



REPÚBLICA DE NICARAGUA



Gobierno de Reconciliación y Unidad Nacional

El Pueblo, Presidente!

MINISTERIO DE EDUCACIÓN



UNIÓN EUROPEA

Programa de Apoyo al Sector de Educación en Nicaragua
PROSEN

Orgullo de País!

MÓDULO Autoformativo de

English

7th Grade

2016

Vamos Adelante!

EN BUENA ESPERANZA,

EN VICTORIAS!

EDUCACIÓN SECUNDARIA A DISTANCIA EN EL CAMPO

CRISTIANA, SOCIALISTA, SOLIDARIA!

Serie Educativa:

"Educación Gratuita y de Calidad, Derecho Humano Fundamental de las y los Nicaragüenses"

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PRESENTACIÓN

El Gobierno de Reconciliación y Unidad Nacional, a través del Ministerio de Educación (MINED), entrega a docentes y a estudiantes de Educación Secundaria a Distancia en el Campo, el módulo autoformativo el cual ha sido elaborado con el propósito de fortalecer el proceso de aprendizaje de las y los estudiantes y los valores de la cultura campesina.

El módulo es un instrumento de trabajo independiente para el estudiante con actividades de iniciación, desarrollo y consolidación, que permitirán alcanzar los indicadores de logro en cada una de las disciplinas.

Las diversas actividades que se orientan en el módulo contribuyen a promover el autoestudio, el autocontrol, la autoevaluación y el “aprender a aprender” en la que el estudiante apliquen los conocimientos, habilidades, actitudes y valores adquiridos a través de su formación, transformar su entorno, su comunidad y país.

El módulo contiene información diversificada que propiciará en las y los educandos empoderarse y fortalecer sus conocimientos, lo cual evidentemente servirá como un instrumento didáctico muy valioso que le facilitará valorar, corregir y perfeccionar sus habilidades respetando la cultura campesina de trabajar y estudiar, a fin de que se sienta miembro fundamental de su comunidad.

Este documento es propiedad social, por tanto debe cuidarse para que también le sea de provecho a otros estudiantes, razón por la que le sugerimos lo forre, evite mancharlo, ensuciarlo, romperlo o deshojarlo. Esa será su contribución desinteresada y solidaria, con los próximos estudiantes que utilizarán este módulo.

Ministerio de Educación

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INTRODUCCIÓN

Apreciables niñas, niños y adolescentes:

El módulo auto formativo de lengua extranjera de séptimo grado para estudiantes de la modalidad de secundaria a distancia en el campo es un instrumento pertinente para su efectivo aprendizaje y desarrollo de habilidades en la segunda lengua. Es importante que las y los estudiantes reconozcan en este documento la importancia de desarrollar hábitos de auto estudio y consolidación de los aprendizajes para que se pueda lograr un verdadero aprovechamiento de su contenido y actividades prácticas del inglés a través de todo el año escolar.

Esta herramienta está diseñada para que las y los estudiantes puedan realizar actividades prácticas de la segunda lengua de manera independiente y grupal, abarcando todas las habilidades de la lengua tales como: el habla, la escucha, la escritura y la lectura sin obviar el dominio de vocabulario significativo y contextualizado y la gramática y pronunciación.

Se promueve también el enfoque comunicativo para el aprendizaje de la lengua, se presentan actividades comunicativas e integradoras que le permitirá a las y los estudiantes usar la lengua con mayor confianza y motivación evitando los temores de su aprendizaje.

Las cuatro unidades del programa están abordadas en este módulo, hay un sección de ejercicios que permite fortalecer la prácticas de las diferentes formas del lengua además de las actividades establecidas para tal fin en cada unidad, esto permitirá que los estudiantes descubran su habilidad de aprender a aprender la lengua meta en sus momentos de trabajo independiente.

La comprensión lectora en inglés también es un elemento fundamental que este módulo aborda en sus aspectos básicos, el enfoque comunicativo utiliza el texto como un elemento fundamental en el aprendizaje de las lenguas y el desarrollo de habilidades y técnicas de comprensión lectora le dará a las y los estudiantes herramientas más útiles para su práctica y desarrollo del inglés.

Finalmente es importante señala la importancia del uso adecuado y cuidado de estos módulos auto formativos para que las y los docentes, las y los estudiantes puedan aprovechar adecuadamente la riqueza de estos documentos para mejorar las condiciones de aprendizajes y por consiguiente la calidad educativa en la modalidad de secundaria a distancia en el campo.

Esperamos que sea de mucha utilidad y provecho durante todo el séptimo grado y permita que las y los estudiantes desarrollen habilidades y destrezas en el uso de la lengua extranjera.

INTRODUCTIONS

Unit I



Lesson A: My first English Class!

En esta lección usted aprenderá a:

- Usar adecuadamente expresiones para presentarse y responder a presentaciones de sus compañeros.
- Usar expresiones de saludo.
- Realizar y contestar preguntas con el verbo to be.



1. Read the dialog. Then listen and repeat after the teacher. *(Lea el diálogo. Luego escuche y repita después del profesor).*

Teacher: Hello! Good morning! My name is María. I am your English teacher. Welcome to my class.

Student 1: Good morning, I am glad to meet you. My name is Karla and I am happy to be here.

Student 2: It's nice to meet you. I'm Fanny and I am happy to be here too!

Aprendamos un poco más

En inglés usamos las siguientes expresiones para saludar:

Hello (formal), Hi (informal), Good morning, Good afternoon, Good evening

Al presentarnos usamos:

My name is...

I am (Karla) / I'm (Karla)

Para responder a presentaciones usamos:

It's nice to meet you/ Nice to meet you

I'm glad to meet you/ Glad to meet you

I'm pleased to meet you / Pleased to meet you

Recuerda que:

*I'm (Karla) y My name is (Karla)
tienen el mismo significado en este contexto.*

2. Listen and practice the following conversation. *(Escuche y practique la siguiente conversación).*

Martha: Hello, My name is Martha Cisneros.

Erick: I'm Erick Potosme. Nice to meet you, Martha.

Martha: It's nice to meet you, too.



Aprendamos un poco más

Observa como Martha responde a Erick al momento de presentarse. Martha usa la misma expresión *It's nice to meet you* y agrega la palabra *too* (adverbio) para expresar énfasis al responder a Erick.

3. Complete the following dialogs. (Complete el siguiente diálogo)

Dialog A

Good morning, my name is _____

I _____ glad to meet you _____ My _____ is _____

I am glad to _____ you, too.

Dialog B

Hello, my _____ is _____. What's your name?

_____, I am _____. Nice to meet you _____

Nice to _____ you, too.

4. Work in pairs. Take turns and practice introducing yourself. (*Trabaje en pareja. Túrnese y practique presentándose*).

5. Order the next two dialogs. Use numbers from 1 to 4. Then compare your answers with a partner. (*Ordene los dos diálogos siguientes. Use números del 1 al 4. Luego compare sus respuestas con un compañero*).

Dialog A

_____ Hello, my name is Leopoldo.

_____ Hello, my name is Juana. What's your name?

_____ I am glad to meet you, too.

_____ I am glad to meet you.

Dialog B

_____ Yes, I am. What's your name?

_____ Good afternoon. Are you the new English teacher?

_____ I'm Maria. Pleased to meet you, Aracely

_____ Hi, I'm Aracely. What's your name?

_____ Pleased to meet you, too.

6. Classroom rules. Work in groups and complete the following concept map with classroom rules. Ask your teacher for help. *Reglas del aula de clase. Trabaje en grupo y complete el siguiente mapa conceptual con reglas del aula de clase. Pídale ayuda a su profesor*).

Example: Be respectful of others; raise your hand to speak.



*classroom
rules*

7. Grammar: The verb “to be”

Aprendamos un poco más

Observa cómo cambia el orden de las palabras en las siguientes construcciones:

Question: Are you the new English teacher?

Answer: Yes, I am.

Affirmative

I am = I'm

You are = You're

He is = He's

She is = She's

It is = It's

We are = we're

You are = You're

They are = They're Are they ...?

Question

Am I...?

Are you...?

Is he...?

Is she...?

Is it...?

Are we ...?

Are you ...?

Short answer

Yes, I am / No I'm not

Yes, you are /No, You aren't

Yes, He is / No, He isn't

Yes, she is / No, she isn't

Yes, it is / No, it isn't

Yes, we are / No, we aren't

Yes, you are / No, you aren't

Yes, they are /No, they aren't

Recuerda que:

Singular pronouns: I, YOU, HE, SHE, IT

Plural pronouns: WE, YOU, THEY

8. Listen and practice in pairs (*Escuche y pratique en pareja*).

1.

A: Are they English teachers?

B: Yes, they are.

3.

A: Are you a veterinarian?

B: I'm sorry, I'm not. I'm an agricultural technician

2.

A: Are you Fernanda Alvarez?

B: Yes, I am. Why?

4.

A: Excuse me, is your last name Rodriguez?

B: Yes, I am. Why?

5.
 A. Excuse me, is she the Principal of the school?
 B: No, she isn't. She's the secretary.

6.
 A. Excuse me, is your teacher Roll Fuentes?
 B. Yes, he is. He's in his office now.

9. Pronunciation. Listen and repeat. (*Escuche y repita*).

- | | | |
|------------------------|------------------------|-------------------|
| 1. Pest control worker | 2. Construction worker | 3. Police officer |
| 4. Taxi driver | 5. Horse trainer | 6. Fisherman |
| 7. Bus driver | 8. Shoemaker | 9. Tailor |
| 10. Librarian | 11. Welder | 12. Mason |

10. Vocabulary. Match each occupation with the correct picture. (*Une cada ocupación con la imagen correcta*).



Farmer



Nurse



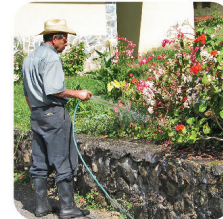
Mechanic



Carpenter



Chef



Cleaner



Dog trainer



Gardener



Baker



Hair dresser



11. Grammar. Complete each sentence with the correct form of BE. (Complete cada oracion con la forma correcta del verbo BE)

1. Scarleth and Melissa are not primary school teachers. They _____ high school teachers.
2. _____ he a police officer? No, _____. He is a gas station attendant.
3. Is Francisco a construction worker? Yes, _____.
4. Is your dad a horse trainer? No, _____ a dog trainer.
5. My sister _____ a librarian and I _____ a welder.
6. _____ Carlos a fisherman? No _____ . He _____ a tailor.
7. _____ you a taxi driver? No, _____ I am a bus driver.
8. Excuse me, _____ a shoemaker? Yes, _____.

12. Grammar Personal Pronouns. (Pronombres personales).

<i>Subject</i>	<i>Object</i>	<i>Possessive Adjectives</i>	<i>Possessive</i>	<i>Reflexive</i>
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
*It	It	Its	Its	Itself
We	Us	Our	Ours	Ourselves
You	You	Your	Yours	Yourselves
They	Them	Their	theirs	themselves

Aprendamos un poco más

“It” se dice que es un pronombre neutro ya que su significado depende del contexto en el cual aparezca; puede significar el o la y es usado para referirnos a un objeto, animal, lugar, etc. Veamos los siguientes ejemplos:

- The cow is big. It eats grass all day. Aquí “it” se refiere a un animal.
- The school is nice. It is my favorite place. Aquí “it” se refiera a un lugar.
- It rains. Aquí su uso se denomina impersonal al no tener ningún tipo de sujeto.



13. Read the text and answer the questions. (Lea el texto y conteste las preguntas).

Marlene Torrentes is a professor at Universidad Central, Villa Clara, Cuba. She was born in Nicaragua. Her father is Nicaraguan but her mother is Cuban. Marlene is married to a Chilean Biologist. They have two children, a boy and a girl. The boy was born in Cuba but the girl was born in Chile.

True or false?(Verdadero o falso?)

- a. Marlene is Cuban _____
- b. Marlene and her husband are from Nicaragua. _____
- c. Marlene is married to a Nicaraguan Biologist. _____
- d. Marlene's parents are Cuban. _____
- e. Marlene's daughter is Chilean _____
- f. Marlene's son is Cuban _____

14. Complete the following chart. Use countries and nationalities. (Complete la siguiente tabla. Use países y nacionalidades).

<i>Country</i>	<i>Nationality</i>
	Costa Rican
Honduras	
Puerto Rico	
	American
Mexico	
	Canadian
Spain	
	Italian
France	
England	
	Guatemalan

15. Make questions (Realice preguntas).

- 1.
A: _____ ?
B: Yes, I am
- 2.
A: _____ ?
B: No, they aren't. They are students
- 3.
A: _____ ?
B: No, it isn't. It's García.



4.

A: _____?

B: No, we aren't. We are Venezuelan

5.

A: _____?

B: No, he isn't. He's a watch repairer.

16. Speaking

Write your name on a piece of paper. The teacher will collect the names and redistribute them. He will give you the name of a new classmate. Walk around the classroom and ask questions to find the person. *(Escriba su nombre en un pedazo de papel. El profesor juntara los nombres los redistribuirá. El profesor le dara el nombre de un nuevo compañero de clase. Recorra el aula y haga preguntas para encontrar a la persona).*

Example: "Are you...? Is your name...?"

17. Write sentences and questions *(Escriba oraciones y preguntas).*

1. You/Teacher? Yes / Are you a teacher? Yes, I am

2. She/French/ She is French.

3. They/mechanics? No/ _____

4. You/British? Yes/ _____

5. You/Carlos? No _____

6. What/name? _____

7. My/name/ Jilma _____

8. He/motorbike repairer? Yes _____

9. Valeria and Alejandra/Salvadorian? _____

10. Your name/ Marie? _____

18. Some useful language. The teacher will introduce the meaning of the words and expressions. Then she/he will ask you to do the actions. *(El profesor introducirá el significado de las palabras y expresiones. Después le pedirá que realice las acciones).*

a. Open/close your book

b. Stand up

c. Sit down

d. Come to the board

e. Take your things off the chair

f. Open/close the door/the window

g. Could you read the dialog, please?

j. Answer the questions

k. Work in pairs/individually/in groups

l. Raise your hand

m. What does _____ mean?



19. Match each word with the correct pictures. (*Una cada palabra con la imagen correcta*).



Pencil



Pen

Notebook



Eraser



Table

Chair



Bagpack

CD Player



Curtain



Fan



Lesson B: How do you spell your last name?

En esta lección usted aprenderá a:

- Pronunciar e identificar los sonidos del alfabeto en inglés.
- Deletrear apropiadamente nombres de personas y lugares.
- Reconocer números cardinales y ordinales de forma oral y escrita.
- Usar los números de cardinales y ordinales de 0-100.
- Comprender números de teléfonos en conversaciones cortas.
- Usar expresiones de saludo y de despedida.
- Usar el artículo A/AN.



1. Listening. Listen to Ernesto talking about his family
(Escuche a Ernesto hablando sobre su familia)

Hi everyone! My name is Ernesto. I am from El Salto, a small town in San Rafael del Sur. I am 16 years old. My father is a Dentist and my mother is his dental assistant. Their names are Mercedes and Hugo and they both work at their own clinic in the urban area of San Rafael del Sur. I have two brothers and a sister. My sister is a receptionist at a hotel in Masachapa. Her name is Yadira and she is 19 years old. My brothers are telemarketers at an international company in Managua. Their names are Pedro and Antonio. Pedro is 22 and Antonio is 20. I love my family!



Aprendamos un poco más:

Observa la siguiente oración en el texto anterior:

I have (tengo) two brothers and a sister.

Otros ejemplos son:

I have a horse. I have a bike. We have a farm. They have a truck.

Los adjetivos posesivos se usan para indicar posesión. Observa el uso de adjetivos posesivos en el texto anterior y en los siguientes ejemplos:

Affirmative

My name is Wilman

Your name is Alber

His name is Hugo

Her name is Yadira

Its name is El Salto

Our names are Elizabeth and Sofia

Your names are Mario and Fanor

Their names are Mercedes and Hugo

Question

Is my name Wilman?

Is your name Alber?

Is his name Hugo?

Is her name Yadira?

Is its name El Salto (refiriendose a algo)

Are our names Elizabeth and Sofia?

Are your names Mario and Fanor?

Are their names Mercedes and Hugo?

Recuerda que:

My name is Alber = My name's Alber. Las formas contractadas son más comunes en la comunicación oral.

I am 16 years old = I am 16.

Un error frecuente al decir la edad es: I have 21 years old. Lo correcto es: I am 21 years old./I'm 21.

Singular possessive pronouns: MY, YOUR, HIS, HER, ITS

Plural possessive pronouns: OUR, YOUR, THEIR.



Now answer these questions (*Ahora conteste estas preguntas*)

- a. How old is Ernesto?
- b. How old are his brothers?
- c. Is his mother a dentist?
- d. Is her sister a hairdresser in San Rafael del Sur?
- e. Is Ernesto a student?

Aprendamos un poco más:

Artículo A/AN:

Observa el ejemplo siguiente: I have a sister. She's an engineer.

Recuerda que:

- A/AN tienen el mismo significado y anteceden un sustantivo singular.
- AN+ sustantivo que inicia con sonido vocal: An eraser, an Apple.
- A+ sustantivo que inicia con sonido consonante: A cow, a machete.

2. Complete the text with information about yourself. (*Complete el texto con información acerca de usted*)

Hi everyone! My name is _____. I am from _____, a small town in _____ . I am _____ years old .My mother is a _____ and my father is a/an _____. I have a brother and a sister. Their names are _____ and _____. My brother is _____ years old and my sister is _____ years old. They are students at the university. I am glad to meet you.

3. The alphabet. Listen and repeat. (*Escuche y repita*)

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

Aprendamos un poco más:

Tenga en cuenta que una letra en inglés puede representar uno o más sonidos. Así que la letra “a” puede sonar distinto en las palabras ate (eit) y all (ol). En otras palabras, las letras adquieren diferente pronunciación según el contexto, o más bien, las letras que la rodean.

4. Listen to the following conversation. Then practice similar dialogs in pairs (*Escuche la siguiente conversación. Después practique en pareja*).

1.

A: Excuse me, is your name Alexis?

B: No, it's Alexander. A-L-E-X-A-N-D-E-R

A: Thank you



2.

A: Excuse me, is your name Aracely García?

B: Yes, it is.

A: And how do you spell your last name, Aracely?

B: G-A-R-C-I-A

A: Thank you very much.

3.

A: What's your first name, please?

B: It's Pedro

A: And your last name?

B: Vasquez

A: Is that V-A-Z-Q-U-E-Z?

B: No. It's V-A-S-Q-U-E-Z

Aprendamos un poco más:

Observe que las siguientes palabras: WHO, WHAT, WHERE, HOW y WHEN se usan en preguntas para pedir información. Ejemplo:

Where are you from?

Who is he?

What is your name?

How old are you?

5. Spelling. Work with a partner and practice spelling of words. (*Deletreo. Trabaje con un compañero y practique el deletreo de palabras*)

Example:

A: How do you spell House?

B: H-O-U-S-E

6. Game. The teacher will give each student the name of a Nicaraguan city. Use the map to practice spelling of the names of the cities. Write the name of the student next to the name of the city. The first student who completes the map is the winner. (*El profesor le dará a cada estudiante el nombre de una ciudad nicaragüense. Use el mapa para practicar deletreo de los nombres de ciudades. El primer estudiante que complete el mapa es el ganador*).

Example:

David: So where are you from, Lisa?

Lisa: I am from Chontales.

David: How do you spell it?

Lisa: C-H-O-N-T-A-L-E-S. Where are you from?

David: León. It's L-E-O-N.





- | | | | | |
|------------|--------------|----------------------|--|---|
| 1- Managua | 5- Rivas | 9- Jinotega | 12- Estelí | 16- R.A.C.C.N
Región Autónoma
del Caribe Sur. |
| 2- Masaya | 6- Boaco | 10- Nueva
Segovia | 13- León | 17- Río San Juan |
| 3- Carazo | 7- Chontales | 11- Madriz | 14- Chinandega | |
| 4- Granada | 8- Matagalpa | | 15- R.A.C.C.S.
Región Autónoma
del Caribe Norte. | |

7. Listening. Listen and write the words you hear. (*Preste atención y escriba las palabras que escucha*).

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | 12. _____ |



8. At the bus station. Listen and practice the conversation. (*En la parada de Bus. Escuche y practique la conversación.*)



Ana: Hi, Rebeca, how are you?

Rebeca: Fine thanks, and you?

Ana: I'm great. Look, that's our bus!

Rebeca: No buddy, our bus is 17. That's 19.

Ana: Oh, I see. I'm late for work. I will take another bus.

Rebeca: OK. See you. Have a good day.

Ana: You, too.

Aprendamos un poco más:

Note que en inglés usted, vos y tú son expresados a través del mismo pronombre personal: you. Así que no tema al usarlo cuando se dirija a una persona mayor o a la cual prefiere dirigirse formalmente con usted.

9. Greetings and Farewells (*Saludos y despedidas*)

Translate into Spanish. Use a dictionary or ask your teacher for help. (*Traduzca al Español. Use un diccionario o pida ayuda a su profesor.*)

<i>Greetings</i>	<i>Spanish</i>	<i>Farewells</i>	<i>Spanish</i>
Hi/hello		Bye	
Good morning/ afternoon/ evening		Good Bye	
How are you?		See you.	
See you later. See you tomorrow.			



Aprendamos un poco más:

Note que "Good night" no es un saludo; es una forma de decir adiós a alguien al final del día.

10. Put these sentences in a logical order (*Ponga estas oraciones en orden lógico*).

1.

I'm just fine, and you? _____.

Hello, Luz, How are you? _____.

I'm great, thank you _____.

2.

Good morning Liz, I'm Fine, and you? _____.

I'm OK. Thanks _____.

Good morning, Alex, How are you? _____.

3.

Hello, Mr. Genet, How is everything? _____.

I'm very well, thank you. How about you? _____.

I'm fine, thanks. _____.

11. Numbers. Listen and practice the numbers.

(Números. Escuche y practique los números).

- | | | | | |
|-------------|----------------|----------------|------------------|--------------|
| 0. Zero | 1. One | 2. Two | 3. Three | 4. Four |
| 5. Five | 6. Six | 7. Seven | 8. Eight | 9. Nine |
| 10. Ten | 11. Eleven | 12. Twelve | 13. Thirteen | 14. Fourteen |
| 15. Fifteen | 16. Sixteen | 17. Seventeen | 18. Eighteen | 19. Nineteen |
| 20. Twenty | 21. Twenty-one | 22. Twenty-two | 23. Twenty-three | |

Aprendamos un poco más

Al leer o dictar números de teléfonos, leemos o dictamos cada dígito. Observa el siguiente ejemplo: 22786769 ext. 154

Two-two- seven-eight-six-seven-six-nine extension number one-five-four

En el caso del 0 como en (505) se pronuncia five-zero-five /five-oh-five



Now say these numbers (*Ahora diga estos números*):

30. Thirty 40. Forty 50. Fifty 60. Sixty 70. Seventy
80. Eighty 90. Ninety 97. Ninety-seven 98. Ninety-eight
99. Ninety-nin 100. One hundred

12. Put a tick (✓) next to the number you hear (*Ponga un visto (✓) a la par del número que escucha*).

- | | |
|-----------------|--------------|
| 1. Thirty | Thirteen |
| 2. Forty | Fourteen |
| 3. Fifty | Fifteen |
| 4. Sixty | Sixteen |
| 5. Seventy | Seventeen |
| 6. Eighty | Eighteen |
| 7. Ninety | Nineteen |
| 8. Twenty- two | Thirty-two |
| 9. Ninety-three | Eighty-three |
| 10. Forty-five | Fifty-four |

13. Write these numbers in words (*Escriba estos números en palabras*)

- 27 _____
56 _____
66 _____
98 _____
77 _____
49 _____
65 _____
82 _____
33 _____
54 _____



14. Ordinal numbers. Listen and say these numbers (*Numeros ordinales. Escuche y diga estos números*).

1st. First 2nd. Second 3rd. Third 4th. Fourth 5th. Fifth 6th. Sixth
 7th. Seventh 8th. Eighth 9th. Ninth 10th. Tenth 11th. Eleventh
 12th. Twelfth 13th. Thirteenth 14th. Fourteenth 15th. Fifteenth
 16th. Sixteenth 17th. Seventeenth 18th. Eighteenth 19th. Nineteenth
 20th. Twentieth 30th Thirtieth 41th. Forty first 52th Fifty second
 63th. Sixty third

Aprendamos un poco más

Los números ordinales se forman al agregar “th” a la raíz de los números cardinales, ej. , ten (diez) que se convierte en tenth (décimo) al agregarle “th”. Son excepciones a esta regla general los ordinales first, second, third, fifth, ninth, twelfth, twentieth, cuyo ordinal se forma al hacer cambios, a veces, radicales y no únicamente al anexar el sufijo “th”.

