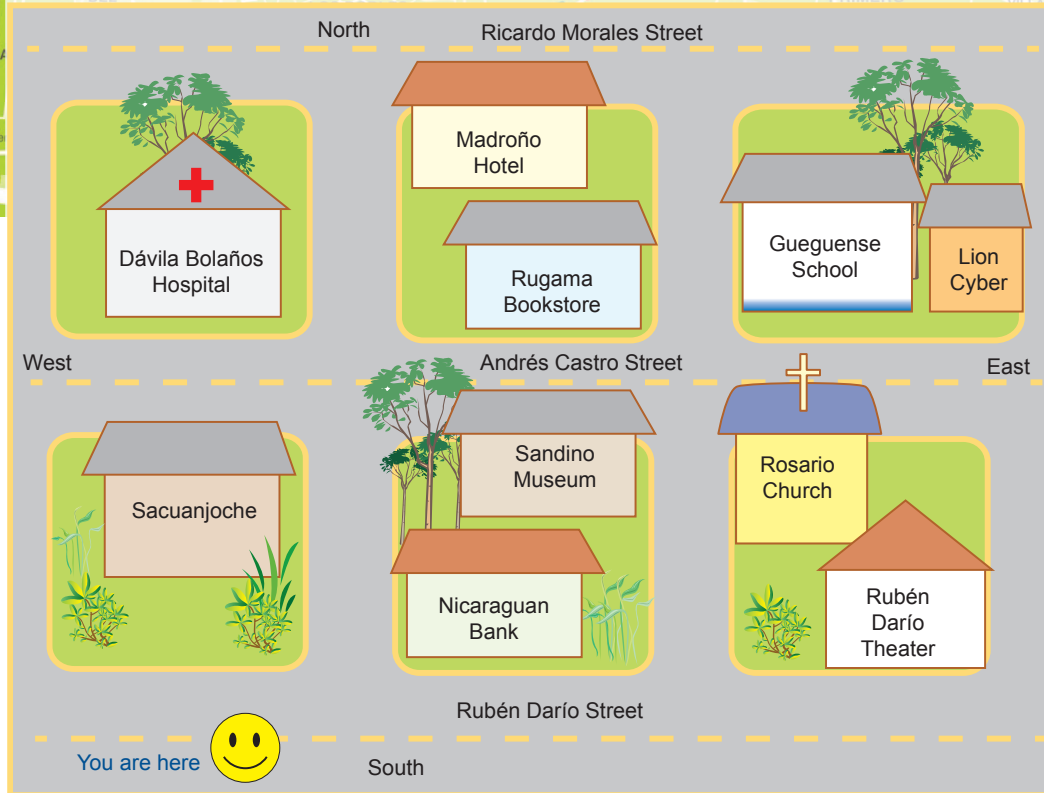


8. They / exciting

LESSON 24: Asking for and giving locations

Activity 1

Look at this map of Happy Town: Talk about the places on the map with your teacher. Are there some places like these in your town? Are they far from your house? Do you take a bus or walk there?



Activity 2



Pair work: Talk about the locations on the map above. Ask and answer questions about those places. Look at examples.

- Student A. Where's Madroño Hotel?
- Student B. It's behind Rugama Bookstore.
- Student A. Where's Gueguense School?
- Student B. It's in front of Rosario Church.
- Student A. Where's Sandino Museum?
- Student B. It's in front of Rosario Church.



Activity 3



Pair work: Take turns asking and answering questions about the map on page 6.

Student A. How far is the school from the store?

Student B. It's near. It's across from the church.

Student A. How far is the bank from the hotel?

Student B. It's near. It's opposite the church.



Activity 4



Pair work: Give more directions to a friend. Look at the map on page 6 again and take turns asking and answering questions.

Student A. Excuse me, where's the hospital?

Student B. Go to the corner. Walk north one block. It's opposite the clothing store.

Student A. Where's the cyber?

Student B. Go to the corner. Walk north one block and turn right. Go straight two blocks. It's next to the school-

Activity 5



Pair work: Give more directions. Use prepositions and names of street.