15. Work in pairs. Interview a student to fill out this form (*Trabajo en parejas. Entreviste a un estudiante y complete este formato*).

First name: _____ last name: _____
 Occupation : _____ Home town: _____
 Nationality: _____ Age: _____
 Married Single
 Phone number: Home _____ Cell _____

16. Listening. The teacher is checking the students’ personal information. Listen and complete the table. (*El professor esta verificando la información personal de los estudiantes. Escuche y complete la tabla*).

<i>No.</i>	<i>Name</i>	<i>Phone number</i>	<i>Extension</i>
1	Juan	(505) 22786764	154
2			
3			
4			
5			



17. Some useful language

Translate the following phrases with a partner. Then compare them with another group. Finally, share your translation with the whole class. (*Traduzca las siguientes frases con un compañero. Después compare con otro grupo. Finalmente, comparta su traducción con toda la clase.*)

Fill in the blank _____

Complete the sentences _____

Work together _____

Hurry up/Time is up _____

Open your books to page _____

Listen to me/ the recording _____

Repeat after me/ the tape _____

Go to the board. _____

Could you repeat, please? _____

I am sorry. I am late. _____

See you. _____

How can I say ...in English? _____

Look at the picture _____

Move around the classroom _____

Ask and answer questions orally _____

18. Vocabulary. Do you know these words? Use the pictures to guess or ask the teacher for help. (*Conoces estas palabras? Use las imágenes para adivinar o pida ayuda a su profesor.*)



Dictionary



Computer



Motorbike



Bus



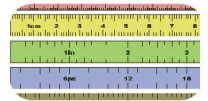
Goat



Girl



Chicken



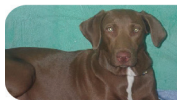
Boy



Dog



Cow



Cat

Pig

Ruler

Sunglasses

Cell Phone

Volcano

Laptop

Train

Lesson C: Revision and Assessment

En esta lección usted podrá:

- Practicar los sonidos del alfabeto en inglés.
- Deletrear nombres de personas y lugares.
- Reconocer números cardinales y ordinales de forma oral y escrita.
- Usar los números de cardinales y ordinales de 0-100..
- Usar expresiones de saludo y de despedida.
- Realizar y contestar preguntas con el verbo to be.

1. Circle the correct answer to complete the conversations (*Encierre en un círculo la respuesta correcta para completar la conversación*).

Hi! **(My/Her)** name **(is/are)** Bertha. **(I/We)** am from Altagracia, a small city in Ometepe Island. I have four children. **(Their/Our)** names **(is/are)** Oscar, Fanny, Alexis, and Leslieth. Oscar **(is/have)** 45 years old. Fanny **(is/have)** 39, Alexis **(is/have)** 42, and Leslieth **(is/have)** 37. I **(are/am)** a baker. I make and sell delicious bread in town. I **(is/am)** proud to be a baker from Ometepe.

2. Some of the following occupations are only for men, women, or both. Put them in the right category. (*Algunas de las ocupaciones siguientes son solo para hombres, mujeres o para ambos. Pongalas en la categoría correcta*).

- Farmer
- Teacher
- Construction worker
- Journalist
- Welder
- Shoemaker
- Hairdresser
- Doctor
- Lawyer
- Painter
- Cashier
- News reporter
- School director
- Nurse
- Accountant

<i>Women</i>	<i>Men</i>	<i>Both</i>



3. Work in groups and make a list of the ten most important occupations in your country. 1 is the most important and 10 the least important. Compare your list with other groups. *(Trabaje en grupos y haga una lista de las diez ocupaciones más importantes de su país. La uno es la más importante y la diez la menos importante. Compare su lista con la de otros grupos).*

1 _____ 2 _____

3 _____ 4 _____

5 _____ 6 _____

7 _____ 8 _____

9 _____ 10 _____

4. Match the words in column A with the words in column B to make sentences. *(Una las palabras de la columna A con las de la columna B para completar oraciones):*

Column A	Column B
1 ____ She is	a. are you from?
2 ____ How old	b. is she?
3 ____ He is	c. 20 years old.
4 ____ Where	d. from Leon
5 ____ Excuse me,	e. are you Lea?
6 ____ How do you	f. say bandera in English?
7 ____ They	g. are Brazilian
8 ____ How do you	h. spell your first name?
9 ____ Are you	i. are Alejandra and Valeria
10 ____ Their names	j. Colombian?

5. Pronunciation. Tick (✓) the word you hear. *(Ponga un visto(✓) a la palabra que escucha).*

- a. Four/fourth b. Six/sixth c. Seven/seventh d. Twenty/twentieth
 e. Ten/tenth f. Eleven/eleventh g. Thirteen/thirteenth h. First/third
 i. Nine/ninth j. Five/fifth



6. Unscramble the sentences. (Ponga en orden las oraciones)

- a. Matagalpa/from/ she/ is _____
- b. lawyer/is /my/ father _____
- c. class/this/ like /I _____
- d. please/ repeat/you/ could _____
- e. she/ sister/my/ is _____
- f. Spanish/Mercedes/is _____
- g. My /are/dad/mom/Somot _____
- h. You/are/Chiquilistagua/from? _____
- i. Carlos/I/brothers/and/are _____
- j. Sister/educational consultant/is/my/an _____

7. Check the spelling of the following words. (Verifique la ortografía de las siguientes palabras).

- 1. Arquitect 2. English 3. Hause 4. Clas 5. Thank you
- 6. Profesor 7. Occupation 8. Thirtenth 9. Excelent
- 10. Radio anouncer

8. Fill in the form with information about you and your parents. Then complete the text. (Complete el formato con información acerca de usted y su familia. Después complete el texto).

Name:	My father	My mother
occupation:	age:	Age:
age:	Nationality:	Nationality:
city:		
No. of brothers: 3		
No. of sisters: 2		

My _____ is _____. I am from _____. I _____
 _____ years old. I am _____. I have _____ brothers
 and _____ sisters. My father is _____ years _____. My mother is
 _____ years old. My parents are _____. They are from _____.



9. Work in pairs. Ask and answer the following questions (*Trabaje en parejas. Haga y conteste las siguientes preguntas*).

- a. What's your name?
- b. How do you spell it?
- c. Where are you from?
- d. How old are you?
- e. Are you a teacher?
- f. What's your phone number?
- g. What nationality are you?
- h. How old is your dad?
- i. How old is your mom?
- j. Where are your parents from?

10. Write the next numbers. (*Escriba los números que siguen*).

- a. First, second, _____, _____, _____
- b. One, two, _____, _____, _____
- c. Ten, twenty, _____, _____, _____
- d. Twenty sixth, twenty seventh, _____, _____, _____
- e. Sixteen, seventeen, _____, _____, _____
- f. Ten, eleven, twelve, _____, _____, _____
- g. Twenty one, twenty two, _____, _____, _____
- h. Twelfth, thirteenth, _____, _____, _____
- i. Tenth, eleventh _____, _____, _____
- j. Fifth, sixth, _____, _____, _____

11. Work in pairs. Choose a card and dictate the words/numbers to your partner.

Card A

poet, politician, grammar, pool, baseball, twins, quick, translator,
research, peak, tour, reservation

Card B

Twenty-one, second, third, fifth, eighteen, a hundred
sixtieth, fourteenth, thirtieth, one, eleven



12. Write sentences about the family of the picture. (*Escriba oraciones acerca de la familia de la foto*).



13. Listening. Listen and complete the lyrics of the song. (*Escuche y complete la letra de la canción*).

"Hello, Goodbye" By The Beatles

_____ say yes, _____ say no
You say stop and I say go go go, oh no
You say _____ and I say _____
Hello hello I don't know why you say goodbye,
I say hello Hello hello I don't know why you say goodbye,
I say hello _____ say high, _____ say low
You say why and I say I don't know, oh no
You say goodbye and I say hello
(Hello goodbye hello goodbye) Hello hello (Hello goodbye)
I don't know why you say goodbye, I say hello
(Hello goodbye hello goodbye) Hello hello (Hello goodbye)
I don't know why you say goodbye (Hello goodbye)
I say hello/goodbye



Why why why why why why do you say goodbye goodbye, oh no?
 You say goodbye and I say hello
 Hello hello I don't know why you say goodbye,
 I say hello Hello hello
 I don't know why you say goodbye, I say hello
 You say yes (I say yes) I say no (But I may mean no)
 You say stop (I can stay) and I say go go go (Till it's time to go), oh
 Oh no You say goodbye and I say hello
 Hello hello I don't know why you say goodbye, I say hello
 Hello hello I don't know why you say goodbye, I say hello
 Hello hello I don't know why you say goodbye, I say hello hello
 Hela heba helloa Hela heba helloa, cha cha cha
 Hela heba helloa, wooo Hela heba helloa, hela
 Hela heba helloa, cha cha cha Hela heba helloa, wooo
 Hela heba helloa, cha cah cah [fade out].

14. Reading. Read the text and do the activities below. (*Lectura. Lea el texto y haga las actividades a continuación*).

My friend's name is Jaime. Jaime is from Sevilla, in Spain. He is Spanish. He is married and has two children. His wife, Patricia, is from Caracas, the capital and largest city of Venezuela. Her family is originally from Maracaibo, a city and municipality in northwestern part of Venezuela , but she now works and lives with Jaime in Milan, a populous city in Italy . They speak English, Italian, and Spanish! Their children are pupils at a local primary school in the suburban area of Milan. The children go to school with other children from all over the world. Flora, their daughter, has friends from France, Switzerland, Austria and Sweden and Germany. Hans, their son, goes to school with students from South Africa, Portugal, Spain and Canada. Of course, there are many children from Italy. Imagine, French, Swiss, Austrian, Swedish, South African, Italian, Spanish and Canadian children all learning together in Italy!

a. Answer these questions. (*Conteste estas preguntas*).

- Where is Jaime from?
- Where is his wife from?
- Where are they now?
- Where is Patricia's family from?
- What are the children's names?
- Where do their children study?
- What languages do they speak?
- Where are Flora's friends from?



b. True or false? (*Verdadero o Falso?*)

Hans and Flora speak French, Italian and Spanish. _____

Jaime is from Milan, a populous city in Italy. _____

Jaime and Patricia speak two foreign languages. _____

Jaime's native language is Italian. _____

Patricia's native language is Spanish. _____

Jaime and Patricia live in Maracaibo. _____

c. Circle all the words in the text that refer to nationalities (*Encierre en un círculo todas las palabras en el texto que se refieren a nacionalidades*).

d. Underline the words in the text that refer to languages (*Subraye las palabras en el texto que se refieren a idiomas*).

15. Self assessment. Use the following criteria to say how well you can do each of the activities below.

- Outstanding/Sobresaliente = 5
- Good/Buena = 4
- Satisfactory/satisfactorio = 3
- Poor/pobre = 2
- in progress/en desarrollo = 1
- How well can you do.../ Que tan bien puedes... ?

a. Introduce yourself. Say your name, age and nationality. *Presentarse ante tus compañeros (decir tu nombre, ocupación, nacionalidad)* _____.

b. Answer simple question about your personal information. *Responder correctamente a la presentación de un compañero* _____.

c. Use Greetings expressions. *Usar expresiones de saludo* _____.

d. Use telephone numbers in conversations. *Usar números de teléfonos en conversaciones* _____.

e. Use Ordinal Numbers. *Usar números ordinales de 0-100* _____.

f. Use Cardinal Numbers. *Escribir números cardinales 0-100* _____.

g. Spell names of persons and places. *Deletrear nombres de personas y lugares* _____.

h. Pronounce and identify the sounds of the alphabet. *Pronunciar e identificar los sonidos del alfabeto* _____.



16. Answer these questions about you orally. *Responde preguntas sobre ti mismo oralmente.*

- a. What is your name?
- b. Are you from the Carazo?
- c. Where are you from?
- d. Are you a student?
- e. Is your teacher from Managua?

17. Complete these sentences about Juan, Carlos and Perla.

1. Juan _____ a soccer player. He _____ an attacking midfielder.
2. His full name _____ Juan Barrera.
3. He _____ 23 years old.
4. He _____ from Estelí, Nicaragua.
5. He _____ 6.1 feet tall (=1.86m).
6. Carlos and Perla _____ both from Masaya.
7. They _____ actors.
8. They _____ married and they have six children!
9. In your opinion, _____ they a perfect couple?



IN THE CLASSROOM

Unit 2



Lesson A: What's that?

En esta lección usted aprenderá a:

- Usar los pronombres demostrativos en oraciones afirmativas, preguntas y respuestas.
- Diferenciar entre un verbo, un adjetivo y un sustantivo.
- Usar adecuadamente el vocabulario al referirse a objetos del aula de clase.
- Usar correctamente el plural de sustantivos regulares.
- Aplicar el orden correcto de adjetivos y sustantivos en oraciones simples.

1. Listen to and observe the teacher saying these sentences. (*Escucha y observa al profesor decir estas oraciones*).

- a. This is a pen and that's a pencil.
- b. This is a window and that's a door.
- c. This is a cell phone and that's a dictionary.
- d. That's an English dictionary and this is a pen.
- e. That's a chair and this is a desk.
- f. That's a girl and this is a boy.
- g. This is a whiteboard and that's an umbrella.

Aprendamos un poco más:

Al observar al profesor (a) podrás notar que los pronombres demostrativos **THIS/THAT** se usan para referirse a sustantivos en singular. La diferencia entre ellos es que se usa **THIS** para referirse a sustantivos cerca del hablante mientras que **THAT** se usa para referirse a sustantivos distantes al hablante.

Recuerda que that's = that is

2. Listen to the dialog and practice (*Escuche el diálogo y practique*).

- | | | |
|--|--|---|
| 1.
Maria: What's that, Alex?
Alex: It's a rainbow
Maria: Wow! It's amazing! | 2.
Valeria: What's this?
Brenda: It's a present for you. Happy birthday!
Valeria: Thank you. That's very kind of you. | 3.
Melissa: What's this, mom?
Fanny: It's a CD player
Melissa: And this?
Fanny: That's a letter |
|--|--|---|

Now work in pairs and ask and answer questions. Use the pictures (*Ahora trabaje en pareja haga y conteste preguntas. Use las imágenes*).





3. Guessing game. Twenty questions (*Juego de adivinar. Veinte preguntas*).

Instructions: El profesor selecciona a un estudiante para sentarse al frente de la clase. El estudiante junto al profesor escogen un objeto o cosa que se encuentra en el aula de clase. Luego el resto de la clase hace preguntas de forma individual para adivinar el nombre del objeto o cosa en un máximo de veinte oportunidades. El estudiante debe responder solamente SI/NO. Si la clase no logra identificar el nombre del objeto o cosa, el estudiante es el ganador. El juego continúa con la selección de un nuevo estudiante.

Ejemplo:

A: Is it a notebook?

Student: No, it isn't.

B: Is it a notice board?

Student: No, it isn't.

C: Is it a calculator?

Student: Yes, it is.



4. Write a or an next to each noun. (*Escriba a o an a la par de cada sustantivo*).



_____ Smart phone



_____ River



_____ University



_____ Church



_____ Wallet



_____ Flag



_____ Hospital



_____ Restaurant



_____ Address book



_____ Orange



_____ Elephant



_____ Office

Aprendamos un poco más:

Recuerda que algunos sustantivos pueden iniciar con letra vocal pero su pronunciación inicia con sonido consonante o viceversa.

Ejemplo: An honest person, a unit of the book, an MP3 player.

5. Work in pairs. Ask and answer questions about things in the classroom. Use a or an. Ask your teacher for help (*Trabaje en pareja. Realice y conteste preguntas acerca de cosas del aula de clase. Use a/an. Pida ayuda a su profesor*).

Example:

A: What's the word for pared in English?

B: It's a wall

6. Grammar The parts of speech / ***las categorías gramaticales***

The man is happy. ***El hombre está feliz***

En la oración anterior tenemos lo siguiente: un artículo (the/el), un sustantivo (man), un verbo (is/ está) y un adjetivo (happy/ feliz). Estas y otras más que veremos después forman las categorías gramaticales del inglés.



Aprendamos un poco más:

Un verbo se refiere a una acción.

Ejemplo: (comer/eat, estudiar/study)

Un sustantivo se refiere a una entidad (una persona, un lugar, una cosa, un animal. Ejemplo: (casa/house, mujer/woman)

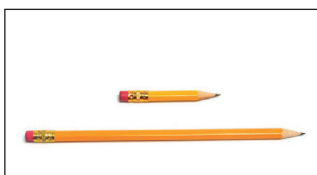
Un adjetivo se refiere a un estado o característica (triste/sad, fuerte/ strong).

Now fill the chart with the right parts of speech. *(Ahora complete la gráfica con las categorías gramaticales correctas).*

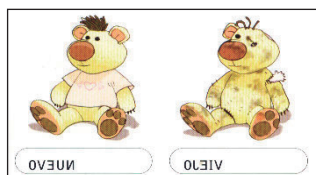
Go, classroom, big, spell, say, pen, new, book, see, teacher, beautiful, nice.

Nouns (sustantivos)	Adjectives (adjetivos)	Verbs (verbos)

7. Vocabulary. Use the pictures to guess the meaning of the words (Vocabulario. Use las imágenes para adivinar el significado de las palabras).



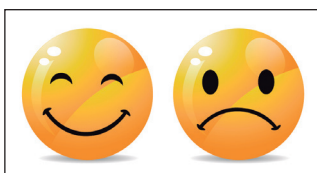
Small - Large



Old - New



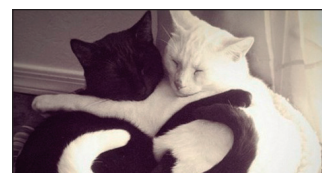
Expensive - Cheap



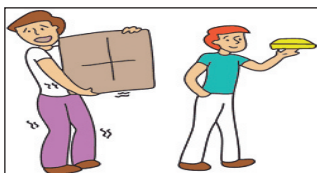
Happy - Sad



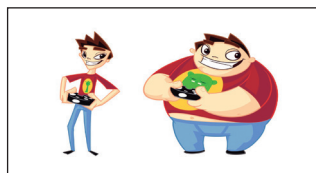
Tall - Short



White - Black



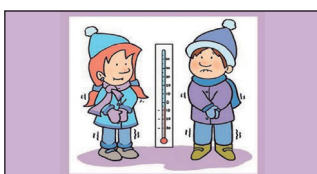
Heavy - Light



Thin - Fat



Slow - Fast



Cold - Hot



Short - Long



8. Grammar Adjectives and nouns (*adjetivos y sustantivos*)

Aprendamos un poco más:

Note que en inglés, a diferencia del español, el adjetivo usualmente aparece antes del sustantivo. Por eso, the big house se traduce como la casa grande.

Now combine five adjectives with five nouns

	<i>Adjective</i>	<i>Noun</i>
<i>a</i>	_____	_____
<i>b</i>	_____	_____
<i>c</i>	_____	_____
<i>d</i>	_____	_____
<i>e</i>	_____	_____

9. Match a noun from the box with an adjective from the list (*Una un sustantivo del cuadro con un adjetivo de la lista*).

mountain	woman	place	cloud	food	cloud
village	class	river	road	food	music
person	season	situation	attraction	bus	landscape

- a. Beautiful _____
- b. Busy _____
- c. Deep _____
- d. Crowded _____
- e. Dark _____
- f. High _____
- g. tasty _____
- h. tourist _____
- i. popular _____
- j. famous _____
- k. quiet _____
- l. rainy _____
- m. Noisy _____
- n. Difficult _____
- o. amazing _____



Aprendamos un poco más:

Recuerde tomar nota de aquellas palabras que frecuentemente aparecen juntas, es decir, de las combinaciones que son normalmente aceptables en cuanto a su uso. Esto le puede ayudar a usar de forma más natural el inglés.

10. Colors

Listen and learn these colors (*Aprenda estos colores*)

	Black/negro
	Yellow/amarillo
	Purple/morado
	Green/verde
	Blue/azul
	Red/rojo
	Brown/cafe
	White/blanco
	Gray/gris
	Pink/rosado

11. Adjectives

Aprendamos un poco más:

Tal como se señaló anteriormente los adjetivos se ubican antes del sustantivo como en los siguientes ejemplos:

This is a red truck or she is a good teacher.

Algunos adjetivos para describir personas son: honest, friendly, hard-working, talkative, interesting, respectful, clever, intelligent, loyal, energetic, competent, funny, creative, efficient, and generous.

Complete the following sentences with two adjectives from the list. (*Complete las siguientes oraciones con dos adjetivos de la lista*).

- Perla is _____ and _____.
- Mario is _____ and _____.
- Magaly is _____ and _____.



12. Read to the following expressions and do the actions (*Lea las siguientes expresiones y hag alas acciones*).

- a. Open your book on page number 10.
- b. Take out your notebook.
- c. Write your name on your notebook.
- d. Write the name of you partner on your notebook.
- e. Stand up and walk to the board.
- f. Write 'hello' on the board.
- g. Go back to your seat
- h. Get into groups of five
- i. Walk round the classroom
- j. Ask your classmates questions
- k. Close your book
- l. Take your things off the chair.
- m. Open the windows
- n. Take out a pencil and a sheet of paper
- o. Listen and repeat

Aprendamos un poco más:

Las expresiones anteriores y muchas otras las usa el profesor (a) en el aula de clase para dar a los estudiantes instrucciones. Todas ellas están escritas en forma imperativa. El imprativo también se usa para dar direcciones y consejo, para decir a las personas que hacer y qué no hacer.

Ejemplo: Be quiet!, Don't forget your homework, show me your answer.

El imperativo se usa con la forma base del verbo. Puedes ver otros ejemplos en letreros, anuncios, etiquetas en inglés.

13. Work in pairs and take turns giving and following instructions (*Trabaje en parejas y turnece para dar y seguir instrucciones*)

Example: A: Raise your hand and spell your name.
B: Open your book and read a dialog.



14. Vocabulary. What day is today? (*Vocabulario. Que día es hoy?*)

Listen and write the days of the week. (*Escuche y escriba los días de la semana.*)



- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

15. Listen and practice (*Escuche y practique*)

A: What are these?

B: They are parrots

A: And what are those?

B: They are rabbits

A: Is this a parrot?

B: No, it isn't. That's a chicken

Aprendamos un poco más:

En el diálogo anterior observamos que los sustantivos tienen formas singular y plural

- **Parrot** está escrito en singular y **parrots** en plural.
- La forma plural de la mayoría de los sustantivos se forma agregando la letra 's'. Ejemplo: student students.
- Agregue 'es' a sustantivos que terminan en **ch, sh, ss, z** y en **x**.
- Si el sustantivo termina en "**consonante + y**" cambie "y" a "i" y agregue "es".
- Si el sustantivo termina en "**ife**" cambien el final a "**ives**".
- El plural de algunos sustantivos es diferente y se les llaman irregular nouns: Ejemplo: Man/men, woman/women, child/children, foot/feet, tooth/teeth, mouse/mice
- Recuerde que: THIS/THAT se usan con sustantivos en singular; THESE/THOSE con sustantivos en plural.



16. Read the following text. Write the underlined nouns in their correct plural form. (Lea el siguiente texto. Escriba los sustantivos subrayados en su forma plural correcta).

Jessica is from a small rural community called Los Cocos. She has two brother and three sister. She has a farm with different types of animal. There are cow, horse, dog, pig, bird, chicken, ox, and cat. She also has fruits and vegetables in her farm like mango, tangerine, grapefruit, orange, lemon, melon, pineapple, watermelon, avocado, tomato, onion, carrot, potato, banana, plantain, bean, and pepper. It's a beautiful place with many coconut tree and a lot of thing to see.

17. Ask and answer questions with THESE and THOSE. Use the following words (Realice y conteste preguntas con THESE y THOSE. Use las siguientes palabras: peanut, strawberry, apple, pear, pumpkin, mushroom)

Example:

A: What are those/these? Or Are these/those peanuts?

B: Those are papayas./No, they aren't.

1. _____
2. _____
3. _____
4. _____
5. _____

Recuerde que these se usa para referirse a objetos cerca y those para referirse a objetos distantes.

Lesson B: What time is it, please?

En esta lección usted aprenderá a:

- Usar las diferentes expresiones para decir la hora y la fecha.
- Usar el orden correcto de adjetivos y sustantivos en oraciones simples.
- Hacer y contestar preguntas sobre actividades diarias.

1. Listen and practice (Escuche y practique)

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

B: Hold on a second. It's ten past two.

A: Thank you

B: You are welcome.



2. Observe the clocks and learn how to tell the time. (*Observe los relojes y aprenda a decir la hora*).



- a. 12.00 It's twelve o'clock
- b. 12.15 It's twelve fifteen/It's a quarter past twelve
- c. 12.30 It's twelve thirty/It's half past twelve
- d. 12.45 It's twelve forty five/It's a quarter to one
- e. 2.20 It's two twenty/It's twenty past two
- f. 3.40 It's three forty/It's twenty to four
- g. 12.10 It's twelve ten/It's ten past twelve
- h. 2.55 It's two fifty five/It's five to three

3. Listen to the conversations and write the time (*Escuche las conversaciones y escriba hora*).

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____

4. Work in pairs. Ask and answer questions about the time (*Trabaje en parejas. Haga y conteste preguntas sobre la hora*).

Example:

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

B: Just a minute. It's five to six.



5. Match each picture with a clock (*Una con una raya*)



Going to work



Having a shower



Going to school



Having breakfast



Having a dinner



Taking the dog
for a walk



Taking the bus



Going back home



Going to bed



6. Vocabulary.

What time do you do each activity? (*Vocabulario. A qué hora haces cada actividad?*)

- | | | |
|-------------------------|------------------------|--|
| a. Do homework | f. feed your animals | k. begin work |
| b. brush your teeth | g. listen to music | l. take a nap |
| c. clean your room | h. play a sport | m. go out with your girlfriend/
boyfriend |
| d. watch T.V | i. go to work | n. go to church |
| e. talk to your friends | j. come back from work | o. go shopping |

Fill in the time slots with daily activities from the list. (*Complete los espacios de la hora con actividades diarias de la lista*)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6.00							
8.00							
10.00							
12.00							
1.00							
2.00							
3.00							
4.00							
5.00							
6.00							

7. Work in pairs. Ask and answer questions. Use information from activity 6 (*Trabaje en parejas. Realice y conteste preguntas. Use la informacion de actividad 6*).

Example:

A: What time do you go to school?

B: I go to school at seven o'clock in the morning.

8. Read the following conversation and practice with a partner (*Lea la siguiente conversacion y practique con un compañero*).

Celfida: Hi Sofia, do you know the date for our next school meeting?

Sofía: I'm not sure but I think it's on November 14th.

Celfida: Thanks a lot.

Sofia: My pleasure.



Aprendamos un poco más:

Hay varias formas de escribir la fecha en inglés. Estas formas varían en cuanto a su nivel de formalidad o informalidad. En inglés americano se escribe primero el mes, luego el día y finalmente el año. En el caso del día se usa números ordinales.

Ejemplo:

1 de julio 2014: July the first, 2014/ July 1st, 2014

También en algunos textos se usa el siguiente formato: 07/01/2014

En el caso del año se lee así:

2014: Two thousand fourteen

1999: Nineteen ninety nine

2002: Two thousand two

9. Write the following dates (Escriba las siguientes fechas).

- a. 02/25/2014 _____
- b. 12/25/2015 _____
- c. 06/11/1995 _____
- d. 04/10/2013 _____
- e. 09/29/1945 _____

10. Write the following years (Escriba los siguientes años).

- a. 2001 _____
- b. 2000 _____
- c. 1432 _____
- d. 2016 _____
- e. 1999 _____
- f. 2019 _____

11. Listen and practice (Escuche y practique). *The months of the year (Los meses del año)*

- | | |
|----------|-----------|
| January | July |
| February | August |
| March | September |
| April | October |
| May | November |
| June | December |



12. Write four adjectives for each of the following nouns (*Escriba cuatro adjetivos para cada uno de los siguientes sustantivos*)

House {

Dog {

Student {

Car {

Community {

Lesson C: Revision and Assessment

En esta lección usted aprenderá a:

- Usar correctamente formas imperativas en la comunicación oral y escrita.
- Usar correctamente el plural de sustantivos regulares.
- Usar correctamente el artículo a/an .
- Aplicar el orden correcto de adjetivos y sustantivos en oraciones simples.
- Usar las diferentes expresiones para decir la hora y la fecha.
- Hacer y contestar preguntas sobre actividades diarias.
- Usar los pronombres demostrativos en oraciones afirmativas, preguntas y respuestas.

1. Listen and tick (✓) the word you hear in each sentence. (*Escuche con atención y ponga un visto(✓) a la palabra que escucha en cada oración*).

- g. Listen to the recording / conversation.
- h. Open your notebook / book.
- i. spell your name / last name
- j. Stand up and walk to the door / board.
- k. Say hello to your teacher / classmate.
- l. Point to the map / clock.
- m. Take out a piece of paper / a paper clip.
- n. Put your pen/pencil on the desk



2. Write the days of the week in its usual order. (*Escriba los días de la semana en el orden usual*).

Friday _____, Tuesday _____, Saturday _____,
 Monday _____, Sunday _____, Wednesday _____,
 Thursday _____.

3. Complete the following question. Then walk around the classroom and ask five students. Take notes. (*Complete la siguiente pregunta. Después recorra el aula y pregunte a cinco estudiantes. Tome notas*).

What time do you _____? (milk the cows/ go to church on Sunday/ go to the farm/ go to work/ study English/have dinner)

Perla: dinner: 6:00 p.m.

Juan: dinner: 5:50 p.m.

4. What's your typical Sunday like? Complete the chart. (*Como es tu domingo típico? Complete el cuadro*).

<i>Time</i>	<i>Activities</i>
6.30	I get up at six thirty

Now ask your classmates questions to find three coincidences (*Ahora pregunte a sus compañeros para encontrar tres coincidencias*).

Example:

What time do you get up on Sunday?

5. Circle the odd word out. (*Seleccione la palabra que no corresponde*)

- a. House, rabbit, man, big, duck
- b. Small, cow, intelligent, nice, handsome
- c. Play, tobacco, eat, drink, go
- d. You, they, Melisa, he, it
- e. Nicaraguan, Indian, Guatemala, Peruvian, Haitian
- f. Fourth, thirteen, thirtieth, second, fifth
- g. Expensive restaurant, black hair, healthy food, man tall, pretty woman
- h. Handsome man, difficult situation, unpredictable weather, house cheap
- i. Fourth, seventh, eight, first, second



6. Name the most important holidays in Nicaragua and put the dates next to them. (*Enumere los días de fiestas más importantes en Nicaragua y ponga las fechas a la par.*)

Example:

mother's day: May 1st
Sandinista Revolution: July 19th

- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

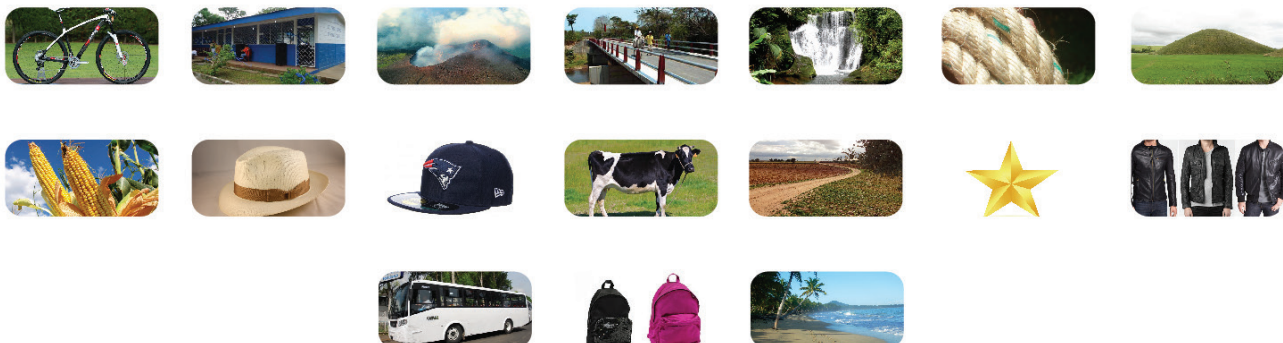
7. Write these years in English (*Escriba estos años en Inglés.*)

- a. 1856: _____
- b. 1980: _____
- c. 1975: _____
- d. 2016: _____
- e. 2019: _____
- f. 2009: _____

8. Unscramble these sentences. (*Ponga en orden estas oraciones.*)

- a. these/apples/are/American? Are these American apples?
- b. Are/what/those/teacher/Nicaraguan? _____
- c. you/from/Haiti/are? _____
- d. I/ my/are/brother/and/Panamanian _____
- e. Was/in/born/I/Honduras _____
- f. this/an/hamburger/expensive/is? _____
- g. important/this/meeting/an/is _____

9. Write the name of each of the following items. Use a dictionary for new words. Then write the plural form of each word. (*Escribe el nombre de cada uno de los siguientes artículos. Use un diccionario para las palabras nuevas. Después escriba la forma plural de cada palabra.*)



10. Work in pairs. Ask and answer questions with this/that/these/those. Use the the picture (*Trabaje en parejas. Haga y conteste preguntas con this/that/these/those. Use la imagen*).

Example:

A: What are these?

B: They are cows

A: Is this a horse?

B: Yes, it is.



11. Write N for nouns, A for adjectives, V for verbs (*Escribe N para sustantivos, A para adjetivos*).

a. Rainbow _____

i. Job _____

b. Bottle _____

j. Speak _____

c. Water _____

k. Listen _____

d. Monkey _____

l. Supervisor _____

e. Dictionary _____

m. Motorbike _____

f. Spicy _____

n. Path _____

g. Cute _____

o. Station _____

h. Easy _____

p. Intelligent _____

12. "Simon Says" game. (*Simon dice. Juego*)

One student stands facing the class and gives commands to the others. Any student that fails to follow directions must sit down. The last student standing is the winner. (*Un estudiante pasa al frente de la clase y da ordenes a los demas. El estudiante que no sigue las instrucciones debe sentarse. El último en quedar de pie es el ganador*);

13. Choose three adjectives that best describe you. Write them down on a piece of paper and give it to your teacher. The class has to guess who wrote the adjectives after they hear them from the teacher. (*Escoge tres adjetivos que mejor te describan. Escríbelos en un pedazo de papel y entrégaselo a tu profesor. La clase debe adivinar quien escribió los adjetivos después de que el profesor los lea*).

14. Reading. Read the brochure and do the activities below. (*Lectura. Lea el panfleto y haga las actividades*).

Welcome to La Garnacha

Dear Visitors,

We are pleased to welcome you to the community of La Garnacha. We hope you enjoy your stay in this small community. We offer you a great variety of tourism activities as well as opportunities to learn more about organic agriculture.

You may walk through pine forests and admire from the scenic overlook the Peninsula of Cosigüina, the Pacific volcanic chain and the west coast of Nicaragua. With a community guide you can climb the Apaguajil peak and the cave.



If you prefer to learn about organic farming, we offer workshops or tours on topics such as vermiculture, organic vegetable gardening, and coffee or cheese production with Swiss techniques. If you like you can get a tour of all our agricultural areas.

In our shop we sell handicrafts made in our community and organic products such as coffee, cheese, vegetables and honey most from our farm. You can learn to create your own sculpture with local artists.

If you would like to stay overnight we offer food and lodging. Of course you can't leave without trying our delicious La Garnacha goat or cow cheese.

Thanks for visiting us!

Taken from : www.nortenica.com/garnacha

Find a word from the text that means the same as each of the following (*Encuentre una palabra del texto que significa lo mismo para cada una de las siguientes*):

glad _____
range _____
desire _____
chance _____
leader _____
wish _____
store _____
field _____
majority _____
accommodation _____
obtain _____

a. Find a word that means the opposite for each of the following (*Encuentre una palabra que significa lo opuesto para cada una de las siguientes*):

Inorganic _____
east _____
dislike _____
arrive _____

b. Circle all verbs used in the text, underline all adjectives and tick (✓) all nouns in their plural form. (*Encierre en un círculo todos los verbos usados en el texto, subraye todos los adjetivos y ponga un visto a todos los sustantivos en su forma plural*).

c. Answer these questions (*Conteste estas preguntas*).

Write two things visitors can do in La Garnacha?

What does La Garnacha offer tourists to do?

What things can tourists buy in La Garnacha?

Mention two kinds of cheese that visitors can try in La Garnacha.



15. Check the “I can” statement that is true for you. Use the following criteria to say how well you can do each of the activities below. Outstanding/*Sobresaliente* = 5, Good/*Buena* = 4, Satisfactory/*satisfactorio* = 3, Poor/*pobre* = 2, in progress/*en desarrollo* = 1)

I can/ *yo puedo*:

- _____ Usar el plural de sustantivos regulares en inglés.
- _____ decir la hora correctamente en inglés.
- _____ escribir y decir los días de la semana.
- _____ escribir y decir los meses del año.
- _____ expresar algunas actividades rutinarias en inglés.
- _____ diferenciar entre un verbo, un sustantivo y un adjetivo.
- _____ usar el artículo a/an.
- _____ dar y seguir instrucciones
- _____ aplicar el orden correcto de adjetivos y sustantivos en oraciones simples.
- _____ hacer y contestar preguntas sobre objetos en el aula de clase.

El artículo indeterminado o indefinido en el idioma inglés se conoce como A y AN.

A: se utiliza delante de palabras que comienzan con consonante:

A car. Un automóvil. A table. Una mesa.

AN: se utiliza delante de palabras que comienzan con vocal:

An elephant. Un elefante. An apple. Una manzana.

16. Review exercise. Complete the sentences with a or an. *Ejercicio de Repaso / Completa las oraciones con el artículo a o el artículo an.*

1. I eat _____ apple every morning. Yo como una manzana cada mañana.
2. Peter is _____ boring student. Peter es un estudiante aburrido.
3. I have _____ book in my backpack. Yo tengo un libro en mi mochila.
4. She eats _____ apple at school. Ella come una manzana en la escuela.
5. It is _____ expensive car. Es un carro caro.
6. She bought _____ new dress. Ella compró un nuevo vestido.
7. My father buys _____ newspaper every day. Mi padre compra un periódico todos los días.
8. Sarah is _____ friendly woman. Sarah es una mujer amistosa.
9. He is _____ good teacher. Él es un buen Profesor.
10. I am _____ Secondary student. Soy un estudiante de secundaria.



MY COMMUNITY

Unit 3

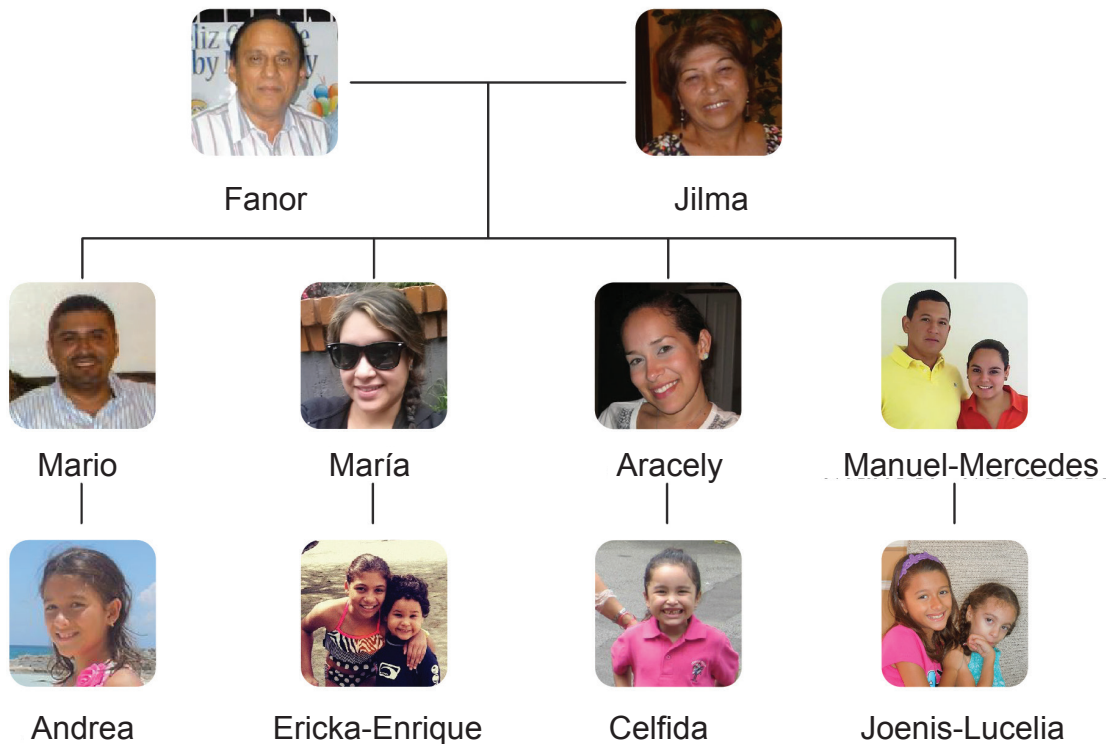


Lesson A: My Family

En esta lección usted aprenderá a:

- Usar el inglés en situaciones interactivas con sus compañeros de clases sobre información personal, su familia y su comunidad.
- Describir el árbol genealógico de su familia.
- Describir las características físicas de personas.

1. Look at the following family tree and read the description. Guess the meaning of the words in *italic*. (*Observe el siguiente árbol familiar y lea la descripción. deducir o suponer el significado de las palabras en cursiva*)



This is my family tree. Fanor is my grandfather and Jilma is my grandmother. They are my grandparents. Mario, Maria, Aracely, and Manuel are my grandparents' children. Manuel and Mercedes are husband and wife. They are my parents. Maria and Aracely are my aunts and Mario is my uncle. Andrea and Ericka are my cousins. Maria and Aracely are sisters and Mario and Manuel are brothers. Lucelia is Aracely's niece. Ericka is Maria's daughter and Enrique is her son. Fanor and Jilma are Mercedes' parents in law. I am Mario's nephew. Who am I?

Are these sentences TRUE or FALSE? (*¿Son estas oraciones verdaderas o falsas?*)

- Enrique is Aracely's nephew _____
- Andrea is Jilma's granddaughter _____
- Manuel is Lucelia's brother _____
- Mario is Lucelia's uncle _____
- Maria is Mercedes' sister in law _____
- Lucelia and Andrea are cousins _____



Aprendamos un poco más:

El apóstrofe 's. Se usa para mostrar posesión

El posesivo de un sustantivo singular se forma agregando 's.

Ejemplo: Gloria's car. (El carro de Gloria)

Las palabras que finalizan en sonido /z/ o en plural que termina en s, solo toman el apóstrofe.
The Cisneros' house. The car's color.

2. Write your family tree on your notebook. Then talk to a classmate about your family. (*Diseña tu propio árbol familiar y luego háblale de tu familia a un compañero*)

Example:

This is my family. My father's name is _____ and my mother's name is _____
These are my brothers. Their names are... I have two sisters. Their names are I have four nephews but I only have a niece. I don't have any children., etc

Aprendamos un poco más:

Affirmative statements

I /you have (singular)

We/you/they have (plural) He/she/it has (singular)

Questions:

Do you have...? Does she have...?

Negative statements

I don't have... They don't have... She doesn't have....

3. Work in pairs. Use your family tree or a picture of your family. Ask and answer questions. (*Trabajo en pareja. Use su árbol familiar o una foto de su familia. Haga y responda preguntas*)

Example:

A: Who's this?

B: That's my brother, Fanor.

A: Do you have any sisters?

B: Yes, their names are Maria and Dinora

A: And who are these?

B: They are my parents.

Now tell the class about your classmate's family. Use your notes.

4. Answer these questions on your notebook (*Responde alas siguientes preguntas en su cuaderno*)

- What are your parents' names?
- Do you have any brothers and sisters? What are their names?
- Do you have any cousins? How many?
- What's your grandma's name?



- e. Do you have any nephews? What are their names?
- f. Are you married?
- g. What's your husband's name/wife's name?
- h. What's your boyfriend's name?/girlfriend's name?
- i. Do you have any children? How many?

Aprendamos un poco más:

How many+plural count noun? = Cuantos(as)

How much+ noncount noun), cuanto

How much sugar in your coffee? How many paper clips?

count noun=sustantivo contable.

Ejemplo: car, pen.

noncount noun= sustantivo no contable.Ejemplo: sugar, money

5.Listen to this conversation and guess the meaning of the italicized words (*Escuche la siguiente conversación y adivine el significado de las palabras en cursiva*)

Sara: What's that, Enrique?

Enrique: It's a picture of my family. Look, this is my mom.

Sara: She looks very young and she's pretty. How old is she?

Enrique: She's 36 years old. This is my sister Ericka. She has my mother's hair.

Sara: Yeah, They both have long curly hair and black eyes. Is your sister married?

Enrique: Yes, she is. She has two kids. They're very smart and talkative. I love them.

Sara: And who's this handsome man next to your mom?

Enrique: My dad. I look like him.

Sara: You have a nice family!!!

Aprendamos un poco más:

Los adjetivos describen o brindan información sobre el sustantivo (persona, lugar, cosa, idea).

Ejemplo:

Describir color (color): a **blue** sky.

Describir edad (age): an **old** city.

Describir tamaño (size): a **high** volcano.

Describir forma (shape): a **narrow** road.

Dar información (opinion): an **excellent** idea.

Order of adjectives: Al usar más de un adjetivo, usualmente los adjetivos se ubican en el siguiente orden respecto al sustantivo:

1. Opinion 2. size 3. shape 4. age 5. color

A **beautiful new red** car

Long curly black hair

A **round new white** window



6. Words for describing physical appearance. Use the picture and the sentence to guess the meaning of the words (*Palabras usadas para describir la apariencia física. Use la imagen y la oración para adivinar el significado de las palabras*)

a. Blonde

Some girls from Matagalpa have blonde hair.

b. Attractive

Shakira is very attractive.

c. Bald

The famous Nicaraguan sports commentator Edgard Tijerino is bald.

d. Gorgeous

Miss Nicaragua 2013 Natassja Bolivar is very gorgeous.

e. Wavy hair

Some Nicaraguan girls have wavy hair.

f. Thin

The famous singer Paulina Rubio is thin.

g. Straight hair

Many people from Masaya have nice straight hair.

7. Group work. Use your dictionary and find the meaning of the following words. Then check the meaning with your teacher. (*Trabajo grupal. Use su diccionario y encuentre el significado de las siguientes palabras. Luego revise el significado con su maestro*)



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Some girls from Matagalpa have blonde hair.



b. Attractive

Shakira is very attractive.



c. Bald

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Recuerda que es importante usar las palabras apropiadas al referirse a las características físicas de las personas. El uso de collocations (palabras que ocurren frecuentemente juntas en el uso) la ayudara a usar un lenguaje más natural.

Hair	Woman	Man	Eyes	Face
Long	Beautiful	Handsome	Darks	Smiling
Short	Pretty	Good looking	Browns	Sweet
Wavy	Attractive	Cute	Blue	Angelic
Fizzy	Thin	Attractive	Green	Happy
Blonde	Good looking	Muscular	Hazel	Thin
Black	Slender	Plump	Gray	Pale
Red	Gorgeous	Gorgeous	Golden	Lovely
Curly	Cute	Tall	Pale	Oval
Straight	Tall	Short		Delicate
Tidy	Short	Thin		
Untidy	Young	Young		
Brown	Old	Old		
Thin				

Aprendamos un poco más:

Tenga cuidado con el uso de algunas palabras como:

Skinny: (flaco), **fat** (gordo), **old** (viejo), **ugly** (feo-a), **black** (negro), las que pueden considerarse rudas u ofensivas al referirse a personas. Te recomendamos usar otras palabras como: slender, large/chubby, ordinary, fiftyish, dark-skinned

8. Read the following dialogs and do the activity. *(Lea los siguientes diálogos y haga la actividad)*

1.

Sara: Tell me more about you, Enrique. Do you have a girlfriend?

Enrique: yes, her name is Patricia.

Sara: What is she like?

Enrique: She's quiet and serious. I think she's very smart too.

Sara: Is she pretty?

Enrique: Oh yeah. I think she's really beautiful.



2.

Luis: What does your sister look like, Antonio?

Antonio: She's tall and thin. She has short straight red hair and dark eyes. She looks like her mother but she has her father's eyes.

Find words with opposite meaning (*Encuentre palabras con significado opuesto*).

- a. Fat _____
- b. Funny _____
- c. Talkative _____
- d. Boyfriend _____
- e. Short _____
- f. Long _____
- g. Curly _____

Aprendamos un poco más:

Para preguntar sobre la apariencia física o la personalidad de una persona usamos:

What is (she/he) like? = Como es ella/el?

What does she/he look like? = Que apariencia tiene ella/el?