A. Where is the Nicaraguan bank?

B. It's on Darío Street. It's across from the clothing store.

A. Where is Sandino museum?

B. It's on Andres Castro Street.



Activity 6

Reading: Where's my school?



Before Reading

1. Is your school near from the house?
2. Where's your school?
3. Do you take the bus to school?

I study at Liberty School in Sandino City. My school is on Andres Castro Street. It's a very crowded and noisy street. There is a lot of traffic all day. There are many stores and buildings on Andres Castro Street. Our school is across from the Rosario Church. There is a large bookstore across from the school. Our school is convenient for transportation because the bus stop is on the corner. This is good because we can take the bus to school.



Activity 7

After reading: Read the text and take turns asking and answering the questions with a classmate.

1. What's the name of the street?
2. How is the traffic?
3. Where is the school?
4. Where is the bookstore?
5. Where is the bus stop?
6. What places are on the street?

Activity 8



Pair work: Write a paragraph with a classmate about your school.

Look at the reading above and write about the location of your school. What is the name of your school? Where is your school? What places are close by? Do you take the bus to school? What is the environment around your school like?

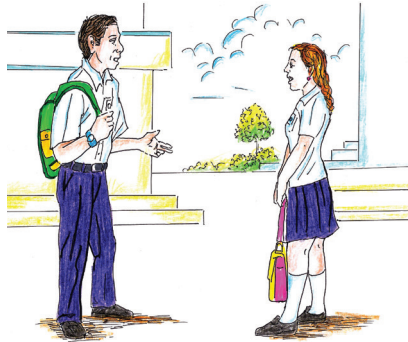
Activity 9



Pair work: Take turns asking and answering questions about directions. Then, modify with your own information.

Where do you study?

Where's that?



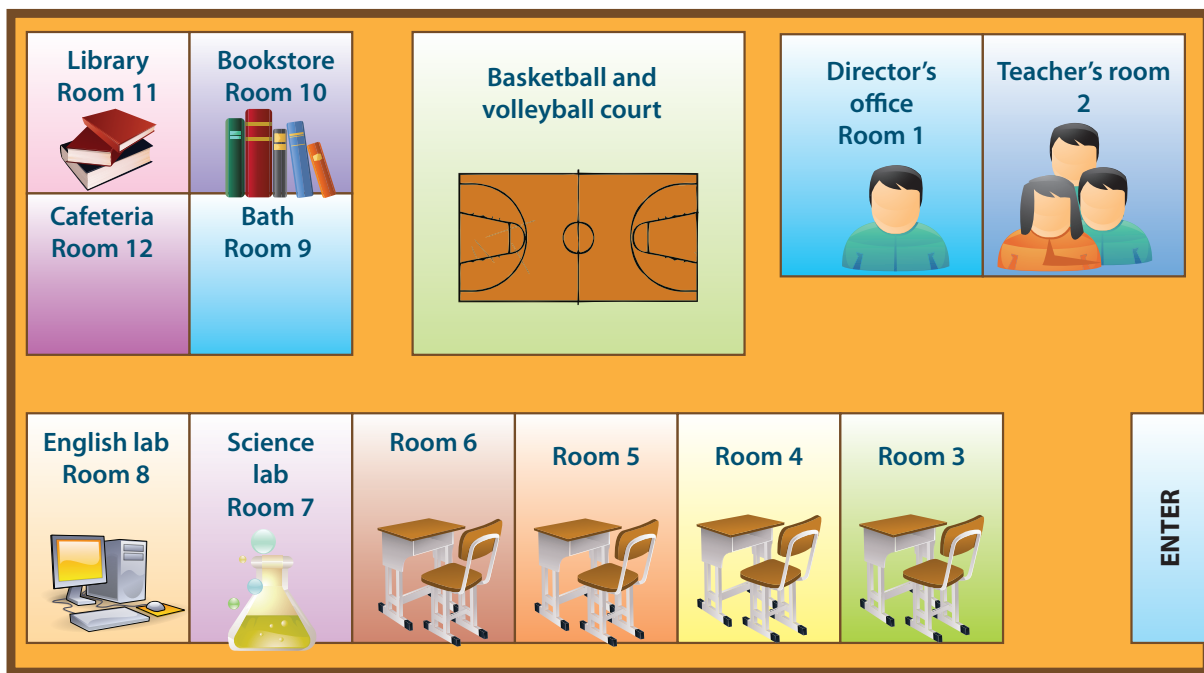
I study at Segovias Institute.

It's in Boris Vega neighborhood. It's on Sandino Street, next to the Economic Supermarket.

Activity 10



Pair work: Look at the map of this school, and describe places inside the school. Take turns with your classmates.



Activity 11



Pair work: Take turns asking and answering questions about directions.

- A. Excuse me. Is this the library?
- B. No, this is the bookstore. The library is next to the.....
- A. Thanks very much.

Activity 12



Pair work: Take turns asking and answering questions about directions at school.

Student A. Excuse me. Is this room six?

Student B. No, it isn't. Room six is in front of the basketball court.

Student A. In front of the basketball court?

Student B. Yes, it's next to the science lab.

Now try with these:

1. Is the cafeteria next to the English lab?
2. Which room is the cafeteria?
3. Is the teacher's room next to room 3?
4. Which room is the principal's office?
5. Is the bathroom across from room five?
6. Is there a principal's office?

Activity 13



Pair work: Take turns asking and answering questions to describe where people are. The teacher will help with the prepositions.

Student A. Where's Jairo?

Student B. He's at the bank.

Student A. Where's Elisa?

Student B. She's at home.

- | | | |
|--------------------|----------------------|-----------------------|
| 1. Fanny/ school | 4. Yara / work | 7. Rosy / post office |
| 2. César/ downtown | 5. Luis / over there | 8. Dora / store |
| 3. Janio/ museum | 6. Ider / class | 9. Mary / movies |

I. Sound of " o " / ow / like in "no"

Comb



Rose



Nose

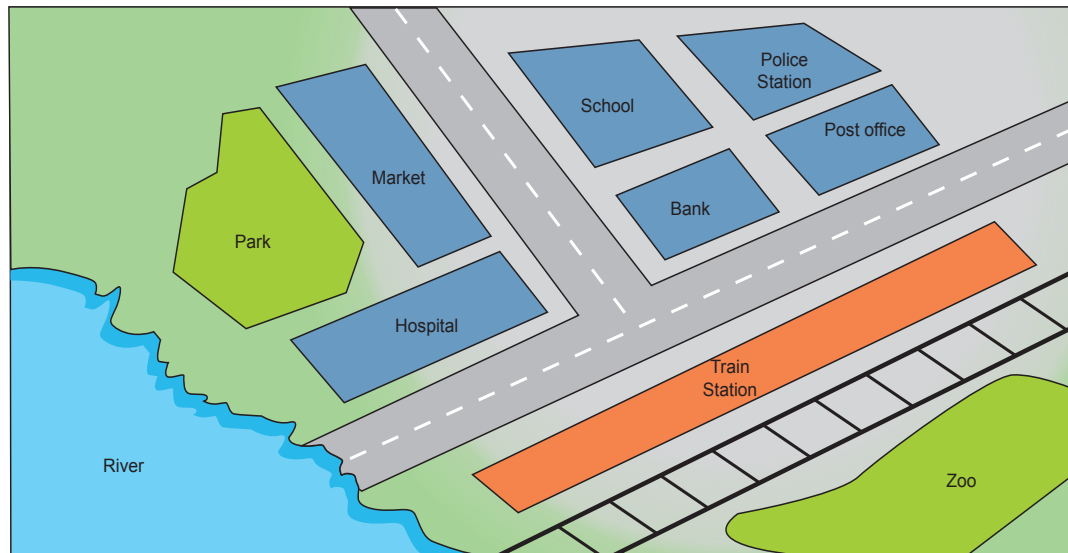


Phone



Activity 14

Where are they?: Look at this map and answer the questions below.



What is near the river?

What is next to the hospital?



The hospital.

The market.