9. Work in pairs. Describe a member of your family. (*Trabajo en pares. Describa un miembro de su familia*)

Example:

My sister is a little short and heavy. She has an angelic face and brown eyes. She is also hard-working and friendly. She has my father's personality. She is very sociable and talkative and she has short straight brown hair.

10. Writing. Describe a classmate (*Escritura. Describa un compañero*)

Write sentences about one of your classmates on your notebook. Describe his/her physical appearance and personality. Give the paper to your teacher. The teacher will read the sentences. The class has to guess the name of the person.

11. Prepositions of place. Read the following sentences and look at the pictures. (*Preposiciones de lugar. Lea las siguientes oraciones y vea las imagines*).



The small circle is next to/beside the square.



The small circle is behind the square.



The small circle is under the square.



The small circle is in front of the square.



The small circle is above/over the square.



The small circle is below the square.



The small circle is between the square and the triangle.



The small circle is out of the square.



The small circle is near the triangle and far from the square.



12. Group work. Read the following note and discuss the meaning of the words in bold. Then compare your answers with other classmates. (Trabajo grupal. Lea la siguiente nota y discuta el significado de las palabras en negrilla. Luego compare sus respuestas con otros compañeros).

Martha is a tourist guide at Cerro Negro Hotel in Rota, a small rural community from Leon. She wrote this note for Peter, a Brazilian tourist.

Dear Peter,

Welcome to our community. I am sorry I am not at work today. I am attending a seminar in Leon. I will be back at the hotel on Saturday to help you. Please follow these instructions:

In case of heavy rain, stay inside your room. Don't go out for a walk.

· In case of an earthquake, go outside the room and find a safe place.

· There is a coffee maker next to the microwave in the kitchen. Never put the coffee maker on top of the refrigerator.



Put your clothes in the closet near your bed. Put your valuable things in the drawers under your bed. Never leave things on your bed or on the floor.

There is a smoking area across from the hotel. Never smoke near the cabins.

A bus goes from the hotel to the volcano every morning. The volcano is not far from the hotel. Take the bus at the bus stop in front of the hotel.

See you on Saturday morning.

Yours,

Martha

Aprendamos un poco más:

Las preposiciones de lugar te indican donde se encuentra una persona o cosa. Algunos usos respecto a lugares (locations) son:

- Usa **in** + location (city/town/country/neighborhood) Ejemplo: **I live in Leon.**
- Usa **on** + street. Ejemplo: **The bar is on Socorro Santana Street, on main street.**
- Usa on + days of the week. On Saturday, On Sunday mornings.
- Usa on+ ordinal number + floor: On the first floor, on the second floor.

Algunas expresiones con at:

At home, at work, at school, at the university.

Algunas expresiones con on: **On the way home, on the road.**

13. Read the following sentences. Then write what is true for your community or town. (Lea las siguientes oraciones. Luego escriba lo que es verdad para su comunidad o pueblo)

- The Catholic Church **is between** the School and the baseball field.
- The health centre is **across from** the Catholic Church.
- The cemetery is **far from** the Catholic Church.
- My girlfriend's house is **near** a grocery store.
- The bus stop is **in front of** my grandma's house.
- Buses go **from** my community to Telica and from Telica to Quezalguaque.
- My house is **next to** my teacher's house.
- The bike repair shop is **behind** the school.
- The bakery is **behind** the church.



14. Complete the following description of Gilber's town. Use prepositions from the box. *(Complete la siguiente descripción del pueblo de Gilber. Use las preposiciones del cuadro)*

Next to	outside	from	
behind	From /to	across from	below
in front of	at	inside	opposite
in	near	Between	under
on	far	above	

My name is Gilbert Hodson, and I am from a little town _____ Caribbean Coast of Nicaragua. Now I live _____ San Jacinto, a small town _____ Malpaisillo and Telica. My house is _____ main street _____ an Evangelic Church. I am a Math teacher _____ Sara Maria Parrales School. The school is not _____ my home. My classrooms are _____ the second floor of the building.

There is a chain of volcanoes _____ the town. The buses that go _____ León _____ Estelí pass by the town. There is only one bus stop _____ La Fumarola Bar. There is not any gas station _____ the town but there are many grocery stores _____ main street.

15. Vocabulary. Listen and practice the pronunciation of these words *(Vocabulario. Escriba y practique la pronunciación de estas palabras)*



Chair



Night table



Sofa



Wardrobe



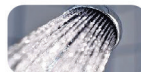
Rocking chair



Toilet



Table



Shower



Desk



Stove



Bookcase



Bench



Bed



Hammock



16. Match each picture with the word it represents. Write the word next to the picture.
(Une cada imagen con la palabra que representa. Escribe la palabra junto a la imagen)



Bench

Wardrobe

Stove

Toilet

Shower

Bookcase

China cabinet

Rocking chair

Sink

Shelf

Dinning room table

Mirror

Night table

Cradle

Cd player

Bench



Lesson B: Places

En esta lección usted aprenderá a:

Usar correctamente preposiciones de lugar.

- Usar vocabulario adecuado para referirse a las partes de una casa, a objetos y muebles.
Hablar sobre la ubicación de lugares de su comunidad.

1. Vocabulary. Parts of the house Look at the picture of the parts of the house. Listen and repeat (*Vea la imagen sobre las partes de la casa. Escuche y repita*).



2. Read the following sentences and use the words in bold to label the parts of the house
(*Lea las siguientes oraciones y use las palabras en negrilla para nombrar las partes de la casa*)

There is a sofa in the **living room**.

There is a bed and a night table in the **bedroom**.

There is a car in the **garage**.

There is a bench in the **back yard**.

There is a stove in the **kitchen**.

There are rocking chairs in the **porch**.

There is a **garden** in front of the porch.

There is a toilet and a shower in the **bathroom**.

There is a table and chairs in the **dining room**.



3. Work in groups and put each word under the right column. *(Trabaje en grupos y ponga cada palabra bajo la columna correcta)*

Where can you find these places?

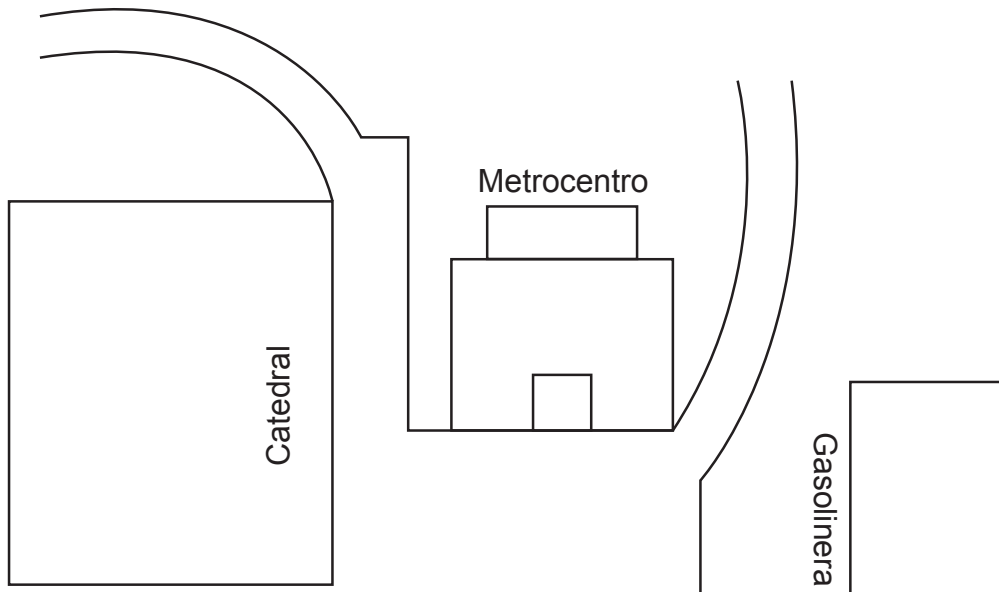
Cinema	gas station	Forest	barber's shop	Field
shop/store	Supermarket	volcano	hospital	river
police station	path	grocery	health centre	lake
park road	restaurant	store	shopping centre	farm
Street	Bar	bakery	Church	school
university	Apartment building	Beauty salon	bus station	car park
pharmacy		Market		

City	Countyside

4. Work in pairs. Ask and answer questions about places in the map. Use prepositions of place. *(Trabaje en pareja. Haga y responda preguntas sobre lugares en el mapa. Use las preposiciones de lugar)*

Example: **A:** Where is the hospital?
B: It's across from the fire station

A: Where is the gas station?
B: It's behind the fire station/The gas station is behind the fire station.



Shoe store	Health center	Bakery	Football field	Street	Park	Bookstore
Main street						
Bank	Market	Car park	Street	Police station	Los Garcia Restaurant	
School	Apartment building	Hospital		Fire station	Gas station	

5. Write a description of your community or town. Use prepositions from the box. (*Escriba una descripción de su comunidad o pueblo. Use las preposiciones en el cuadro.*)

Next to	outside	from	below
behind	From /to	across from	opposite
in front of	at	inside	under
in	near	Between	
on	far	above	

6. Listen to the recording and label the places (*Escuche la grabación y nombre los lugares*)

	Los Garcia Restaurant		Basketball field		Community Well
--	-----------------------	--	------------------	--	----------------

Main street

	Church C	Car park	Street		Bar
				Barber shop	

Arlen Siu street

--



7. Complete the following text with a preposition. (*Complete el siguiente texto con una preposición*)

My name is Alison. I am _____ a small village called El Rodeo. The small village has a small school. I live _____ a farm which my mom and dad own. They have many cows which we milk before the sun comes up. We take much of the milk _____ the farm _____ the city to sell.

Everyday I walk _____ my exciting farm at one end of the village _____ the primary school near the village well. _____ my way _____ school, I pass by a green plantain field, the village viewpoint, and a small hill . There is a long river down the hill.

I have many friends _____ school. We love running during the break. We go _____ the classroom and ran down the school's corridor, _____ a mango tree, around the cafeteria, and across a bridge. I love my school.

8. Find someone. Game. (*Encuentre a alguien. Juego*)

Walk around the classroom and ask questions. Write the name of the person next to each question (Camine en el aula y haga preguntas. Escriba el nombre de las personas junto a cada pregunta)

- a. Find someone who is from a small community.
- b. Find someone who lives near a volcano.
- c. Find someone who lives by a river.
- d. Find someone who has two brothers.
- e. Find someone who walks from his house to school.
- f. Find someone who looks like her mother.
- g. Find someone who has his father's personality

9. Guessing game. Ten questions (*Juego de adivinanzas. Diez preguntas*)

One student comes to the front of the class and the others ask yes/no questions to guess the part of the house. (Un estudiante viene al frente de la clase y el resto le hace preguntas cortas para adivinar la parte de la casa)

Example:

Class: Is there any table?

Student: Yes, there is.

Class: Is there any bed?

Student: No, there isn't.



10. Work in groups. Choose a tourist attraction and write 5-6 sentences describing the place. Draw a picture of the place. Then a member of the group presents the sentences to the class. (*Trabajo en grupo. Escoja una atracción turística y escriba una descripción de 5 a 6 oraciones. Dibuje el lugar. Luego un miembro del grupo presenta las oraciones a la clase*).

Lesson C: Revision and Assessment

En esta lección usted aprenderá a:

- Usar el inglés en situaciones interactivas con sus compañeros de clases sobre información personal, su familia y su comunidad.
- Describir las características físicas de personas.
- Usar vocabulario adecuado para referirse a las partes de una casa, a objetos y muebles.
- Hablar sobre la ubicación de lugares de su comunidad.

1. Draw a plan of your house. Then describe the parts of the house to the class (*Dibuje un plan de su casa. Luego describa las partes de la casa al resto del grupo*)

Example:

This is my house. It has two bedrooms, a living room, and a kitchen. The kitchen is outside the patio. There is a shower in the house but there isn't any toilet. There is a latrine in the back yard. There isn't any garage. There is a large patio with many trees and a garden. There are four chairs and a television in the living room. There is a bed and a wardrobe in the bedrooms. There isn't any refrigerator in the kitchen.

2. Complete the following sentences with a preposition (*Complete las siguientes oraciones con una preposición*)

- a. The teacher sits _____ the desk.
- b. There is a clock _____ the board.
- c. The teacher's desk is _____ the window.
- d. The teacher's book is _____ the desk.
- e. I go to church _____ Sunday mornings. I walk _____ my house _____ the church.
- f. I put my things _____ my chair.

3. Answer the following questions (*Haga las siguientes preguntas*)

- a. Who sits behind you?
- b. Who sits in front of you?
- c. Who sits next to you?
- d. Who sits near the window?
- e. Who sits opposite the teacher?



- f. Who sits near the teacher?
- g. Who sits far from you?
- h. Who sits on the floor?

4. Simon says Game. Prepositions of place (Mando mando. Preposiciones de lugar)

One student comes to the front of the class and gives commands to the others. Students follow the commands. The teacher will help you play the game. (*Un estudiante viene al frente de la clase y da mandatos a los demás. Los estudiantes siguen los mandatos. El maestro les ayudará*)

Example:

Student:

“Simon says, put your hands on your head”

“Simon says, say hello to the person behind you. “Simon says”

5. Look at the family tree and complete the sentences. (*Vea el árbol familiar y complete las oraciones*)

- a. Luis is Erminia’s _____
- b. Julio is Patricia’s _____
- c. Patricia is Jason’s _____
- d. Erminia is Luis’ _____
- e. Julio and Jason are Patricia’s _____
- f. Julio and Jason are Luis and Erminia’s _____
- g. Patricia is Luis and Erminia’s _____
- h. Julio, Patricia and Jason are Luis and Erminia’s _____
- i. Luis and Erminia are _____ and _____
- j. Luis is Julio’s _____
- k. Erminia is Jason’s _____

6. Match the words that have opposite meanings (*Una las palabras con significacos opuestos*)

Kind	Boring
Neat	lazy
Cheerful	outgoing
Generous	cruel
Shy	moody
Nice	selfish
Polite	untidy
interesting	Quiet
loud	rude
Hardworking	nasty



7. Read the following text and do the activities (*Lea el siguiente texto y haga las actividades*)

KEY WORDS:

a. Proud: Orgulloso.

b. Marks: Notas, calificaciones.

c. Parents: Padres.

d. Truthful: Confiable.

e. Stuffs: Cosas.

f. Maners: Modales.

g. School principal: Director.

h. Well behaved: Bien portado.

My name is David. My best friend at school is Francisco, and he is my classmate. We call him Pancho. We go to school together. Pancho comes from a poor but educated family. His father is a school principal and his mother is also a teacher. He is punctual, well-educated, and has good manners. He is friendly, clever and really hardworking. He always does his homework. He is also responsible and well-behaved. All the teachers have a high opinion of him. Pancho has a muscular body; he is tall and slim and has small blue eyes and curly brown hair. He likes to do different stuffs. He participates in all sports, mountaineering activities, and he also likes to play the guitar. He has a good heart. He is truthful, honest and obedient. Pancho makes his parents very proud of him. He is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

Look at the text and answer the following questions. (*Vea el texto y responda las siguientes preguntas*)

1. Who is David's best friend?

2. Pancho's mother is:

- A) a farmer
- B) a teacher.
- C) a guitar player.
- D) a school principal.

3. What does Pancho look like?

- A) He is tall and slim.
- B) He is tall and fat.
- C) He is friendly and honest.
- D) He likes to play the guitar.

4 . Pancho has:

- A) Curly dark hair and blue eyes.
- B) Straight blond hair and blue eyes.
- C) Green eyes and curly brown hair.
- D) Small blue eyes and curly brown hair.

5. What is Pancho like?

- A) Blue eyes and straight blond hair.
- B) Tall and thin.
- C) He likes sports.
- D) He is friendly, clever and honest.

6. What does Pancho like?

- A) Tall and thin.
- B) He likes sports.
- C) He is friendly, clever and honest.
- B) Small blue eyes and curly brown hair



8. Answer TRUE or FALSE (Responda Verdadero o Falso)

- a. Pancho is an impolite and boring boy. _____
- b. Teachers have a high opinion of Pancho. _____
- c. Pancho is tall and slim. _____
- d. Pancho doesn't like to play the guitar. _____
- e. Pancho's parents are very proud of him. _____

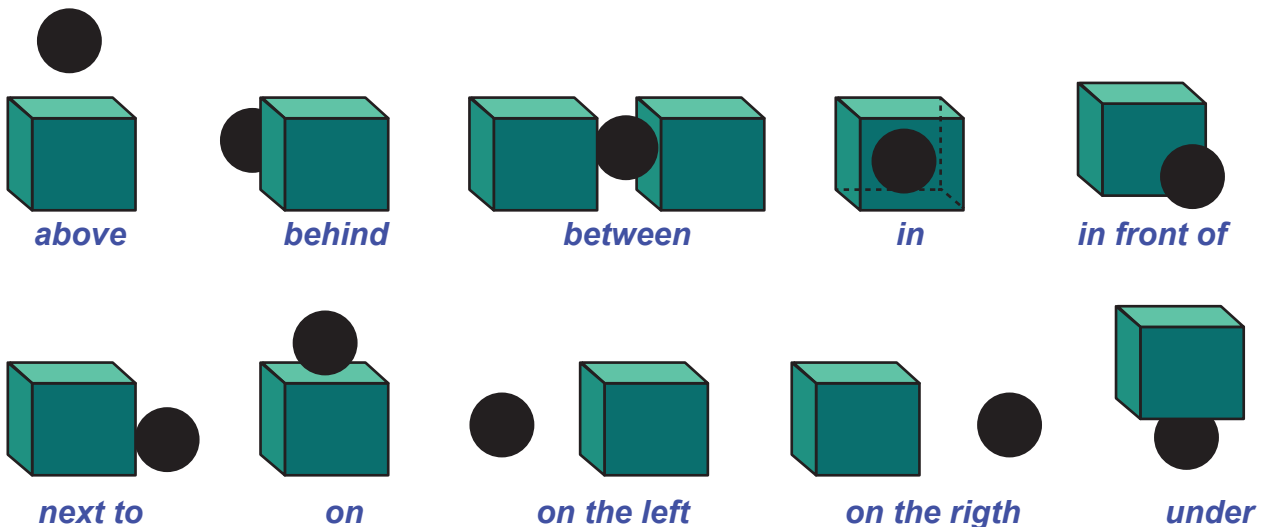
9. Self assessment

How well can you do each of the following things? (*¿Qué tan bien puedes hacer lo siguiente? Use the following criteria to say how well you can do each of the activities below (Use los criterios siguientes para decir que tan bien puede hacer cada una de las actividades. Outstanding/Sobresaliente = 5, Good/Buena = 4, Satisfactory/satisfactorio = 3, Poor/pobre = 2, in progress/en desarrollo = 1)*)

I can:

- Usar el inglés en situaciones interactivas con mis compañeros de clases sobre información personal, mi familia y mi comunidad.
- Describir el árbol genealógico de mi familia.
- Describir las características físicas de personas.
- Usar correctamente preposiciones de lugar.
- Usar vocabulario adecuado para referirme a las partes de una casa, a objetos y muebles.
- Hablar sobre la ubicación de lugares de mi comunidad.

Let's remember the prepositions of place. *Recordemos las preposiciones de lugar.*



HABITS AND ACTIVITIES

Unit 4



Lesson A: What's your typical day like?

En esta lección usted aprenderá a:

- Hacer preguntas comúnmente utilizadas para indagar sobre hábitos y actividades rutinarias.
- Describir las actividades diarias de manera oral y escrita.
- Redactar composiciones cortas sobre días típicos.

1. Which country's flag is this? Write the name of the country in the space provided. (¿De que país es esta bandera? Escriba el nombre del país en el espacio dado)



2. Look at the accompanying chart and familiarize yourself with the information about Carlos Alberto Benavidez. Note: (m) = male, (f) = female. (Vea el cuadro y familiarícese con la información sobre Carlos)

Name	Carlos Benavidez (m)	Daisy Forni (f)	Rose Alinsky	Classmate	Yourself
Country	Costa Rica	Italy	Israel		
Language	Spanish	Italian	Jewish		
Brothers	Two	Four	None		
Sisters	One	None	One		
Hobby	Sightseeing	Painting with oils	Reading classic literature		
Sport	Baseball	Soccer	Swimming		
Music	Salsa	Pop	Classical music		
Weekends	Go to movies	Watch TV	Go to concerts		



3. Reading (Lectura)

Now read the following description of Carlos Benavidez and note how the information from the chart was used in the paragraph. *(Lea la descripción sobre Carlos Alberto y preste atención a la forma en que la información del cuadro fue usada)*

Carlos Alberto was born in Mexico, so his native language is Spanish. He has two brothers and one sister. His favorite hobby is sightseeing and his favorite sport is baseball. He also enjoys listening to Salsa music. On weekends, he likes to go to the movies.

4. Writing

Write a similar paragraph about Daisy Forni and Rose Alinsky using information from the chart. Be sure to change the pronoun to “she” for females. *(Escriba un párrafo similar sobre Daisy Forni y Rose Alinsky usando la información del cuadro. Asegúrese de cambiar al pronombre “she” para el femenino.)*

a. _____

b. _____

5. Pair off with another student in your class and ask him/her the following questions. Fill in the answers on the chart in the preceding exercise. *(Trabaje con un compañero y hágale las siguientes preguntas. Inserte las respuestas en el cuadro anterior)*

- a. Where were you born?
- b. What is your native language?
- c. How many brothers do you have?
- d. How many sisters do you have?
- e. What is your favorite hobby?
- f. What is your favorite sport?
- g. What kind of music do you enjoy listening to?
- h. What do you like to do on weekends?



6. Write a paragraph about your classmate using the answers in the questions above. Follow the model paragraph on Carlos Benavidez. (*Escriba un párrafo sobre su compañero usando las respuestas en las preguntas de arriba. Siga el modelo.*)

Aprendamos un poco más.

En inglés usamos “how many” (¿cuántos?) cuando preguntamos sobre sustantivos contables. Veamos un ejemplo. How many books are there in your office? Esta pregunta equivale a decir en español: ¿Cuántos libros hay en tu oficina? Recuerde que en inglés se usa “many” y también “much” para expresar cantidad. “Many” se usa con sustantivos contables y “much” con sustantivos no contables. Así tenemos los siguientes ejemplos:

- a. Martha has **many books** at her home.
- b. José has **much interest** in learning English.
- c. Jessica has **many dogs**. She loves her pet very much.

7. Reading.

Study the following vocabulary. (*Analice el siguiente vocabulario*).

Nouns

Work- trabajo
Cake- Queque
Neighbor- vecino
Job-trabajo
College-universidad

Verbs

Bake-hornear
Love-gustar (mucho)
Have-tener
Worry(about)preocuparse por
Get-conseguir

Adjectives

Delicious-delicioso
Special- especial
Self-employed-auto-empleada
Stable-estable
Single-soltera

8. Karol’s dilemma

Karol loves her work. She is a baker. She bakes all kinds of delicious cakes. Sometimes she bakes for her neighbors when they have special celebrations. Other times, she sells her products to the local school. She is a self-employed woman. So she has no boss. She likes this part of her job. But she also worries about her future. The economic recession is not good for a worker like her. She would like to get a more stable job as soon as possible. She is a single-mother of two children who will go to college next year.



Answer true or false based on the reading passage. Write the correct response for false sentences. *(Responda Verdadero o Falso de acuerdo a la lectura. Escriba la respuesta correcta para las oraciones falsas)*

- a. Karol does not like her work. _____
- b. She is a professional chef. _____
- c. She wants to change her job because she is tired. _____
- d. Her two sons are going to the university next year. _____

9. Dialog

Read the following dialog about Karol and her customer and complete the blank spaces with the right vocabulary. *(Lea el siguiente dialogo sobre Karol y su cliente y complete los espacios en blanco con el vocabulario correcto)*

Mr. Tomas Sequeira: I would like to order a chocolate _____ for tomorrow please.

Karol: Yes. What _____ do you need it exactly?

Mr. Tomas Sequeira: By 4:00 PM. How much is the cake?.

Karol: It's 150 córdobas the pound. How many _____ do you need?

Mr. Tomas Sequeira: One and a half _____, please.

10. Now pair off with a classmate and practice the dialog aloud. *(Practique el dialogo con un compañero)*

11. Use the ideas in the chart to write a paragraph about Karol's typical Fridays. *(Use las ideas en el cuadro para escribir un párrafo sobre un día típico de Karol)*

Wakes up	washes her clothes	calls customers	watches her favorite
prepares breakfast	and her children's	cooks dinner	soap
goes to the grocery	clothes	irons her clothing	opera
store	takes a nap		

Begin with,

On Fridays, Karol _____ at 6: 30 AM. Then she _____



12. Commands (Mandatos)

Write the words from the box in the sentence. Remember to start each sentence with capital letter. (*Escriba las palabras en el cuadro en las oraciones. Recuerde usar mayúsculas al inicio de la oración.*)

Talk be ask open listen do raise tell write spell

1. _____ your partner a question.
2. _____ your hand.
3. _____ your books.
4. _____ the answers in your notebook.
5. _____ about the answers.
6. _____ to your partner.
7. _____ Exercise A with your partner.
8. _____ me your name.
9. _____ your last name please.
10. _____ on time.

13. Listen to these words. How many syllables are there in each word? (*Escuche estas palabras. ¿Cuántas sílabas hay en cada palabra?*)

Old farmer sentence textbook good nice

One Syllable

Two Syllables

14. Listen to these words and arrange them according to their pronunciation pattern. (*Escuche estas palabras y ubíquelas palabras de acuerdo a si tienen la mayor fuerza de voz en la primera, segunda o tercera sílaba.*)

Important	question
Conclusion	remember
Direction	Picture
family	Monday
Money	teacher



Stress in First Syllable

Stress in Second Syllable

Stress in Third Syllable

Lesson B: At the bus stop!

En esta lección usted aprenderá a:

Conjugar los verbos en presente simple de manera correcta.

Usar los adverbios de frecuencia para narrar actividades diarias.

1. Grammar

Present Tense Verbs

Subject	Verb	Subject	Do + not	(Contractions)	Verb
I	need help	I	do not	(don't)	need help
You	go to school	You	do not	(don't)	go to school today
We	study today	We	do not	(don't)	study English everyday
They	like English	They	do not	(don't)	like grammar
He	wants everyday	He	does not	(doesn't)	want a new job
She	works grammar	She	does not	(doesn't)	work at home
It	starts a new job at home early	It	does not	(doesn't)	start early

Aprendamos un poco más:

Cuando conjugamos los verbos en tiempo presente en inglés es importante tomar en cuenta lo siguiente:

En los pronombres personales **“I”**, **“you”**, **“we”** y **“they”** el verbo permanece igual a como aparece en el diccionario. Vea los ejemplos correspondientes en el cuadro anterior.

En los pronombres personales **“he”**, **“she”** y **“it”** el verbo sufre una ligera modificación. En algunos casos se agrega una **“s”** al final del verbo como en **“start”** cuya conjugación es **“starts”**. Otras veces se agrega **“es”** como en **“watch”** cuya conjugación es **“watches”**. Y en otros el cambio es mayor como en **“have”** que pasa a **“has.”**



El negativo se forma con “do not” y “does not” cuyas formas cortas o contractadas (de uso mayormente oral) son “don’t” y “doesn’t” respectivamente. “Do not” es usado con “I”, “you”, “we” y “they”; “does not” con “he”, “she” y “it.”

2. Listen to the dialog and practice (*Escuche el diálogo y practique*).

Roberto: Hi Ana, how are you?

Ana: I am fine, thank you. How are you?

Roberto: I am fine, too. It’s good to see you again.

Ana: Good to see you too.

Roberto: Do you work every day?

Ana: Yes, I do. I work from Monday to Friday. What about you? Do you work every day too?

Roberto: No, I don’t. I work part-time as an English at a private school.

Ana: I see. Does your wife teach English too?

Roberto: Yes, she does. She teaches at the same school.

Ana: That’s very interesting. Oh, here’s my bus. See you.

Roberto: Have a good day.

3. Students practice the dialog with a partner. (*Practique el diálogo con un compañero*)

4. Work with a partner. Complete the questions using the verb in the box. (*Trabaje con un compañero. Complete las preguntas usando un verbo en el cuadro*).

Eat out work at the grocery store see the doctor take care of his
 cornfield meet with community leaders milk the cow water the plants

- a) Do you _____ on weekends?
- b) Does Ronaldo _____?
- c) What time _____?
- d) Does Estela _____?
- e) Do you and your wife _____?
- f) When do you _____?

The simple present: the auxiliary do

Yes/ no Questions	Short Answers	
Do	Affirmative	Negative
Do I need to buy more coffee?	Yes, you do.	No, you don’t.



Do you want to her phone number?	Yes, I do.	No, I don't.
Do we have to call you?	Yes, we do.	No, we don't.
Do they understand this?	Yes, they do.	No, they don't.
Does		
Does she like this idea?	Yes, she does.	No, he doesn't.
Does he want to help us?	Yes, he does.	No, he doesn't.
Does it matter?	Yes, it does.	No, it doesn't.

Vocabulary

Ex. 1.

Match the English words with their Spanish equivalents. *Una cada palabra en inglés con su respectiva equivalencia en español.*

Help	estudiar
Go	querer
Study	ayudar
Need	ir
Like	trabajar
Want	empezar
Work	necesitar
Start	gustar
Walk	caminar
Drink	beber



Aprendamos un poco más:

“Do” y “Does” funcionan como verbos auxiliares para hacer preguntas en tiempo presente. “Do” se utiliza con los pronombres personales “I”, “you”, “we” y “they”. “Does” se utiliza con “he”, “she” y “it”. La fórmula básica para hacer las preguntas es **do/does + un sujeto + verbo**.

Veamos los siguientes ejemplos:

Do you speak English?

Does Marta speak English?

5. Use the information in the slashes to make questions with “do” and “does”
(Use la información entre las plecas para formar preguntas con “do” y “does”

School/ go to/ everyday (he). _____

_____.

Go shopping/on Friday (they). _____

_____.

What time / have lunch (you). _____

_____.

The hens /feed (he). _____

_____.

Every month /see the doctor (David). _____

_____.

6. Find someone who... Encuentre a alguien que...

- a. Has two dogs. _____
- b. Lives near a grocery store. _____
- c. Studies English at home. _____
- d. Knows how to cook well. _____
- e. Works out of town. _____

Example question using above information: “Do you have two dogs?”

7. Report

Now report your findings (Comparta la información que encontró).

Example:

Yolanda has two dogs.



8. Adverbs of Frequency

		Adverb	
Always: Siempre	Ana	always	reads her book.
Sometimes: algunas veces.	I	sometimes	visit my parents.
Usually: usualmente.	They	usually	study together.
Often: a menudo	He	often	meets with his friends.
Never: nunca	We	never	eat junk food.

Aprendamos un poco más:

El adverbio de frecuencia generalmente se ubica antes del verbo, como vemos en los ejemplos en el cuadro anterior. Sin embargo, si el verbo es be (am, are, is) o un verbo auxiliar (will), el adverbio aparece inmediatamente después a este.

Veamos los siguientes ejemplos:

- a. He is always late.
- b. He will always be late.

9. Read the following passage. Find and circle the adverbs of frequency. (Lea el siguiente pasaje. Encuentre y encierre en un círculo los adverbios de frecuencia)

Lorenzo is always punctual. He likes to be early for school. However, his brother, Mario, is not always punctual. He never wakes up early. Both Lorenzo and Mario often study together after class. They never read the same books. But both like reading books in their free time. Their parents often talk to them about school. They are proud of them.

10. Write sentences. Use the adverbs of frequency from the chart. (Escriba oraciones. Use los adverbios de frecuencia del cuadro).

Never always often sometimes usually

a. (take a shower, we)

b. (arrive at school on time, she)



c. (cook breakfast, I)

d. (Visit old friends, they)

e. (do the homework, you)

Grammar

How often do you...?

Aprendamos un poco más.

“How often” es usado para preguntar sobre la frecuencia en que se realiza algo. Por ejemplo, How often do you eat Gallopinto? How often do you go out for dinner?

11. Interview. Ask a partner how often he/she does the following:

- a. Go out with friends
- b. Study Maths
- c. Help clean the house
- d. Travel to other cities
- e. Read a newspaper
- f. Play baseball

Lesson C: Revision and Assessment

En esta lección usted aprenderá a:

- Redactar composiciones cortas sobre días típicos.
- Conjuguar los verbos en presente simple de manera correcta.
- Usar los adverbios de frecuencia para narrar actividades diarias.

1. Reading. Lectura

Study the vocabulary. Estudie el vocabulario.

Vendor Magazine Client Explain Know Like Earn Subject Bookstore

Selling used books

Ruben is a street vendor. He sells used books, dictionaries, and magazines of all kinds. He sells History, Literature, Mathematics, Spanish, and Geography books.

He likes his job. However, he makes very little money. He has different clients. Some of them are teachers, students, and lay people. He enjoys explaining to people what his books are about. So he knows a lot about many subjects. His plan is to open his bookstore in the future.



2. Say whether the following statements are True or False. (Diga si las siguientes oraciones son Verdaderas o Falsas).

- a) Ruben Works at a bookstore. _____
- b) He sells English books. _____
- c) He makes a lot of money from his sales. _____
- d) He does not like talking about his books. _____

3. Writing letters.

Write a letter for your friend who is in a different city. Follow the model.

(Escriba una carta para su amigo quien está en otra ciudad. Siga el modelo)

Dear Reynaldo,

I was so happy to hear from you. My life here in Chontales is different. However, it is very interesting. Sometimes it's challenging. You know, I don't know many people here. This is my second week and I like it. I often have to visit rural communities too. I like meeting new people.

I enjoy my job. I am a civil engineer. I often meet with important people in the communities. People are usually friendly and easygoing. I like to help them with my ideas. We work together to build a new bridge and a hospital.

I miss our talks. Please tell me about your life in Esteli. Maybe you can visit me one weekend.

Best wishes,

Felipe

4. Now write your letter. (Escriba su propia carta).



5. Write the verbs in alphabetical order. (*Escriba los verbos en orden alfabético*).

Meet see eat go play tell
 use bite write find cook work study

Read the story. Write the correct words in the sentences. (*Lea la historia. Escriba las palabras correctas en las oraciones*).

Doesn't is have Help work like need

Sergio _____ at a grocery store of his own. His son, Enrique, often _____ him. His daughter, Estela, _____ help him because she _____ have time. She _____ always busy. They _____ dinner together when they can. Sergio _____ out of the city when he _____ to buy store supplies. He _____ his job.

Grocery Store	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	15	16	17	18	19	20	21
Carla		8-4:30	8-4:30	8-4:30	8-4:30	8-2:30	
Roberto	8-4:30	8-4:30	8-4:30	8-4:30	8-4:30		

- Carla and Roberto work on Monday. Yes No
- Roberto works four days a week. Yes No
- Carla starts work at 9:00 on Wednesday. Yes No
- Roberta ends work at 5:00 on Friday. Yes No
- Roberto works on Saturday. Yes No
- Carla and Roberto work on Sunday. Yes No

8. What is your schedule this week. Make a chart like the one in 3. Use the chart to write sentences. (*¿Cuál es tu itinirario esta semana? Haga un cuadro como el del ejercicio 3. Use el cuadro para escribir oraciones*).



Job:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	15	16	17	18	19	20	21

1. I work at _____
2. I start work at _____
3. I end work at _____

9. Match the names and titles (1-8) with the job description (a-h) *(Une los nombres y los títulos con la descripción del trabajo).*

1. Guillermo Civil engineer	a. I work at the farm.
2. Emilio Lawyer	b. I help people with teeth problems.
3. Luis Farmer	c. I build bridges.
4. Manuela Nurse	d. I help people with legal issues.
5. Rosa Receptionist	e. I teach Maths in High School.
6. Flor Dentist	f. I take care of patients.
7. Cristina Police officer	g. I make reservations for clients at the hotel.
8. Francisco Teacher	h. I help keep order in the city.



10. Write what the people in exercise 5 do. Follow the example. (Escriba lo que la gente en el ejercicio 5 hace. Siga los ejemplos)

Guillermo is a civil engineer. He builds bridges.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

11. Circle the odd word out. (Encierre la palabra que no corresponde).

- | | | | |
|------------------------|--------------|----------|-------------|
| a. father | sister | lawyer | grandmother |
| b. construction worker | manager | chef | aunt |
| c. honest | hard working | engineer | responsible |
| d. food | meet | design | cook |

12. Underline the correct form of the verb in parenthesis. (Subraye la forma correcta del verbo en paréntesis).

- a. Lola (meet /meets) her friends at the school.
- b. We (study/ studies) every day.
- c. Ramiro (work /works) at the factory.
- d. Leonardo and Fernando (go /goes) to the baseball stadium together.

12. Self-assessment (Auto-evaluación).

Use the following criteria to say how well you can do each of the activities below (Use los criterios siguientes para decir que tan bien puede hacer cada una de las actividades. Outstanding/Sobresaliente = 5, Good/Buena = 4, Satisfactory/satisfactorio = 3, Poor/pobre = 2, in progress/en desarrollo = 1)

- I can use the simple present to describe daily routines. _____
- I can use the verbs in simple present correctly. _____
- I can ask questions about activities and routines correctly. _____
- I know many verbs that are used to describe habits. _____
- I can write informal letters describing present events. _____
- I can talk about my typical days. _____
- I can describe what other people do every day. _____



WORKBOOK



Unit 1

Lesson A

1. Complete the following conversations (*Complete las siguientes conversaciones*)

Conversation 1:

Maria: Good morning, Carlos. How are you?

Carlos: I'm fine thanks. _____?

Maria: I'm just fine. Carlos, Let me introduce my sister Juana.

Carlos: It's _____, Juana

Juana: It's nice to meet you, _____.

Carlos: Where _____ you from, Juana?

Juana: _____ from Esteli. And you?

Carlos: I'm _____ Diriamba.

Conversation 2:

A: What's your name?

B: _____

A: Where are you from _____?

B: I'm from Mexico. Where are you from?

A: I'm from Barcelona.

B: So you are _____

A: Yes, I am.

Conversation 3:

Alan: Where are you from, Carol?

Carol: I'm from _____.

Alan: Nicaragua, which part?

Carol: _____, the capital. How about you, Alan?

Alan: I'm from _____.

Carol: Are you Cuban?

Alan: Yes, I am but my wife is Canadian.

Carol: _____ from Canada?

Alan: Yes, she is.

2. Answer the questions with He's, she's, it's, they're, we're. (*Conteste las preguntas con He's, she's, it's, they're, we're*)

Example:

A: Where's Poneloya?

B: It's in León



A: Where's Nandaime?

B: _____ in Granada

A: Where's Maria from?

B: _____ from Nandasmó.

A: Where's Mario from?

B: _____ from Telica.

A: Where's San Rafael del Norte?

B: _____ in Jinotega.

A: Where are Alexis and Oscar from?

B: _____ from Rivas.

A: Where are you and your wife from?

B: _____ from Matagalpa

3. Fill in the blanks. Use contractions where possible. (Complete los espacios en blanco. Use contracciones donde sea posible)

A: Hi, Anielka! _____ you in level one?

B: No _____ not. _____ in level two.

A: Hello, _____ you a teacher?

B: Yes, _____.

A: _____ she a student?

B: No, _____. She's a teacher.

A: _____ I late, teacher?

B: Yes, _____, Sara!

A: _____ she our teacher?

B: No, _____. She's the school director.

4. Rewrite the sentences. Use the negative short form. (Escriba nuevamente estas oraciones. Use la forma negativa corta)

a. She is not happy.

b. They are not OK.

c. I am not a construction worker.

d. My mother is not Irish.

e. We are not angry with you.

f. He is not hungry.

g. It is not hot in here.



5. Complete the sentences. Use the negative short form. (Complete estas oraciones. Use la forma negativa corta)

- a. I _____ Brazilian. I'm Colombian.
- b. She _____ a teacher. She's a tour guide.
- c. We _____ dog trainers. We're veterinarians.
- d. He _____ married. He's single.
- e. They _____ Salvadorians. They're Hondurans.
- f. It _____ my car. It's your car.
- g. My name _____ Albert. It's Wilman.
- h. Her husband _____ an environmental engineer. He's a politician.
- i. My school _____ old. It's new and famous.
- j. My children _____ from Masaya. They are from Diriamba.

6. Look at the pictures and complete the sentences. (Observe las imágenes y complete las oraciones)



- a.
Mary isn't Happy.
She's sad



- b.
Roland _____ hungry.
He _____



- c.
Roberto _____ tired.
He _____



- d.
Joheny _____ angry.
He _____



- e.
Bertha _____ scared-
She _____



- f.
Mercedes _____ worried.
She _____



7. Complete the questions and short answers (*Complete las preguntas y las respuestas cortas*)

A: _____ you and your brother agricultural technicians?

B: No _____ We _____

A: _____ Jenny at home?

B: No _____ She _____

A: _____ your sisters in Quezalaguaque?

B: No, _____ They _____

A: _____ that Melissa's dog?

B: Yes, _____

A: _____ Ricardo and Norlan?

B: No, _____ They _____

A: _____ Genet your surname?

B: Yes, _____

A: _____ Geraldine eighteen?

B: No, _____ She _____

A: _____ you OK?

B: Yes _____

8. Complete the questions with my, your, his, her, its, our, their. Then answer the questions with short forms (*Complete las preguntas con my, your, his, her, its, our, their. Después conteste las preguntas con formas cortas*)

A: Is this _____ pencil?

B: Yes _____

A: Is _____ name Valeria?

B: No, _____ It's _____

A: Are _____ friends catholic?

B: Yes, _____

A: Is _____ cat's name Ranger?

B: No, _____ It's _____



9. Complete with aren't, isn't, is, are, 's or am. (Complete con aren't, isn't, is, are, 's or am)

A: _____ Fernando and Alice from Chontales?

B: No, They _____. They _____ from Boaco.

A: _____ Alejandra a pianist?

B: No, she _____. She _____ a singer.

A: _____ I right or wrong?

B: You _____ wrong!

A: Where _____ Aracely from?

B: She _____ from Malpaisillo.

A: Where _____ Nagarote? _____ it in Managua?

B: No, It _____ It _____ in León.

A: _____ I your friend?

B: Of course you _____!

10. Answer these questions (conteste estas preguntas)

a. What's your name?

b. Where are you from?

c. Are you German?

d. Are you a student?

e. Is your teacher Nicaraguan?

f. Are you at school now?

g. What's your school's name?



11. Complete the text. Circle the correct answer. (Complete el texto. Encierre la respuesta correcta)

One of my favorite vacation places **(are/is/am)** Esteli. I really like the weather there because it **(are/am/is)** always cool. The people **(is/are/am)** very nice too. **(They/We/You)** are always friendly, humble, and hardworking. The food **(are/is/am)** really good. Esteli city is a very interesting place to visit. It has great tourist attractions. For example waterfalls, natural reserves, museums, rural communities, and cultural centers. The hotels in Esteli **(are/is/am)** not expensive to stay and **(we/they/it)** are comfortable. If you **(am/is/are)** planning to visit Nicaragua, you should come to Esteli.

12. Read the text and answer the questions. (Lea el texto y conteste las preguntas)

My name is Bernardino del Transito Altamirano. I am from León, the western part of Nicaragua, but I live in Managua, the capital of the country. My parents are from a village near Telica volcano. I have a sister and six brothers. My sister is a primary school teacher in a rural community and all my brothers are farmers. I am married and I have four children, three boys and a girl. I am fifty-five years old and I work as a Security guard at a bank. My wife is Colombian but she likes Nicaragua. She is a chef at a French restaurant in Managua. Her name is Alicia and she is 35 years old. I am happy with my family.

- a. How old is Bernardino ?
- b. Is Bernardino Colombian?
- c. Where is Bernardino from?
- d. Are Bernardino's parents from the city?
- e. Is Bernardino's sister a nurse?
- f. Where is Bernardino's wife from?
- g. How old is Bernardino's wife?

13. Vocabulary. Write the nationality next to each country. (Escriba la nacionalidad junto a cada país)

- | | |
|----------------|----------------|
| a. Panama | i. Ireland |
| b. Brazil | j. Japan |
| c. Venezuela | k. China |
| d. Canada | l. Indonesia |
| e. Puerto Rico | m. Bolivia |
| f. Sweden | n. El Salvador |
| g. Argentina | o. Guatemala |
| h. Peru | |



14. Write the country next to each nationality. (*Escriba el país junto a cada nacionalidad*)

- | | | |
|--------------|----------------|--------------|
| a. American | f. Indian | k. Iraqi |
| b. Norwegian | g. Costa Rican | l. Pakistani |
| c. Honduran | h. Argentinean | m. Cuban |
| d. Italian | i. Haitian | n. Russian |
| e. Spanish | j. Uruguayan | o. English |

15. Vocabulary. Match each picture with the correct occupation. (*Una cada imagen con la ocupacion correcta*).

a. Policeman

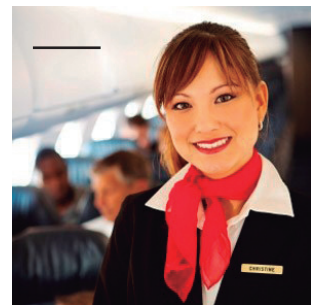


b. Pilot



c. Truck driver

d. Flight attendant



e. Mail carrier

f. News reporter

g. Photographer

h. Artist

i. Civil engineer



j. Cowboy



16. Match the questions with the answers. Write the number next to the letter. (*Una las preguntas con las respuestas. Escriba el numero junto a la letra*).

- a. _____ Are your brothers and sisters from Mexico?
- b. _____ Is your sister Chilean?
- c. _____ What's your name?
- d. _____ Is your name Pedro?
- e. _____ Are your parents engineers?
- f. _____ Excuse me, are you a Doctor?
- g. _____ Hi Carlos, How are you today?
- h. _____ Are you Argentinian?
- i. _____ Where is your mother from, Carlos?
- j. _____ Is her name Patricia?
- k. _____ Is she an accountant?

- 1. No, I'm not. I'm Portuguese.
- 2. Yes, they are.
- 3. Fanny
- 4. No, she isn't. She's Greek
- 5. No, it isn't. It's Albert
- 6. No, she isn't. she's a Notary Public.
- 7. No, they aren't. They are lawyers.
- 8. No. It isn't. It's Melissa.
- 9. I'm fine thanks, and you?
- 10. Yes, I am.
- 11. No, I'm not. I'm British.
- 12. She's from Sweden.

17. Where do these people work? Circle the correct answer. (*¿Dónde trabajan estas personas? Encierre la respuesta correcta*).

- | | | | |
|-------------------|-------------------|-----------------|---------------|
| Soldier | a) forest | b) home | c) army |
| Dentist | a) dental office | b) restaurant | c) university |
| Teacher | a) store | b) school | c) street |
| Lawyer | a) market | b) legal office | c) school |
| Babysitter | a) someone's home | b) supermarket | c) store |
| Sailor | a) ship | b) park | c) farm |



Farmer	a) home	b) farm	c) mountains
Miner	a) business	b) train station	c) mine
Chef	a) office	b) restaurant	c) market
Logger	a) office	b) forest	c) school
Nurse	a) store	b) hospital	c) university
Receptionist	a) classroom	b) park	c) office
Gardener	a) police station	b) garden	c) mountains

18. Complete these sentences with an occupation. (*Complete estas oraciones con una ocupacion*).

- a. Someone who works in a hospital _____
- b. Someone who cuts down trees in a forest _____
- c. Someone who looks after people's children _____
- d. Someone who drives a bus _____
- e. Someone who teaches English _____
- f. Someone who fixes your teeth _____
- g. Someone who fixes your toilet _____
- h. Someone who works on a ship _____
- i. Someone who has a business _____
- j. Someone who studies in school _____
- k. Someone who flies a plane _____
- l. Someone who works at home and takes care of the family _____
- m. Someone who fixes watches _____
- n. Someone who works in a mine _____
- o. Someone who paints houses _____
- p. Someone who makes food in a restaurant _____

19. Write the name of the job. (*Escriba el nombre del empleo*).



a) Janitor _____



b) Fireman _____





c) Clown _____



d) Security guard _____



e) Taxi driver _____



f) Farmer _____



g) Hairdresser _____



h) actress _____



i) Veterinarian _____



j) Musician _____

20. Put each of these sentences back in the correct order of the text. (*Ponga cada una de estas oraciones en el orden correcto del texto*).

Estela has a large family

Estela is a good girl

Estela likes English very much.

His father is a fisherman and his mother is a nurse at the community health center

Estela is a little girl from a community near a river on the Caribbean Coast of Nicaragua. _____ . She has four brothers and five sisters. Her father is a farmer and her mother is a librarian at the local school. _____ . She always listens to her mother. Her mother tells Estela to be on time at school and she is never late in class.



_____ English is her favorite class. Her English teacher is always happy and friendly. Estela has many friends at school but her best friend is Bobby. Bobby is kind and polite with her. Bobby's parents are miskitos. _____. Bobby's parents and Estela's parents are friends too .