Now try with these questions:

1. What is across from the school?
2. What is in front of the police station?
3. What is behind the market?
4. What is near the train station?
5. Where is the hospital?
6. Where is the zoo?
7. Where is the market?
8. Is the bank next to the river?
9. Is the train station across from the bank?
10. Is the zoo near the river?
11. Where is the police station?
12. Where is the high school?
13. Where is the train station?
14. Is there a river in the city?

Activity 15

Your turn. Now try with places in your town. You can add more places to your questions. Look for different places and look up new words in the dictionary.

Activity 16



Reading: My Aunt Linda:

Before reading:

1. Do you visit your relatives?
2. Do you know how to get there?

This is my Aunt Linda, and her husband, Tomas. They live in Granada, at 121 Andres Castro Street. Their house is next to a bakery. They work all day. She works at the National Bank, and her husband works in a factory. Right now, they are cooking their lunch at home. Then, they return to work. When she leaves from her work she goes to the supermarket to do the next day's shopping..



Activity 17

After reading: Read the text and answer the questions.

1. Where does Linda live?
2. Where does she work?
3. What does she do after work?
4. What's her address?
5. Where does her husband work?
6. What do they do together?



Activity 18



Pair work: Practice this conversation with a classmate, and then change the information.

- A. Hi, my name is Carlos. What's your name?
- B. Hello, I'm Fanny. Where are you from?
- A. I'm from Chontales, and you?
- B. I'm from Monimbo, but I live in Managua.
- A. Where's that?
- B. Monimbo is in Masaya.

Activity 19



Pair work: Take turns asking and answering question to practice more directions, and then change personal information.

Student A. Where do you live?

Student B. I live in Chinandega.

Student A. What is your address?

Student B. It's 25 Nicarao Street. It's across from the market.

Activity 20



Pair work: Practice this conversation with a classmate, and then change the information with your favorite people.






1. Who is your favorite singer?
2. My favorite singer is Ricardo Arjona.

1. Who is your favorite actor?
2. My favorite actor is Harrison Ford.







1. What's your favorite band?
2. My favorite band is La Cuneta.



The long sound of "u" / uw/

Two	Juice	Ruler	Food	Room	Glue
2					

The sound of "u" / □ /

Book	School	Cook	Bull	Foot	Cookies
					

LESSON 25: Famous people in our country

Activity 1

Talking about famous people

1. Which famous people do you know? 2. Do you know them in person?



He's Daniel Ortega. He's the president of Nicaragua. He's the leader of the FSLN. He's from Chontales.



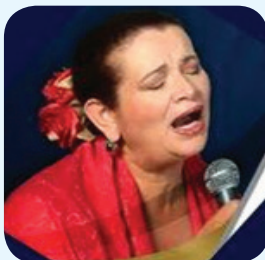
He's Ruben Dario. He's a very famous Nicaraguan poet. He was from Ciudad Darío.



He's Carlos Fonseca Amador. He's the father of the Sandinista Revolution. He is the founder of FSLN. He was from Matagalpa.



She's Luisa Amanda Espinoza. She was a guerilla fighter in Nicaragua. She was from Managua.



She's Norma Elena Gadea Avilés. She's a singer-song writer. She's from Ocotal.



He's Hernaldo Zúniga. He's a singer-song writer. He is from Masaya.



He's Vicente Padilla. He's a baseball player. He's a good pitcher. He plays for the Red Sox. He's from Chinandega.



She's Katia Cardenal. She's a singer-song writer. She's from Managua.

Activity 2



Pair work: Practice the conversation about the famous people on page 157. Take turns asking and answering questions about them.

Student A. Who's that?

Student B. That's Daniel Ortega.

Student A. What his occupation?

Student B. He's the president of Nicaragua. He's the leader of the FSLN.

Student A. Where's he from?

Student B. He's from La Libertad, Chontales.