Now find words with opposite meanings (*Ahora encuentre palabras con significados opuestos*).

a. Unsociable _____

b. Big _____

c. Never _____

d. Enemy _____

e. A small number _____

f. Sad _____

g. Rude _____

21. Put the sentences in order to make a conversation. (*Ponga las oraciones en orden para hacer una conversación*).

_____ Ronald: I'm pretty good. Thanks for asking.

_____ Benita: I'm fine. How about yourself?

_____ Benita: No problem.

_____ Ronald: Hi, how are you doing?

22. Complete the conversation. Use expressions from the box. (*Complete la conversacion. Use expresiones del cuadro*).

I've been good.	I go to Socorro Santana School.
What about you?	It's a really nice school
Thank you very much.	

A: So how have you been?

A: I've been great. _____

B: _____ I'm in school right now.

A: What school do you go to?

B: _____



A: Do you like it there?

B: It's okay. _____

A: Good luck with school.

B: _____

23. Listening. Circle the word you hear. (*Encierre la palabra que escucha*).

- a. Nicaragua Nicaraguan
- b. Brazil Brazilian
- c. Venezuela Venezuelan
- d. Canada Canadian
- e. Italy Italian
- f. Portugal Portuguese
- g. Colombia Colombian
- h. Africa African
- i. Asia Asian
- j. Europe European

24. Write the name of each object. (*Escriba el nombre de cada objeto*).

a. _____ Regla



b. _____ Lapicero



c. _____ Lapiz



d. _____ Diccionario



e. _____ Cuaderno



f. _____ Silla



g. _____ Mesa



h. _____ Reloj de pared



i. _____ Borrador



j. _____ Mochila



k. _____ Marcador



l. _____ Calculadora



m. _____ Tijeras



n. _____ Basurero



o. _____ Ventana



25. Speaking. Interview a classmate and complete the form. (*Entreviste a un compañero y complete el formato*).

First name:	_____
Last name:	_____
Occupation/profession:	_____
Married: Yes _____ No _____	
Age:	_____
Country/City:	_____
Phone number: Home:	_____
Mobile:	_____
Mother's name:	_____
Father's name:	_____

Now write a report about your classmate. (*Ahora escriba un reporte sobre su compañero*).

Example:

Estela Urrutia is a doctor. She is from El Salvador but she is married to a Nicaraguan doctor. She is twenty nine years old. Her phone number is 2264 2287. Her mother's name is Sonia and her father's name is Byron.

Answer these questions about you. (*Responde estas preguntas sobre ti*).

- a. What is your name?
- b. Are you from Managua?
- c. Where are you from?
- d. Are you a student?
- e. Is your teacher from Managua?

Complete this joke with verb to be. (*Completa este chiste usando el verbo to be*).

Juana and her neighbor _____ talking about their daughters, Juana says, "My daughter _____ at the university. She _____ very intelligent. Every time we get a letter from her we have to go to the dictionary.

Her neighbor says, "You _____ lucky. Every time we hear from our daughter we have to go to the bank."



Unit 1

Lesson B

1. Complete with a or an (*Complete con a o an*).

- a) Managua has _____ international airport
- b) They have _____ old house.
- c) He has _____ uncle in Venezuela.
- d) The car has _____ beautiful color.
- e) We have _____ English dictionary.
- f) Peter is _____ engineer.
- g) Leslieth is _____ computer programmer.
- h) Marcos is _____ agricultural engineer.
- i) Yelsin is _____ excellent teacher.
- j) Joseph has _____ alarm clock.

2. Complete the text. Circle the correct answer. (*Complete el texto. Encierre la respuesta correcta*).

My name is Benjamin and I come from Granada. I (**is/am/are**) 24 years old and I live in (**a/an**) small village near the city. I have (**a/an**) job now, but normally I (**are/am/is**) a student at the university during the academic year. I am not married but I have (**a/an**) very beautiful girlfriend. (**She/Her/Hers**) name (**are/is/am**) Maria. We have (**a/an**) house with (**a/an**) amazing view of the city.

My girlfriend is (**a/an**) actress, but (**she/her/hers**) isn't very famous. She acts in (**a/an**) small theatre in(**its/our/their**) city. At the weekend, we go swimming in (**a/an**) big lake called Cocibolca. (**Her/My/His**) girlfriend's family is from León. (**Her/hers/she**) parents have (**a/an**) hotel in the suburban area of the city.

3. Complete the dialogues. (*Complete los diálogos*).

One

A: Excuse me _____ Elizabeth Potoy?

B: No. _____ I'm Aracely Garcia.

Two

A: Excuse me, _____ in classroom 1503?

B: No, _____. You're in classroom 1505

Three

A: Hi, _____ Jilma

B: Hi, nice to meet you, Jilma. _____ name's Fanor.



Four

A: Excuse me, _____ this room 205?

B: Yes, _____

A: _____ late?

B: Yes, _____. You're very late indeed!

Five

A: _____ from Ireland?

B: Yes, _____. And _____?

A: _____ Costa Rican.

4. Complete the list of numbers. (*Complete la lista de números*).

- a. One, two, three, _____
- b. First, second, third, _____
- c. Two, four, six, _____
- d. Ten, eight, six, _____
- e. Nine, eight, seven, _____
- f. Ten, twenty, thirty, _____
- g. Seventh, eighth, ninth, _____
- h. Twentieth, thirtieth, fortieth, _____
- i. Eleventh, twelfth, thirteenth, _____
- j. Ninety, eighty, seventy, _____

5. Write these numbers in letters. (*Escriba estos números en letras*).

- a. 34 _____
- b. 2nd _____
- c. 3rd _____
- d. 49 _____
- e. 98 _____
- f. 13 _____
- g. 74 _____
- h. 87 _____
- i. 66 _____
- j. 1rst _____



6. Write these numbers. (*Escriba estos numeros*).

- a. Twenty-first _____
- b. Three _____
- c. Thirteen _____
- d. Thirty-three _____
- e. Fifty-five _____
- f. Ninety-nine _____
- g. Sixty-one _____
- h. Second _____
- i. Third _____
- j. Eleven _____
- k. Twelfth _____
- l. Twelve _____
- m. Ninth _____
- n. Seven _____

7. Work in pairs. Take turns to spell the following words. (*Trabajo en parejas. Turnese para deletrear las siguientes palabras*).

Example:

A: How do you spell carro in English?

B: C-a-r

- a: teléfono _____
- b. Hermana _____
- c. hermano _____
- d. ocho _____
- e. tercero _____
- f. padres _____
- g. veinte _____
- h. familia _____

8. Correct the misspelled words. (*Corriga las palabras mal escritas*)

- | | | | |
|------------|---------------|---------------|---------------|
| a. english | e. botle | i. nicaraguan | m. clasroom |
| b. umbrela | f. accountant | j. profesor | n. matematics |
| c. horse | g. rabbit | k. fourtenth | o. cotton |
| d. brasil | h. motorcicle | l. mouse | |



9. Survey. Ask your classmates the following questions. Write the answers in the form. *(Encuesta. Realice las siguientes preguntas a sus compañeros. Escriba las respuestas en el formato).*

What's your name?

How do you spell your name?

Where are you from?

How old are you?

What's your phone number?

Are you married?

Name	Town? City? Community?	Age?	Phone number?	Married	
				yes	no

Now write a report about each student. *(Ahora escriba un reporte de cada estudiante)*

Example:

Emily is from _____. She is _____ years old. Her phone number is _____. Emily is _____.

10. Write O if the number is Ordinal, write C if it is cardinal. *(Escriba O si el numero es ordinal, escriba C si es cardinal).*

- | | |
|-----------------------|------------------------|
| a. Seventeen _____ | h. Nineteenth _____ |
| b. Fourteenth _____ | i. Twenty-eight _____ |
| c. Thirty first _____ | j. Twenty eighth _____ |
| d. Eleventh _____ | k. Fortieth _____ |
| e. Eightieth _____ | l. First _____ |
| f. Ninety-nine _____ | m. Five _____ |
| g. Ninth _____ | |



11. Listen and write the words your teacher will spell for you. (*Escuche y escriba las palabras que su profesor le deletreara*).

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____

12. Work in pairs and practice the alphabet. Say the next letter. (*Trabaje en parejas y practique el alfabeto. Diga la letra que sigue*).

- a. ABCD _____
- b. JKLM _____
- c. DEFG _____
- d. HIJK _____
- e. VWXY _____
- f. RSTU _____
- g. MNOP _____
- h. KLMN _____
- i. PQRS _____
- j. FGHI _____
- k. CDEF _____
- l. EFGH _____

13. Write the missing letter. (*Escriba la letra que falta*).

- a. POTA___O
- b. C___RN
- c. ENGINE___R
- d. MOUNT___IN
- e. SUN___LASSES
- f. DES_____
- g. KORE___N
- h. COMPU__ER
- i. PICTU___E
- j. ELECTRI___IAN



14. Circle the word that does not belong to the group. (*Encierre en un círculo la palabra que no pertenece al grupo*)

Turkish	Philippine	Lebanon	Ecuadorian	Paraguayan
she	he	we	they	her
it	his	her	their	our
book	notebook	ruler	machete	dictionary
ten	thirteen	fifteenth	twenty	forty
Puerto Rico	Haiti	Philippines	Guatemalan	Spain
Second	eleventh	third	twelfth	nineteen
Good morning	Good evening	Hello	Good bye	Hi
Bye	See you later	See you tomorrow	How are you?	See you
sister	brother	mother	father	cat

15. Add more words to the list. (*agregue mas palabras a la lista*).

- a. Myself, herself, himself, itself, _____, _____, _____
- b. She, it we, you, _____, _____, _____, _____
- c. Mango, pineapple, watermelon, _____, _____, _____
- d. Eraser, pen, pencil, ruler, _____, _____, _____
- e. Hers, mine, his, its, _____, _____, _____, _____
- f. Ten, twenty, thirty, forty, _____, _____, _____
- g. Cow, dog, coat, lamb, _____, _____, _____
- h. Truck, car, tractor, bus, _____, _____, _____.

16. Listening. Listen and write the sentences. (*Escuche y escriba las oraciones*).

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

17. Listen and complete the dialogues. (*Escuche y complete los diálogos*).

One

- A: _____ Mario, How are you?
- B: I'm fine, thanks _____ you?
- A: _____ OK, thanks. Let me introduce my sister Mary
- B: _____ to meet you Mary.
- A: _____ to meet you, too.



Two

A: Where are _____ from, Helen?

B: _____ from Costa Rica.

A: Where _____ Costa Rica?

B: San Jose, the capital city. How about you?

A: _____ from Mexico.

Three

A: _____ you married, Martha?

B: No, _____ single.

A: _____ you a teacher?

B: Yes, I _____.

18. Write questions for these answers. (*Escriba preguntas para estas respuestas*)

a. _____ ?

My name's Francisco

b. _____ ?

. I'm twenty years old.

c. _____ ?

No, I'm not. I am a social worker

d. _____ ?

Yes, I am.

e. _____ ?

Her name's Marbelly

f. _____ ?

She's from Honduras.

g. _____ ?

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19. Read the story (*Lea el relato*)

My family's Farm

My family has a beautiful farm. We have many animals on the farm. There are black, brown, and white cows. There are also many chickens, horses, birds, dogs, cats and pigs. The chickens give us eggs to eat. The cows give us milk to drink. Life in the farm is peaceful and entertaining. The weather is always nice. I always enjoy living in my family's farm.



Write T if the sentence is TRUE, Write F if the sentence is FALSE. (Escriba T si la oracion es verdadera, escriba F si es falsa).

- My family has a farm.
- My family's farm has only two animals.
- There are nine brown and white cows on the farm.
- The farm has three brown chickens that lay eggs.
- This is a happy story.

20. Listening. Listen to a description about Elena's life. Write T if the statement is TRUE, write F if the statement is FALSE. (*Escuche una descripción de la vida de Elena. Escriba T si la afirmacion es verdadera, escriba F si es falsa.*)

- a. Elena is married to a Australian engineer. _____
- b. Elena works from 7.00 a.m. to 1.00 p.m. Monday to Friday. _____
- c. Elena is forty years old. _____
- d. Elena has many American friends. _____
- e. Elena is a secondary school teacher. _____

21. Unscramble these words to make sentences. (*Ordene estas palabras para hacer oraciones*)

- a. name her is Sofia
- b. Prinzapolka from comes she
- c. brother in grade the her is seventh
- d. old is 11 she years
- e. father works the government her for
- f. has she horse beautiful a
- g. language Creole English is first her
- h. beautiful and she tall is
- i. Sofia's worker social mother is a

22. Unscramble these words to make questions. (*Ordene estas palabras para hacer preguntas*).

- a. your is what name?
- b. you from are where?
- c. old how you are?
- d. birthday when your is?
- e. you school how to do come?



- f. your is father where?
- g. grade are in you which?

23. Read the text and do the exercises. (Lea el texto y realice los ejercicios).

GREEN

Green is a beautiful color! In nature, the grass that we walk on is green and the leaves of the trees in our communities are usually green. The majority of the plants that we see around are green too! Frogs are green and many grasshoppers are green too. Turtles are also beautiful animals and they have different tones of green.

We can make green paint by mixing blue and yellow colors. Green is also the name of the movement to make ecological products. Some people make green products from recycled materials.

Circle the correct answer (Encierre la respuesta correcta)

1. What is a green product?

- a. A product that has two colors
- b. An ecological product
- c. A product that is not safe for the Earth

2. Which of the following is green?

- a. A cat
- b. A frog
- c. A cow

3. Blue and yellow are

- a. Green products
- b. Colors
- c. Recycled materials

4. A synonym of the word tones is

- a. colors
- b. green products
- c. beautiful

5. The word they (in bold/negrilla) refers to:

- a. Turtles
- b. Beautiful animals
- c. Colors



6. According to the reading, all green things or green animals are:

- a. Recycled
- b. Beautiful
- c. friendly

24. Listening. Listen and circle the word you hear. (*Encierre en un círculo la palabra que escucha*).

- a. Bag bad
- b. Three tree
- c. Black block
- d. Farm from
- e. Barn band
- f. Ear hear
- g. White wide
- h. Bed Bet
- i. Car cat
- j. Nice night

25. Read the dialog and answer the questions (*Lea el diálogo y responda las preguntas*).

Roland: Hi, My name's Roland. What's your name?

Stephany: Nice to meet you Roland. My name's Stephany.

Roland: Nice to meet you, too. Are you from Jinotepe?

Stephany: Well, I'm originally from Esteli but my parents now live in Jinotepe. And you, where are you from?

Roland: I'm from Diriamba, a beautiful city of Carazo.

Stephany: Oh yeah? That's interesting. Are you a teacher?

Roland: Yes, I am an English High school teacher. How about you?

Stephany: I'm a university student at UNAN in Jinotepe.

Roland: Wow! That's really interesting! Well, see you later, Stephany.

Stephany: Bye, Roland. Have a nice day!



Answer these questions. (*Conteste estas preguntas*).

- a. Where is Stephany from? _____
- a. Is Roland from Esteli? _____
- b. Where are Stephany's parents from? _____
- c. Where is Roland from? _____
- d. Is Roland a student? _____
- e. Is Stephany an English teacher? _____

Unit 2 Lesson A

1. Complete the sentences with THIS, THAT, THESE or THOSE. (*Complete las oraciones con THIS, THAT, THESE or THOSE*).

- a. _____ blouse is small and _____ jeans are extra large.
- b. Is _____ shirt French?
- c. Are _____ shoes Brazilian or Chinese?
- d. _____ car is expensive but _____ one is cheap.
- e. _____ are my books and _____ are yours.
- f. _____ horse and _____ cow are very smart.
- g. Is _____ a giraffe?
- h. Is _____ woman your sister?

2. Complete the dialogues. Use this. that, those or these. (*Complete los dialogos*).

- A: Hi, Yelsin, Is _____ your new car?
B: Not really, _____ is my mother's car.
- A: Is _____ my drink?
B: No, _____ 's mine. _____ is yours.
- A: Thanks a lot.
B: You're welcome.
- A: Hi, Jenny. _____ is my daughter Elena.
B: Nice to meet you, Elena!
- A: What's _____ awful sound?
B: _____ 's my air conditioning



A: _____ is the library and _____ are the classrooms.

B: And what are _____ buildings opposite the school?

A: _____ are the Mayor's office and the school's cafeteria.

B: What's _____ ?

A: _____ 's a gift for you. Happy birthday my dear daughter!

B: _____ very sweet!!! Thank you.

A: Who are _____ people?

B: They are international students and _____ lady over there is their coordinator.

3. Use the picture to write sentences (*Use la imagen para escribir oraciones*). Use this, that, these or those.

Example: That's a car



a. _____

b. _____

c. _____

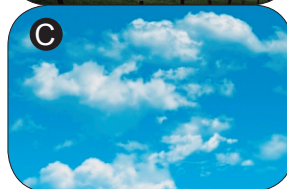
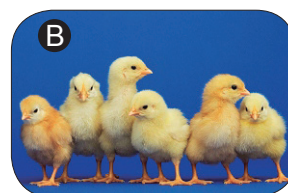
d. _____

e. _____

f. _____

g. _____

h. _____



4. Write opposite words. Use words from the box. (*Escriba palabras opuestas. Use palabras del cuadro*).

Hard, Huge, old, big, short, sad, boring, simple, quiet, cheap, empty, fast, humid, polite, old-fashioned,

- | | | |
|----------------------|------------------|---------------------|
| a. Small _____ | f. Noisy _____ | k. Glad _____ |
| b. Long _____ | g. full _____ | l. Modern _____ |
| c. Interesting _____ | h. Dry _____ | m. Soft _____ |
| d. New _____ | i. Complex _____ | n. Unfriendly _____ |
| e. Expensive _____ | j. Tiny _____ | o. Slow _____ |



5. Match each adjective with a noun from the box. (*Una cada adjetivo con un sustantivo del cuadro*).

color, ceremony, city, eyes, actor, day, storm, breeze, story, woman, question, bottle, mountain, guide, river

- a. Tall _____
- b. Heavy _____
- c. Busy _____
- d. Famous _____
- e. Gentle _____
- f. Embarrassing _____
- g. Empty _____
- h. Bright _____
- i. Brown _____
- j. Religious _____
- k. High _____
- l. Tourist _____
- m. Deep _____
- n. Colonial _____
- o. Funny _____

6. Answer each question using the opposite of the underlined word. (*Conteste cada pregunta usando el opuesto de la palabra subrayada*).

Example:

A: Is your father tall?

B: No, he isn't. He is short.

- a. Are you a rich student? _____
- b. Is your sister tall? _____
- c. Is your sweater new? _____
- d. Is the weather hot? _____
- e. Is this a difficult question? _____
- f. Is it late? _____
- g. Is this towel clean? _____
- h. Are you happy? _____
- i. Are the roads narrow? _____
- j. Are you married? _____



7. Complete the lists. (Complete las listas).

- a. Monday, Tuesday, _____
- b. Friday, Saturday, _____
- c. Saturday, Sunday, _____
- d. _____ Friday, Saturday
- e. Tuesday, _____, Thursday
- f. _____, Thursday, Friday

8. Circle all nouns and underline all adjectives in the table. (Encierre en un círculo todos los sustantivos y subraye todos los adjetivos en la tabla).

Blonde	bean	attractive	lovely	deer
Cloud	Cooker	cheese	Thin	forest
Rainy	educated	historical	Bike	cart
Winding	Path	tree	talkative	wonderful
ceiling	conservative	revolutionary	Flower	frog
fan	Floor	religious	Similar	bird

9. Listen and write the days of the week. (Escuche y escriba los días de la semana).

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

10. Write N if the word is a noun, write A if it is an adjective, write V if it is a verb. (Escriba N si la palabra es sustantivo, A si es adjetivo, V si es verbo).

- | | |
|---------------------|------------------|
| a. Have _____ | i. Snake _____ |
| b. Smiling _____ | j. Thunder _____ |
| c. Motivating _____ | k. Rain _____ |
| d. Crazy _____ | l. Cloudy _____ |
| e. Is _____ | m. Windy _____ |
| f. Spell _____ | n. Sunny _____ |
| g. Drive _____ | o. Weather _____ |
| h. Dog _____ | |



11. Combine an adjective with a noun from the box to complete each sentence. (*Combine un adjetivo con un sustantivo del cuadro para completar cada oracion*).

eyes, photograph, sport, strong, Hardworking, car, bright, activity, person, cultural, stars, old, blue, man

- a. Look at those _____ in the sky.
- b. Maria is a very _____.
- c. This is an _____ of my family.
- d. My brother has a _____.
- e. My mother has _____ and straight hair.
- f. My father is a tall and _____.
- g. There is an _____ in the park of the city.

12. Answer these questions (*Conteste estas preguntas*).

- a. What color is a banana? _____
- b. What color is the sky? _____
- c. What color is milk? _____
- d. What color is a tree? _____
- e. What color is a carrot? _____
- f. What color is the sun? _____
- g. What color is your hair? _____
- h. What are the colors of the National flag? _____
- i. What color is a rose? _____
- j. What color is the moon? _____

13. Listening. Listen and write the color you hear. (*Escriba el color que escucha*)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____



14. Which word is different? Circle it. (*¿Que palabra es diferente?. Encierrela en un circulo*).

1	Manager	funny	bricklayer	barber	beekeeper
2	hotel	jail	watermelon	Pet shop	court
3	run	sleep	walk	smile	window
4	marker	whiteboard	pencil	calculator	book
5	zoo	prison	train	airport	casino
6	paint	mountainous	respectful	nosy	tolerant
7	volcano	tree	salary	lion	attractive
8	car	bus	motorbike	bike	truck
9	blue	pink	green	brown	Large
10	grasshopper	telephone	paper	computer	clock

15. Use the picture to answer each question. (*Use la imagen para responder cada pregunta*).

Example:



A: Are those pens?

B: No, those are pencils



A: Are these books?

B: _____



A: Are these cars?

B: _____



A: Are those cell phones?

B: _____



A: Are those mangos?

B: _____



A: Are these birds?

B: _____



A: Are these pigs?

B: _____



16. Use this, that, these, those to make questions. Use words from the box. (*Use this, that, these, those para hacer preguntas. Use palabras del cuadro.*)

Lions, snakes, hill, river, flowers, trees, watermelons, cat, giraffe, cassette, goats, grasshopper

Example:

Is that a hill?

Are those goats?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____

17. Write the plural form of the word in parenthesis. (*Escriba el plural de la palabra en paréntesis.*)

- a. These (car) _____ are old fashioned.
- b. Those (boy) _____ are painters.
- c. Are these your (sandwich) _____?
- d. Leon and Granada are two historical colonial (city) _____
- e. These are my (toy) _____.
- f. Most Nicaraguan (family) _____ are large.
- g. Those (watch) _____ are very expensive.
- h. Those (skirt) _____ are really good.

18. Listening. Listen and circle the word you hear. (*Encierre en un círculo la palabra que escucha*)

- a. Book cook
- b. Pen ten



- c. T-shirt teacher
- d. Chair pair
- e. Table label
- f. Desk best
- g. Can tan
- h. Bean team
- i. Rice price
- j. Wall ball
- k. Hat cat

19. Complete the sentences. Use a, that, this, those, these. (*Complete las oraciones. Use a, that, this, those, these*).

Example:

A: Is that a forest?

B: Yes, it is.

A: Is _____ tiger?

B: Yes, it is.

A: Are _____ lions?

B: Yes, those are.

A: Is _____ banana?

B: Yes, it is.

A: Are _____ benches yours?

B: Yes, they are mine.

A: Is _____ table reserved?

B: Yes, it is.

A: Are _____ buses from Masaya?

B: Yes, they are.

A: _____ is my sister Lorena and _____ is her husband Jesus.

B: Nice to meet you.

A: Is _____ meadow?

B: Yes, it is.

20. Write the plural form of each word. (*Escriba el plural de cada palabra*).

a. dress _____

b. box _____



- c. dish _____
- d. tomato _____
- e. kiss _____
- f. potato _____
- g. cherry _____
- h. watch _____
- i. boy _____
- j. lady _____
- k. class _____
- l. key _____
- m. hat _____
- n. baby _____
- o. nationality _____

21. Complete the conversation. Use words and expressions from the box. (*Complete las conversaciones. Use palabras y expresiones del cuadro*).

Where are you from? / it/ approximately /my name's / are from / its / wonderful / friendly / creative / far / is / that / is / volcano / Nicaragua / from / That's / beautiful /historical / folkloric /

Graciela: Hi, I'm Graciela Ramirez. This is my first time in Masaya.

Mario: Hi, _____ Mario Parrales. _____
_____?

Graciela: Granada. How about you?

Mario: I'm from Managua but my parents _____ Masaya.

Graciela: Oh really? Masaya is a populous city. _____ people are _____ and _____ . It's a _____ and _____ city.

Mario: It really is. Is Granada _____ from Masaya?

Graciela: Well, _____ is _____ 14 kilometers west of Granada. It is not very far from here. Is Masaya _____ active?

Mario: Yes, it _____.

Graciela: What's _____ place?

Mario: _____ the craft market. There are many different types of handicrafts _____ Masaya and other areas of _____. Let me show you around.

Graciela: Wow!! Everything is _____ here. I love Masaya!!!



22. Read the passage. (*Lea la lectura*)

Juigalpa is one of the **main** cities of Chontales, a department of Nicaragua. It is approximately 140 km **east** of Managua on Rama road, in the central region of Nicaragua. Juigalpa is a rather prosperous city. It is also the largest city in the region. It has many commerce and service businesses as well.

There are many attractions and entertainment places in the city. For example, Main Square and the Cathedral, the main public buildings, shops, restaurants, and bars. Local people and visitors come out in the evenings and enjoy all the options of Juigalpa city. About four blocks north of Main Square there is Palo Solo Park, an overlook on a hill with great **views** of the city and the surrounding mountains. There is also an **archeological** museum in Juigalpa.

Answer these questions. (*Conteste estas preguntas*).

1. The passage is about

- a. Chontales
- b. Juigalpa
- c. Managua

2. The word **main** means

- a. Principal
- b. big
- c. historical

3. The word **views** is a

- a. Singular noun
- b. Plural noun
- c. verb

4. The word **archeological** is

- a. a verb
- b. an adjective
- c. a noun

5. The opposite meaning of **east** is

- a. South
- b. West
- c. North

6. Restaurants and bars are examples of

- a. Historical places
- b. Entertainment places
- c. Tourist places

23. Write the singular form of these words from the reading. (*Escriba el singular de estas palabras de la lectura*).

- a. Cities _____
- b. Business _____



- c. attractions _____
- d. places _____
- e. buildings _____
- f. shops _____
- g. restaurants _____
- h. bars _____
- i. visitors _____
- j. evenings _____
- k. options _____
- l. blocks _____
- m. views _____
- n. mountains _____

24. Read the story. Change the words in italic to make the story more interesting. (*Lea el relato. Cambie las palabras en italic para hacer el relato mas interesante*).

My name is _____ and I live on a farm. Today is Sunday and all members of my family are at home because today is my sister's birthday. My children and my wife are in the field with my nephews and my nieces. They are all happy. It is winter time and the sky is full of dark clouds. The weather is humid and hot. There is little sunshine today. All the animals of the farm are quiet but my dog is barking. My father's dogs are not barking. They are very obedient.

We have presents for my sister. She is excited about the birthday presents. My brothers, my aunts, and my uncles are in the living room. My mother is in the kitchen, she is making a chocolate cake for my sister. We also have delicious roast chicken and beef, soft-drinks, and a piñata for the birthday party. The piñata is full of candies. Today is a happy day.

25. Add an adjective to each noun to make the sentence more interesting. (*Agregue un adjetivo a cada sustantivo para hacer la oración mas interesante*).

Example:

I am from one of the *cities* of Nicaragua.

I am from one of the *historical cities* of Nicaragua.

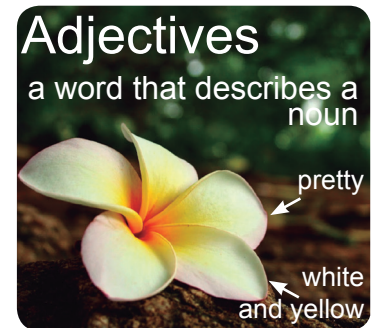
- a. My mother is from the _____ region of the country.
- b. Those are _____ teachers from my town.
- c. Granada is a _____ attraction of the country.



- d. Jinotega is surrounded by _____ mountains.
- e. Leon has a _____ church in every neighborhood.
- f. My farm is near a _____ river and a _____ hill.
- g. This is my _____ book and that's your _____ dictionary.
- h. This is an _____ computer.
- i. Poneloya and Las Peñitas are _____ beaches of the Pacific Coast of Nicaragua.
- j. Nicaragua is a _____ country with _____ lakes and _____ volcanoes.

26. Read the following sentences. Identify the NOUNS and ADJECTIVES. Circle the NOUNS. Underline the ADJECTIVES. *Lee las siguientes oraciones. Identifica los sustantivos y los adjetivos. Encierra en un círculo los sustantivos y subraya los adjetivos.*

- 1. Famous people live in wonderful big houses.
- 2. Italian food uses lots of red tomatoes.
- 3. Modern magazines are using Colombian models for their spectacular covers.
- 4. Chinese food uses fresh vegetables and hot sauces.
- 5. Tall boys usually play in basketball teams.



27. Determine whether the underlined words in the sentences given below are adjectives or nouns. *Determina si las palabras subrayadas en las oraciones de abajo son adjetivos o sustantivos.*

- 1. The evening was a round of pleasures.
- 2. Don't try to fix a square peg in round hole.
- 3. My right hand is itching.
- 4. Do you know your rights?
- 5. Your knife is sharp.
- 6. Solomon was one of the wisest men.
- 7. The wise do not argue.
- 8. The Americans are adventurous people.
- 9. Ignorance is bliss.
- 10. The present generation belongs to technology



Unit 2 Lesson B

1. Complete the following conversations. Use the pictures. (*Complete las siguientes conversaciones. Use las imágenes*).



A: Excuse me, can you tell me the time, please?

B: _____

A: Thank you.

B: _____



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

B: _____

A: Thanks.

B: _____



A: Could you tell me the time, please?

B: _____

A: Thanks.

B: _____



A: Excuse me, what's the time, please?

B: _____

A: Thanks a lot.

B: _____



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

B: _____

A: Thank you..

B: _____

2. Listening. Listen to the dialogues and write the time. (*Escuche los dialogos y escriba la hora*).

Dialogue one _____

Dialogue two _____

Dialogue three _____

Dialogue four _____

Dialogue five _____



Dialogue six _____

Dialogue seven _____

Dialogue eight _____

3. Write the time into the box. Use numbers. (*Escriba la hora en el cuadro. Use números*).

a. It's a quarter to six.

b. It's eleven o'clock.

c. It's nine to four.

d. It's eight past three.

e. It's one twenty six.

f. It's half past eight.

g. It's three past three.

h. It's six to seven.

4. Fill in the chart with the time you do daily activities. (*Llene el cuadro con la hora que usted hace cada actividad diaria*).

Activities	Time
Wake up?	
Start work?	
Go to bed?	
Help around the house?	
Study English?	
Work in the field?	
Watch T.V.?	
Listen to the news?	
Take the bus to go to school?	
Have breakfast?	

Now work with a partner to ask and answer questions. (*Ahora trabaje con un compañero y realice y conteste preguntas*).

Example:

A: What time do you wake up?

B: At 6.30 (half past six /six thirty). And you?

A: At 7.00 (seven o'clock)



5. Vocabulary. Which words do you know? Write the name next to each picture. (*¿Que palabras conoces? Escribe el nombre junto a cada imagen*).



6. Read Marcela's interviews. (Lea las entrevistas de Marcela).

Interview one

Marcela: What do you have for breakfast, Roland?

Roland: I always have gallo pinto, eggs, and tortillas.

Marcela: Wow, Do you have coffee with your breakfast?

Roland: Yes, a strong black coffee.

Marcela: What do you usually have for lunch?

Roland: I usually have chicken or beef meat, rice, salad, beans, tortilla, and a soda.

Marcela: And for dinner

Roland: I usually have something light. Beans, cheese, and bread.

Marcela: Thank you.

Roland: You're welcome

Interview two

Marcela: What do you have for breakfast, Yelsin?

Yelsin: I always have cereal and milk. Sometimes I have a sandwich with orange juice.

Marcela: And what do you usually have for lunch?

Yelsin: I usually have roast chicken, vegetables, and salad.

Marcela: What do you usually have for dinner?

Yelsin: I usually have gallo pinto, tortilla and a soft-drink.

Marcela: Thank you.

Yelsin: No problem.

Now complete the chart with information from the text. (Ahora complete el cuadro con información del texto).

What do you have for...	Breakfast?	Lunch?	Dinner?
Roland			
Yelsin			
Me			

Tell the class about your favorite meals. (Dile a la clase sobre tus comidas favoritas).

Example:

I usually have _____, _____, _____, and _____ for breakfast

I always have _____, _____, _____, and _____ for lunch.

I have _____, _____, _____ and _____ for dinner.



7. Daily routines. Listen and repeat. (*Escuche y repita*).

- a. I always eat gallo pinto, tortilla and cheese.
- b. I rarely go for a walk at the weekends.
- c. I usually drink coffee with my breakfast.
- d. I always play the guitar in the evenings.
- e. I never go shopping on weekdays.
- f. I sometimes go fishing with my friends in the lake.
- g. I never comb my hair.
- h. I always take my dog for a walk in the mornings.
- i. I always go to church with my parents.

8. Look at each picture and write the daily routine. (*Observe la imagen y escriba el nombre de la actividad rutinaria*).



Example: Brush your teeth



a. _____ (limpiar el piso)



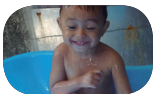
b. _____ (lavarse las manos)



c. _____ (leer el periódico)



d. _____ (jugar futbol)



e. _____ (tomar una ducha)



f. _____ (ir de compras)



g. _____ (regar las plantas)



h. _____ (ir a la iglesia)

9. Survey. How often do you do these daily activities? Ask your classmates and write their answers in the chart. *¿Con que frecuencia haces estas actividades diarias? Preguntale a tus compañeros y escribe las respuestas en el cuadro.*



Example:

A: How often do you eat nacatamal?

B: I never eat nacatamal

- a. How often do you eat pizza?
- b. How often do you participate in class?
- c. How often do you drink coffee?
- d. How often do you go dancing?
- e. How often do you eat fruits?
- f. How often do you go to the cinema?
- g. How often do you use your cell phone?
- h. How often do you feed your dog?

How often do you?	Always 100%	Usually 75%	Sometimes 50%	Rarely 25%	Never 0%
Name					

Now tell the class about your daily activities. (Ahora dile a la clase sobre tus actividades diarias).

Example:

I usually participate in class.

I never eat pizza.

10. Read the following class schedule. Then ask and answer questions. (Lea el siguiente horario de clases. Después realice y conteste preguntas).

Example:

A: When do you have English class?

B: I have English class on Mondays at 8.00 a.m.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00/9:30	English	History of Nicaragua	Physical Education	Spanish	Geography of Nicaragua
9:30/10:00	Break	Break	Break	Break	Break
10:00/11:30	Math	Civics	Science	Computer Science	French



11. Listening. Circle the word you hear. (Encierre en un círculo la palabra que escucha).

- a. September December
- b. June July
- c. November October
- d. April August
- e. March May
- f. February January
- g. November September
- h. December November

12. Put each word under the right column. (Ponga cada palabra bajo la columna correcta).

- | | | |
|----------|--------|----------|
| Backpack | Cookie | Poor |
| Leaf | Tea | Pleasant |
| Sleep | Run | Cold |
| Vendor | Narrow | Climb |
| Candy | Road | Unfair |
| Ride | Heavy | safe |

Nouns	adjectives	verbs

13. Read the following sentences. Identify the NOUNS and ADJECTIVES. Circle the NOUNS. Underline the ADJECTIVES. Lee las siguientes oraciones. Identifica los sustantivos y los adjetivos. Encierra en un círculo los sustantivos y subraya los adjetivos.

1. Carolina is a beautiful girl.
2. Ivan wears a big coat for rainy days.
3. Intelligent students like to solve difficult problems.
4. Sweet oranges, green mangos, red apples and fresh strawberries are my favorite fruits.
5. Politicians make important decisions every day.



14. Complete the chart with the correct form of the word. (*Complete el cuadro con la forma correcta de la palabra*).

Singular	Plural
shoe	
	ferries
party	
	oranges
mosquito	
	bottles
cap	
	rulers

15. Read Carlo's daily activities at home. Put the sentences in a logical order. Use numbers. (*Lea las actividades rutinarias de Carlos. Ponga las oraciones en el orden correcto. Use números*).

Paragraph one

- 1 _____ I wake up at five a.m. every morning but I usually get up at five thirty.
- _____ I take a shower at a quarter to six.
- _____ I always read the newspaper while I have breakfast.
- 3 _____ I have a cup of coffee and make breakfast at six o'clock.
- 5 _____ Then I get dressed, brush my teeth, and comb my hair.
- 7 _____ I usually drive to work at twenty to eight.
- _____ I take the garbage out or wash the dishes at half past seven in the morning.

Paragraph two

- 1 _____ I come back home from work at six p.m. and cook dinner at half past six.
- _____ After dinner I do my homework, and then I watch television.
- _____ I always have dinner with my family at seven thirty p.m.
- 6 _____ Finally, I pray, lock the door, turn off the lights, and go to bed.
- 4 _____ On television I usually watch the News.
- _____ I feed the dog and the cat before I go to the bathroom.

16. Complete each sentence with the opposite of the underlined word. (*Complete cada oración con el opuesto de la palabra subrayada*).

- a. These notebooks are cheap but those rulers are _____.
- b. The weather in Leon is hot but it is _____ in Esteli.



- c. Life in the country is safe but life in the city is _____.
- d. My mother is a tall woman but my father is a _____ man.
- e. This sentence is correct but that sentence is _____.
- f. My room is always clean but my sister's is _____.
- g. This red piñata is full of candies but that purple piñata is _____.
- h. My story is interesting but yours is _____.
- i. I am single but my brother is _____.
- j. Carlos is absent in class but Juan is _____.
- k. Diriamba is a quiet city but Managua is _____.
- l. My motorbike is fast but yours is _____.
- m. This book is new but that dictionary is _____.
- n. Mathematics is easy but Chemistry is _____.
- o. My painting is beautiful but yours is _____.

16. Write the years in English. (Escriba los años en inglés).

Example:

2014: Two thousand fourteen.

- a. 1746: _____
- b. 2076: _____
- c. 2020: _____
- d. 1998: _____
- e. 1972: _____
- f. 2001: _____

17. Write the dates in English. (*Escriba las fechas en inglés*).

Example:

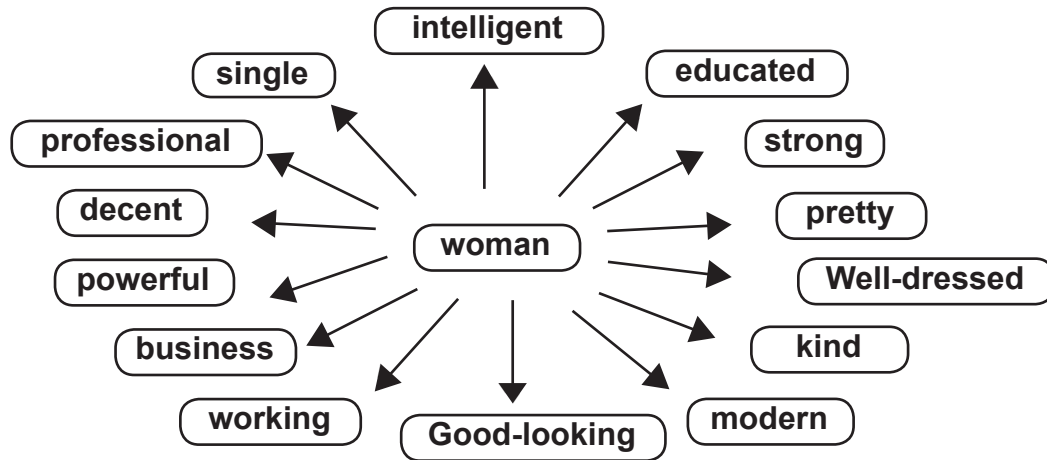
12/2/2001: December the second, two thousand one

- a. 11/21/2014: _____
- b. 01/27/1985: _____
- c. 05/22/2019: _____
- d. 06/15/1645: _____
- e. 03/30/2010: _____
- f. 04/3/1993: _____

18. Write adjectives for each of the following nouns. (*Escriba adjetivos para cada uno de los siguientes sustantivos*).



Example:



- a. Food
- b. Teacher
- c. book
- d. city

19. Answer each question adding an adjective to the noun. *(Conteste cada pregunta agregando un adjetivo a cada sustantivo).*

Example:

A: Is that a book?

B: Yes, that's an English book.

- a. Are those maps? _____
- b. Is this a pineapple? _____
- c. Is that a teacher? _____
- d. Are those horses? _____
- e. Are those volcanoes? _____
- f. Is that a church? _____

20. Read each sentence. Then write what is true about you. *(Lea cada oración. Luego escriba lo que es verdadero para usted).*

a. I start my day at about half past five.

b. I always take a shower, brush my teeth, and get dressed at six o'clock.



c. I usually have bread and white coffee for breakfast.

d. I work from eight o'clock to twelve a.m. and from one o'clock to five p.m.

e. I always have dinner and watch the news in my room.

f. I go to bed at ten to nine.

21. Write the meaning of each word in Spanish and write a sentence using the word. Then compare your sentences with a partner. (*Escriba el significado de cada palabra en español y escriba una oracion con la palabra. Luego compare sus oraciones con un compañero*).

Example:

No	Adjective	Meaning	Sentence
1	Shy	Timido(a)	
	Penoso(a)		
	My girlfriend is very shy.		
2	sociable		
3	Large		
4	Friendly		
5	Nice		
6	Tidy		
7	Boring		
8			
strict			



22. Listening. Listen and write the dates. (*Escuche y escriba las fechas*).

Example: January the third two thousand sixteen: January 3rd, 2016

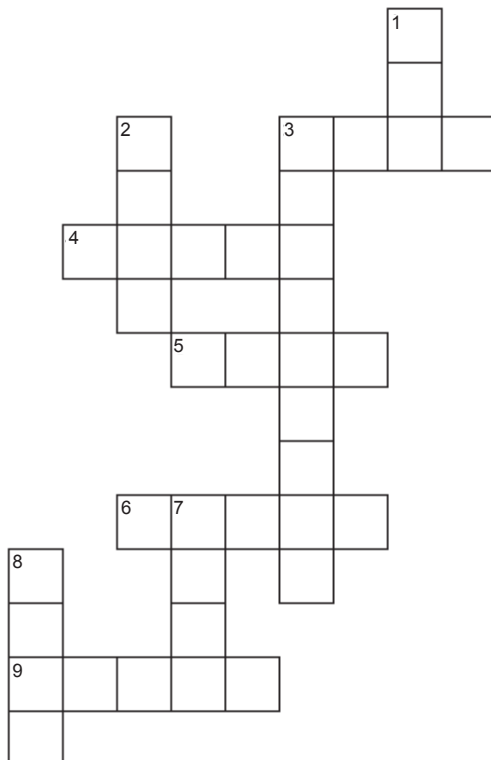
- a. May the second two thousand four.
- b. September the tenth nineteen sixty four
- c. December the twenty first nineteen eighty
- d. July the first two thousand fifteen
- e. September the twenty fourth two thousand eleven

23. Reading. This story has five mistakes in the order of the adjectives and the nouns. Identify the mistakes. (*Este relato tiene cinco errores en el orden de los adjetivos con los sustantivos. Identifique los errores*).

I am a boy happy. I am from Ocotal. I have many good friends. I have a family large. I have five brothers and three sisters. I am in the middle. I go to a school beautiful in Ocotal. I am in the sixth grade. My teachers are very kind. My class favorite is history. My best friend is Karla. Karla is from Ocotal too. Karla is a girl talkative and she is also a happy girl. We do many things together. We go to the park together. We go shopping on weekends together. We go to school together. We watch movies together. Life is great.

24. Write a paragraph about you daily activities. (*Escriba un párrafo sobre sus actividades diarias*).

25. Completa el crucigrama con las palabras en inglés de la información en español en el cuadro de la izquierda.



- Across
- 3. Baño (con tina)
 - 4. manejar (carro)
 - 5. despertar
 - 6. cepillar
 - 9. estudiar

- Down
- 1. comer
 - 2. trabajar
 - 3. desayuno
 - 7. leer
 - 8. lavar



Unit 3 Lesson A

1. Family Relationships. *Parentescos Familiares*

Match the name of the family member with its definition. **M** stands for Male (Masculino). **F** stands for Female (Femenino). *Una la palabra sobre el miembro de la familia con su descripción.*

- | | |
|-----------------------------------|--|
| 1. brother-in-law - sister-in-law | a) your parents' brother and sister |
| 2. uncle (M) - aunt (F) | b) father and mother of the person you marry |
| 3. cousin (M/F) | c) the man you marry; the woman you marry |
| 4. husband (M) - wife (F) | d) your uncle and aunt's child |
| 5. stepfather - stepmother | e) the brother and sister of the person you marry |
| 6. nephew (M) - Niece (F) | f) your parents' parents |
| 7. father-in-law - mother-in-law | g) if your mother or father remarries you have a ... |
| 8. grandfather - grandmother | h) your brother and sister's children |

2. Unscramble the sentences about family members. *Ordene las oraciones.*

1. your there are in many people How family?

2. my family. people in There seven are

3. you have? many do brothers How

4. are your in Who family?

5. single o you Are married ?

6. daughter? have a Do son a you or

7. your family does live? Where

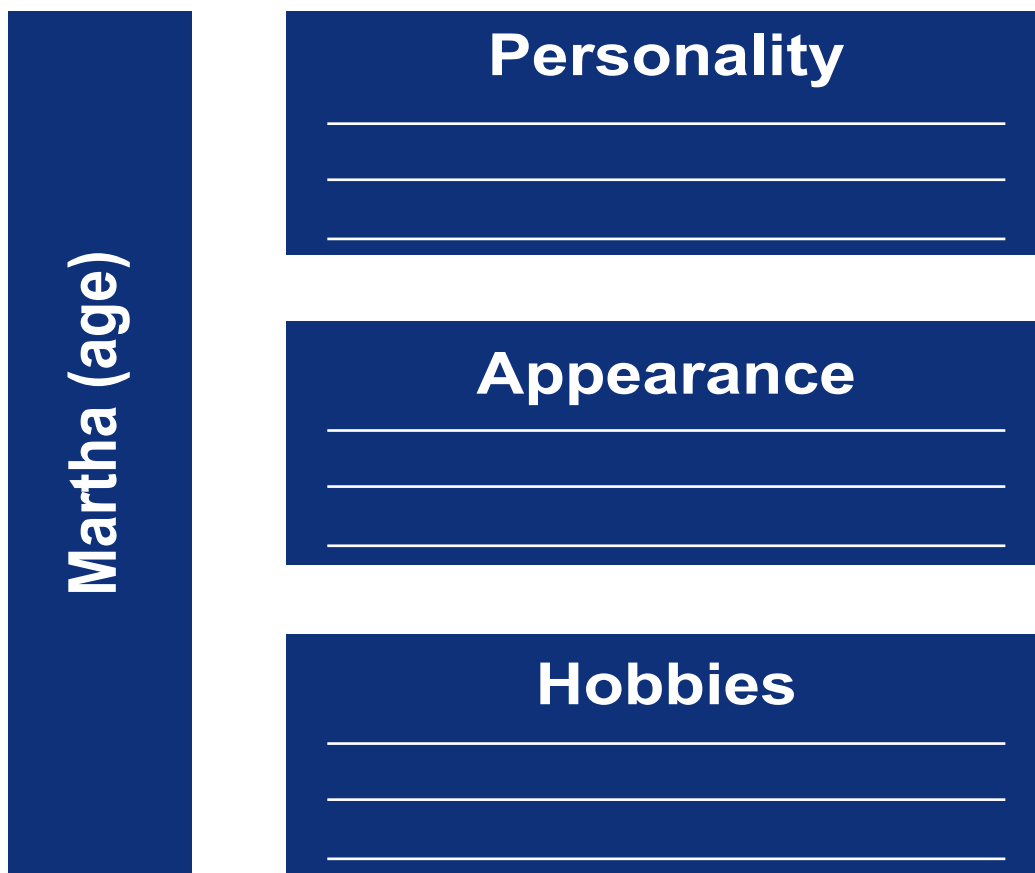


8. sisters? have do you any

9. aunt your married? Is

10. do? does wife your What

3. People's Appearances. Fill in the missing information. *Complete la información que está pendiente.*



4. Use the information in the diagram and write a paragraph. *Escriba un párrafo con la información en el diagrama.*



5. Write the word with the correct picture. *Escriba la palabra junto a la imagen que la representa.*

Bald	mustache	beard	curly hair	straight hair	well dressed
Very tall	thin	happy	bored	handsome	old couple

6. Writing. *Escritura.*

Read the following description of Leonel López:

Leonel López is a student at UNAN-Managua. He studies medicine. He is very tall, and he weighs 175 pounds. He has straight black hair and dark eyes. He is from the city of Boaco.