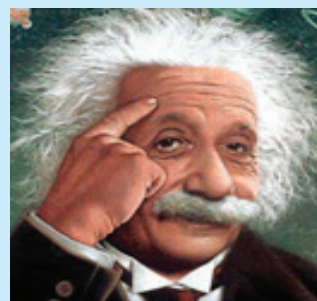
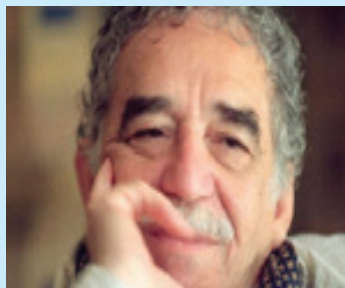
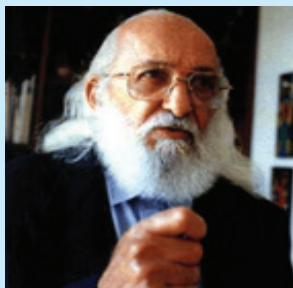
Activity 3

Your turn:

Think of more famous Nicaraguans. Work in groups of three.

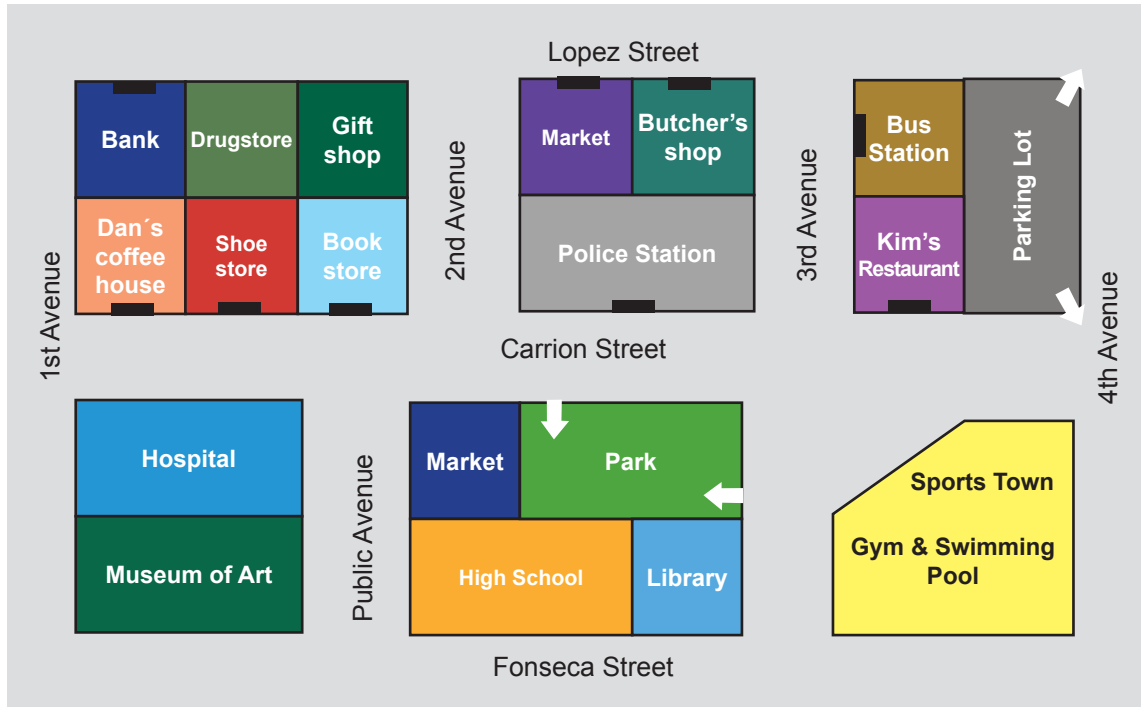
Activity 4

Now try with these people: Who is he or she? What does he or she do? Where is he or she from? Work in pairs with another classmate.



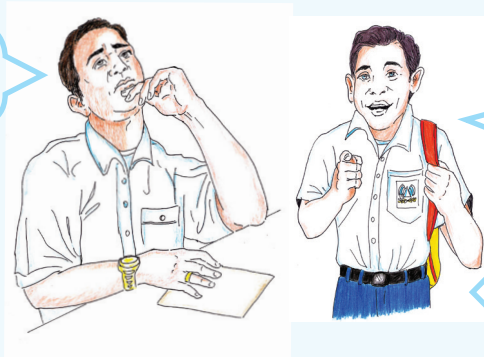
Activity 5

Pair work: Look at this map. Take turns with a classmate asking and answering questions about it.



Where is the gift shop?

Where is the shoe store?



It's on Lopez Street, Second Avenue. It's behind the bookstore.

It's on Carrion Street, Public Avenue. It's across from the hospital.

Activity 6

Your Turn:

Now draw a map with similar characteristics and places of your city and present it to your classmates.

PRONUNCIATION OF REGULAR PAST TENSE VERBS

1. Pronounce / t / after all voiceless consonant sounds: / f, k, p, sh, ch, s, x, /, except / t /.
2. Pronounce / d / after all voiced consonant sounds: / b, g, j, l, m, n, r, v, z / and after vowels / a, e, i, o, u /, except / d /.
3. Pronounce / id / after / t / and / d /.

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

Vocabulary

Unit I The Classroom

above: arriba de
advise: aconsejar
before: antes
begin: empezar
both: ambos
building: el edificio
can: puede
carefully: cuidadosamente
choose: escoger
draw: dibuja
encourage: anima
environment: entorno
guess: adivina
help: ayuda
join: unirse
learn: aprende
look for: busca
make: hace
most: mayoría
must: debe
reading: lectura
recall: recordar
task: tarea
tell: decir, contar
things: cosas
times: veces
try: intenta

Unit II Personal Information

about: acerca de
after: después
around: alrededor
between: entre
check: revisar
come: venir
following: siguiente
funny: divertido
last name: apellido
lend: prestar
less: menos
look at: observa
missing: faltan
more: more
near: cerca
now: ahora
once: una vez
role: papel, rol
say: decir
short: corto
some: algo
surroundings: entornos
take: toma
tomorrow: mañana
tree: árbol
turns: turnos
unscramble: ordenar
welcome: bienvenido

Unit III Usual Activities

again: de nuevo
average: promedio
best: lo mejor
but: pero
change: cambia
chart: cuadro
chores: tareas domésticas
ending: terminaciones
errands: mandados
falling: caída
give: dar
holiday : día de fiesta
learning: aprendizaje
a lot: bastante
own: propio
raise: levantar
right: derecha
schedule: horario
share: compartir
space: espacio
survey: encuesta
talk: conversar
team: equipo
then: luego
very: muy
wonderful: maravilloso
yourself: tú mismo

Unit IV The Time

allow : permite
amount: cantidad
below: abajo
bill: billete, factura
could: podría
currency: moneda nacional
each: cada
early: temprano
earn: gana
fairly: bastante
hourglass: reloj de arena
just: sólo, justo
kind: clase, amable
later: luego
loaf: barra
ma'am; señora
nearly: casi
noun: nombre
other: otro
quarter: cuarto
season: estación
shower: la ducha
spend: pasar, gastar
stay: permanecer, quedar
strength: fuerza
turned: vuelta, pasado
useful: útil

Unit V Home

appliances: aparatos
belong: pertenece
beside: al lado de
branches: ramas
breathe: respira
colorful: colorido
comfortable: cómodo
curtains: cortinas
features: función
furniture: muebles
housing: vivienda
items: artículos
kitchen: cocina
neighborhood: barrio
newspaper: periódico
outside: fuera
porch: porche
research: investigación
rest: descansa
stove: estufa
surfing: navegando
surrounding: alrededores
therefore: por lo tanto
understand: comprende
usefulness: utilidad
wardrobe: armario
well: así, bien

Unit VI Community

along: a lo largo
arrangement: gestión
border: límite
citizen: ciudadano
court: cancha
crowded: concurrido
employment: empleo
enjoy: disfruta
foreign: extranjero
harbor: puerto
improve: mejora
increase: aumenta
invests: invierte
leader: líder
lowlands: valles
made: hecho
myths: mitos
peaceful: pacífico
polluted: contaminado
proposal: propuestas
relatives: parientes
safe: seguro
sovereign: soberana
taxes: impuestos
united: unida
upset: triste
heavy: pesado

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