7. Now write a similar story about Martha Delgado (1), Marcos Mendoza (2), and Daniela Solís (3).

1. Martha Delgado ---UCA-law- short-curly hair- brown eyes-Masaya

2. Marcos Mendoza---INATEC- English - tall- 180 pounds-curly hair- green eyes-Leon

3. Daniela Solís ---highschool- 125 pounds- not very tall- wavy hair- blue eyes-Matagalpa

8. How many &How much

Much or many? Use Much ó Many.

1. There are _____ students who want to work in our school
2. Josefa has _____ brothers but only one sister.



3. I don't have _____ time, I can't wait for you.
4. Marcos works _____ hours every day, that is why he is always tired.
5. Carla doesn't drink _____ water when she eats.
6. They have _____ rooms in their house, it is very very big.
7. How _____ mangoes did you buy?
8. How _____ money do you have to buy the new TV?
9. People don't write _____ letters nowadays, they use e-mails instead.
10. I think it is too _____ salt for my taste.
11. Thank you very _____.
12. There are _____ trees here.
13. _____ children don't go to school.
14. I know _____ words in English.
15. I need _____ money to buy a car.

9. Use how much or how many to complete the questions. *Complete las preguntas con How much y How many.*

- 1) _____ stars are there in the sky?
- 2) _____ people live on islands?
- 3) _____ birds are there?
- 4) _____ water is in the ocean?
- 5) _____ money is in a bank?
- 6) _____ countries are there in the world?
- 7) _____ bread is eaten per day?
- 8) _____ bones are there in the human body?
- 9) _____ sand is in the deserts?
- 10) _____ information is on the internet?

10. Prepositions. At, in or on? - Choose the correct preposition to form correct time phases. *Escoja la preposición correcta.*

- _____ November
- _____ 2 o'clock



_____ winter
_____ Easter Monday
_____ 19th July 1979
_____ Christmas
_____ Friday
_____ the weekend
_____ my birthday
_____ the end of the week

11. Complete with the right preposition: in, on, at. *Complete las oraciones con la preposición correcta.*

1. The play is _____ Tuesday, _____ 10:30 _____ night.
2. My neighbor plays volleyball _____ Saturdays.
3. The post of office is _____ the corner of my street.
4. There is a travel agency _____ police station.
5. Lola's birthday is _____ May.
6. There is a drugstore _____ the left.
7. Her brother works _____ the shopping mall.
8. My teacher's birthday is _____ August 5th.
9. Please visit me _____ the weekend.
10. What time do you arrive _____ Managua?
11. The meeting is _____ Wednesday.
12. The due date is _____ Friday.
13. See you _____ the restaurant.
14. The revolution is celebrated _____ July 19th.
15. Study for the test _____ Monday.

XII. Use the prepositions on, in, at, across from, between, around, next to, to complete the sentences. *Complete las oraciones con la preposición correcta.*

1. Sara lives _____ this street.
2. The "Tipitapa" restaurant is _____ the clothes store.



2. The "Tipitapa" restaurant is _____ the clothes store.
3. There is a great museum _____ the central bank and the drugstore.
4. My house is _____ the new neighborhood.
5. There is a shoe store _____ the corner.
6. Lorena's birthday is _____ October.
7. I don't like sitting _____ strangers.
8. Please be here _____ 10 a.m.
9. _____ the cafeteria is bookstore.
10. The library is _____ the old Sandino statue.

Unit 3 Lesson B

1. Parts of the House. Unscramble the words. *Ordene las palabras.*

1. oodrebm _____
2. hctiekn _____
3. vilgni moor _____
4. ofor _____
5. rolof _____
6. blate _____
7. hetes _____
8. haric _____
9. kabcryad _____
10. radneg _____

2. Places

Write the name of the picture. *Escriba el nombre de la imagen.*



















3. Look and read. Say yes or no. *Mire y lea. Marque si o no.*



Is there boy? _____



Is there a cow? _____



Are there people? _____



Is there a school? _____



Are there dogs? _____



Is there a bicycle? _____



Is there a car? _____



Is there a bus? _____

Are there trees? _____

Is there a church? _____



4. Where do you see these places? In the city? The country? Or both? *¿Dónde ves estos lugares? ¿En la ciudad? ¿El campo? ¿o en ambos*

Bridge	hydrant	traffic light	bus station	restaurant	grocery store	a
farm	a school	a police station	a church	a bank	a baker's	a
butcher's						

The Country	The City	Both
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Circle the odd word out. *Encierre la palabra que no pertenece al grupo.*

Beard	eye	shoe	ear
Desk	ice	board	Wall
Church	park	bicycle	stadium
Father	aunt	nephew	teacher
Good-looking	tall	thin	rich

6. Say the part of the speech. *Diga la categoría gramatical de las palabras.*

go	stay	See
big	strong	Smart
house	school	Restaurant
car	plane	ship
meet	write	say

Adjective	Verb	Noun

7. Writing. *Escritura*

Write six things you can do in the city and six things you can do the country. *Escriba seis cosas que puede hacer en la ciudad y seis cosas que puede hacer en el campo.*



Things to do in the city	Things to do in the country
e.g. Go shopping	e.g. sightseeing

8. Writing. *Escritura.*

Complete the text using information from the chart above. *Complete el texto usando la información en el recuadro.*

I live in the _____. I like it because I can _____.
 Some people prefer the _____ because there they can
 _____. My favorite activities in the _____ are
 _____, _____ and _____.
 However, I sometime miss living in the _____. So I often visit some of
 my friends who still live there.

9. Reading. *Lectura.*

Preview questions

- Do you know other countries?
- Do you like going to new places?
- Which is your favorite Nicaraguan city?

Life in a new city!

Dear Mother Esperanza,

I hope you are well. Let me tell you about my experience in San José. So far everything is fine. I have not had any problem since I arrived last week. I live in a small apartment near the Central Bank. So the streets are always crowded. There are shopping centers everywhere and lots of tourists. My Spanish is a little different and I often try to imitate the way people speak here. Fortunately, some Nicaraguan people live in my neighborhood and I plan to make friends with them. You know, to keep my accent. The food is great. They also serve “Gallo Pinto” here, but it tastes somewhat different. I like my job and my new colleagues; they seem friendly and help me when I don’t know something. For some reason, I find it hard to sleep. It maybe the noise or the lights. As the saying goes, “not all is roses.” The good life comes with a price.



Please write back soon,
 Tell my father I miss him, as always.
 Luis



Answer the following questions. *Responde las siguientes preguntas.*

1. How does Luis like his new city?
2. Where does he live?
3. Does he share his apartment with Nicaraguan people?
4. What does he think about the food?
5. Does he have a garden with roses?

10. Writing Assignment. Tarea de Escritura

Write a letter to your parents telling them about your life in a new city. *Escríbeles a sus padres relatándoles sobre su vida en la nueva ciudad.*

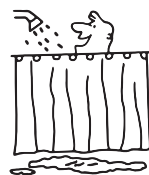
Write the activities below each picture. *Escribe las actividades debajo de las figuras.*

Ejemplo:

Juan Gomez **wakes up** at six o'clock every morning. He **gets up**, **takes a shower**, **gets dressed**, and **eats breakfast**. After breakfast he **reads the paper** until 7:15, then he **leaves for work**. He **gets on the bus** at the bus stop, **rides it** to University Avenue, **gets off**, and **walks** to his office. He **works** until five o'clock. He usually goes and **plays basketball** with friends after work. Then he **goes home**, **has dinner** and **goes to bed**.



I _____ until 6 a.m. Then I _____



and _____ . After that I _____



at around 8 a.m..



I _____ until the evening. At around 5 p.m. I _____



.and I _____



at around 6:30 p.m.. At home I _____



and _____



Unit 4

Lesson A

1. Hobbies and Past times

Interview and write about your friend. *Entreviste y escriba sobre su amigo/a.*

1. What are your favorite pastimes? ¿Cuál es su pasatiempo?

2. How often do you _____? ¿Con que frecuencia...?

3. Where do you usually...? ¿Dónde usualmente ...?

4. When do you usually _____? ¿Cuando usualmente...?

5. Who do you usually _____ with? ¿Con quién usualmente...?

6. Why do you enjoy _____? ¿Por qué disfrutas...?

7. Which hobbies do you not like doing? ¿Qué pasatiempos no te gusta hacer?



8. Why do you not enjoy these hobbies? ¿Por qué no te gustan estos pasatiempos?

9. Do you think that swimming is boring? Why or why not? ¿Crees que nadar es aburrido? ¿Por qué? ¿Por qué no?

What hobbies would you like to have in the future? ¿Qué hobbies te gustaría tener en el future?

2. Describing People's Habit. This is Perla's timetable. *El itinerario de Perla.*

This is Perla's timetable. El itinerario de Perla.

- 9.00 get up and have a shower.
- 9.15 have breakfast
- 9.45 do the shopping
- 11.00 clean the house
- 12.30 have lunch
- 1:00 take a nap
- 3.00 watch TV
- 5: 00 go to the gym
- 7.30 go out with friends and have dinner.
- 11.00 go to bed.

3. Write a paragraph about Perla's timetable.



4. Now ask your partner about his/her timetable. *Pida a su compañero/a que comparta su itinerario.*

8.00

8.45

9.30

12.00

1.00

4.15

6.00

7.30

9.00

11.00

5. Write a paragraph about your friend's timetable.

Unit 4 Lesson B

1. Simple Present Tense

1. (he / go to school every day)

2. (I / like swimming)

3. (you / play baseball on Saturdays)



4. (the class / begin at 10 a.m.)

5. (they / sometimes go to the movies)

6. (she / love chocolate cakes)

7. (we / study Chinese)

8. (they / live in Leon)

9. (he / work in a restaurant)

10. (Lupe / play the guitar)

11. (we / cook every other day)

12. (he / clean the yard at the weekends)

13. (I / like reading love stories)

14. (you / come from Spain)

15. (Rubén and Daniela / often go to restaurants)



16. (Carmen / study English every night)

17. (the bus / leave at 6 p.m.)

18. (we / go to church on Sundays)

19. (he / likes taking pictures)

20. (the earth / go round the sun)

2. Do /Does

Complete the following sentences by using the right form of to do (do, don't, does, doesn't). *Complete las oraciones usando do, don't, does, doesn't.*

- 1) My mother likes chocolate, but she _____ like candies.
- 2) What _____ the children wear at your school?
- 3) Sara's father watches volleyball on TV, but he _____ watch boxing.
- 4) Where _____ the Garcías buy their fruit?
- 5) the cat _____ like to sleep on the sofa?
- 6) Dogs love bones, but they _____ love cheese.
- 7) Where _____ Pedro and Roberto hide their CDs?
- 8) We eat pizza, but we _____ eat hamburgers.
- 9) Mrs Castillo _____ read magazines?
- 10) _____ the boys play baseball outside?



Pre-Reading

3. In pair, students describe what a farmer may do in a typical day. *In pareja los estudiantes discuten sobre las actividades típicas de un campesino.*

Juan's Typical Day

Juan is always busy. His days are full of things he has to do at his parents' farm. He always wake up at 4:00 in the morning because he has to prepare the plow before his father starts to work. Then, he milks the cows. He finishes this before 7 am. Then, his mother goes to the city to sell the milk. Later on, he feeds the pigs and the birds so he can go to school. Juan seldom does his homework because he does not have time. He sometimes does not go to school because he has to stay at home helping his parents with some extra work. At night, Juan usually has to gather the goats before they close the warehouse. Finally, after a tiring day, Juan goes to bed. He does not have time for fun, but he loves his country life.

Answer the following questions

- 1- Why does Juan wake up early?
- 2- Why does Juan have to milk the cows before 7 o'clock?
- 3- Do Juan's parents work at the farm? What do they do?
- 4- Does Juan love what he do? Why?

4. Circle the mistakes in the following sentences. Write the corrected sentence on the line provided. *Encierre el error en las oraciones y escriba la versión correcta.*

a. The map are on the table.

b. The children does not like reading.

c. The lady don't know English.

d. The car don't start.

e. The men does not understand the exercise.

f. The boys don't goes to school.



9. That old gentleman cleans his teeth. (never)

10. Our English teacher smiles. (hardly ever)

5. Describing Occupations

Read the following statements and complete them with their correct occupations. *Lea las oraciones y completelas con la ocupación correcta.*

1. _____ This is a person who acts in a movie or play.
2. _____ This is a person who assembles components.
3. _____ This is a person that assists patients
4. _____ This is a person who helps doctors with their work.
5. _____ This person bakes cakes and bread
6. _____ This person cleans schools, banks, hospitals, etc.
7. _____ He or she cooks at the restaurant.
8. _____ This person delivers pizzas, and other kind of fast food.
9. _____ This person designs buildings.
10. _____ He or she teachers subjects at school.
11. _____ He or she drives a taxi.
12. _____ He or she files documents at the library.
13. _____ this person flies an airplane.
14. _____ This person grows vegetables.
15. _____ He guards buildings.

6. Match the statements in Column A with their corresponding occupations in Column B.
Una las oraciones en la Columna A con la ocupación que corresponda en la Columna B.



Collum A	Collum B
1. He/she manages a restaurant or hotel	a) Salesperson
2. This person writes and edits newspapers	b) Supervisor
3. This person paints buildings and houses	c) Translator
4. He / she plays some instruments	d) Manager
5. He or she fixes cars, buses, etc.	e) Cashier
6. He or she repairs things at home	f) Journalist - Reporter
7. This person sells cars, clothes, shoes, etc	g) Waitress
8. His / her job is to supervise people	h) Repairperson
9. He or she takes care of elderly people	i) Waiter
10. He/she translates from one language to another one	j) Painter
11. This person uses a cash register at his/her work	k) Health care aide
12. He services food at the restaurant	l) Musician
13. She services food at the restaurant	m) Veterinarian
14. This person is a doctor for animals	n) Mechanic
15. He or she gives haircuts and shaves	o) Barber

7. Speaking. *Habla.*

Occupations done by men and women. Ask a partner to check the best response. *Ocupaciones hechas por los hombres, las mujeres o ambos. Pídale a su compañero que marque la respuesta correcta.*

Occupations	Women	Men	Both
Sales manager			
Schoolteacher			
Pilot			
Taxi driver			
secretary			
Engineer			
Doctor			
writer			
Policeagent			



8. Rank the following professions in order of importance. First according to you. Then according to society. Begin with the most important. *Ponga las profesiones en orden de importancia. Primero, según su criterio. Luego, según la sociedad. Empiece cada lista con la profesión más importante.*

Professions:

Civil engineer carpenter farmer doctor university teacher
 Bus driver lawyer scientist baker city mayor

According to you	According to society

9. Discuss your answer with the class. *Discuta sus respuestas con sus compañeros.*

Begin with, “In my opinion...”

10. Questionnaire

Think about why people choose their jobs. Then check, whether you think the answer is good, bad, or you don't know. Use your dictionary for the new words. *Piense las razones por la cuales las personas escojen sus trabajos, luego diga si la razón es Buena, Mala, o No lo Sabe. Use su diccionario para las nuevas palabras.*

	good	bad	Don't know
To please their parents			
To do something they like			
To earn a living			
Because it is the only job available			
Because it is near home			
Because of the salary			



11. Reading

The arrival of the saint in Managua.

Look at the picture and title. What do you think the reader will be about? *¿Cuál es su predicción del texto?*

- a. A celebration in honor of a saint
- b. The story of a saint who visited Managua
- c. The coming of an special religious person



Managua, the capital city of Nicaragua, is one of the most crowded and noisy cities in Nicaragua. Some say Managua does not have an easy-to-identify culture. This view is justified because of the relatively few religious and cultural celebrations it has, compared to other important cities such as Masaya. However, there is an important celebration that enthralls Managuans and visitors: Santo Domingo's arrival.

This event, which takes place from August 1st to August 10th, celebrates Santo Domingo's life, virtue, and miraculous power. People gather to pray, make promises, and ask for forgiveness. Pilgrims offer to carry the statue of the saint on their shoulders from one distinguished landmark, such as the Sierrita's church, to another.

People show their devotion to the Saint in their own ways. María Gutierrez is a devoted catholic who dances, prays, and walks along the saint's journey. Traditionally, artists and musicians play folk music while the saint is moved around the different locations. Carlos Vanegas restlessly plays his guitar all day long. Other people cook and sell Nicaraguan popular dishes: nacatamales, vigoron, and sopa de mondongo. Drinks, of course, must be served, specially the so-called ChichaBruja.

The celebration of Santo Domingo incarnates the culture and folklore of Managua. After all, Managua is multi-cultural city, with its inhabitants coming from all parts of the country, and Santo Domingo enhances their sense of belonging and identity.

Answer the following questions. *Responda las preguntas basandose en el texto.*

1. Where does Santo Domingo's festival take place?
2. Which days is it celebrated?
3. Who goes to the celebration?
4. What do people do there?
5. What kind of music do people play?
6. What kind of foods do people eat there?
7. Why is Santo Domingo important?



Anexos

Los sonidos consonantes y vocálicos del inglés

<i>Sonido</i>	<i>Ejemplo</i>	<i>Descripción completa</i>	
p	pen	/	pen
b	bad	/	bæd
t	tea	/	ti;
d	did	/	dɪd
k	cat	/	kæt
g	get	/	get
t	chain	/	teɪn
dʒ	jam	/	dʒæm
f	fall	/	fɔ:l
v	van	/	væn
θ	thin	/	θɪn
ð	this	/	ðɪs
s	see	/	si:
z	zoo	/	zu;
ʃ	shoe	/	fu:
ʒ	vision	/	ˈvɪʒn
h	hat	/	hæt
m	man	/	mæn
n	now	/	nau
ŋ	sing	/	sɪŋ
l	leg	/	leg
r	red	/	red
j	yes	/	jes
w	wet	/	wet

Consonants

<i>Sonido</i>	<i>Ejemplo</i>	<i>Descripción completa</i>	
i:	see	/	si:/
i	happy /	/	ˈhæpi/
ɪ	sit	/	sɪt/
e	ten	/	ten/



Common Irregular English Verbs

<i>forma base</i>	<i>pasado</i>	<i>participio</i>	<i>forma base</i>	<i>pasado</i>	<i>participio</i>
be	was/were	been	give	gave	given
beat	beat	beaten	go	went	gone
become	became	become	grow	grew	grown
begin	began	begun	hang	hung	hung
bend	bent	bent	have	had	had
bet	bet	bet	hear	heard	heard
bite	bit	bitten	hide	hid	hidden
blow	blew	blown	hit	hit	hit
break	broke	broken	hold	held	held
bring	brought	brought	hurt	hurt	hurt
broadcast	broadcast	broadcast	keep	kept	kept
build	built	built	kneel	knelt	knelt
burn	burnt	burnt	know	knew	known
burst	burst	burst	lay	laid	laid
buy	bought	bought	lead	led	led
can	could	could	leave	left	left
catch	caught	caught	lend	lent	lent
choose	chose	chosen	let	let	let
cling	clung	clung	lie	lay	lain
come	came	come	light	lit	lit
cost	cost	cost	lose	lost	lost
cut	cut	cut	make	made	made
deal	dealt	dealt	mean	meant	meant
dig	dug	dug	meet	met	met
do	did	done	pay	paid	paid
draw	drew	drawn	put	put	put
dream	dreamt	dreamt	read	read	read
drink	drank	drunk	ride	rode	ridden
drive	drove	driven	ring	rang	rung
eat	ate	eaten	rise	rose	risen
fall	fell	fallen	run	ran	run
feed	fed	fed	say	said	said



feel	felt	felt	see	saw	seen
fight	fought	fought	sell	sold	sold
find	found	found	send	sent	sent
fly	flew	flown	set	set	set
forbid	forbade	forbidden	shake	shook	shaken
forget	forgot	forgotten	shine	shone	shone
forgive	forgave	forgiven	shoot	shot	shot
freeze	froze	frozen	show	shot	shot
get	got	gotten	shrink	shrank	shrunk
shut	shut	shut	teach	taught	taught
sing	sang	sung	tear	tore	torn
sink	sank	sunk	tell	told	told
sit	sat	sat	think	thought	thought
sleep	slept	slept	throw	threw	thrown
speak	spoke	spoken	understand	understood	understood
spend	spent	spent	wake	woke	waken
spread	spread	spread	wear	wore	worn
stand	stood	stood	win	won	won

steal	stole	stolen	write	wrote	written
stick	stuck	stuck			
sting	stung	stung			
swear	swore	sworn			
swim	swam	swum			
take	took	taken			



WORKBOOK

LISTENING SCRIPT

UNIT 1

Lesson A

Unit 1 lesson A exercise 23 Listening. Circle the word you hear.

- a. Nicaragua
- b. Brazilian
- c. Venezuelan
- d. Canada
- e. Italian
- f. Portugal
- g. Colombian
- h. Africa
- i. Asia
- j. European

Unit 1 lesson B exercise 11.

Listen and write the words your teacher will spell for you.

- a. Telephone
- b. Surname
- c. Sixty
- d. Eleventh
- e. Granada
- f. Island
- g. Volcano
- h. Lamp
- i. Door
- j. wate

Unit 1 lesson B exercise 16

Listening. Listen and write the sentences

- a. Where are you from?
- b. What's your mother's name?



- c. How old are you?
- d. What's your phone number?
- e. How old is your dad?
- f. Where are you now?

Unit 1 lesson B exercise 17

Listen and complete the dialogues

One

A: Hello, Mario, How are you?

B: I'm fine, thanks, and you?

A: I'm OK, thanks. Let me introduce my sister Mary

B: Nice to meet you Mary.

A: Nice to meet you, too.

Two

A: Where are you from, Helen?

B: I'm from Costa Rica.

A: Where in Costa Rica?

B: San Jose, the capital city. How about you?

A: I'm from Mexico.

Three

A: Are you married, Martha?

B: No, I'm not. I'm single.

A: Are you a teacher?

B: Yes, I am.

Unit 1 lesson B exercise 20

Listening. Listen to a description about Elena's life. Write T if the statement is TRUE, write F if the statement is FALSE.

Elena is a young primary school teacher. She's from Chinandega but she lives and works in Matagalpa. Elena is a beautiful woman. She's forty years old and she's married to an Australian singer. She works from Monday to Friday from 7.00 a.m. to 2.00 p.m. Elena has many Australian friends.

Unit 1 lesson B exercise 24

Listening. Listen and circle the word you hear.



- a. Bag
- b. Three
- c. Block
- d. From
- e. Band
- f. Ear
- g. Wide
- h. Bet
- i. Car
- j. Nice

UNIT 2

Lesson A

Unit 2 Lesson A exercise 9

Listen and write the days of the weeks

- a. Sunday
- b. Tuesday
- c. Friday
- d. Wednesday
- e. Monday
- f. Thursday
- g. Saturday

Unit 2 lesson A exercise 13

Listening. Listen and write the color you hear.

- a. Blue
- b. White
- c. Red
- d. Yellow
- e. Purple
- f. Green
- g. Brown
- h. Orange
- i. Black



j. pink

Unit 2 lesson A, exercise 18

Listening. Listen and circle the word you hear

- a. Book
- b. ten
- c. T-shirt
- d. Pair
- e. Label
- f. Best
- g. Can
- h. Bean
- i. Price
- j. Wall
- k. Hat

UNIT 2

Lesson B exercise 2

Listening. Listen to the dialogues and write the time.

One

A: Excuse me, what's the time, please?

B: It's a quarter past one

Two

A: What's the time, please?

B: It's a quarter to three

Three

A: What's the time, please?

B: It's half past twelve

Four

A: What's the time, please?

B: It's twelve thirty

Five

A: What's the time, please?

B: It's ten to five

Six



A: What's the time, please?

B: It's a quarter past two

Seven

A: Can you tell me the time, please?

B: It's one o'clock

Eight

A: Can you tell me the time, please?

B: It's six thirty five

UNIT 2

Lesson B exercise 9

Listen to Mellissa's daily routine and fill in the blanks

Hi, My name's Melissa and this is my daily routine during the week. I always get up at ten to six on weekdays but at the weekends I usually get up at nine o'clock. I always have a shower at six o'clock and after that I get dressed. I have cereal and milk for breakfast at about a quarter to seven. Then I brush my teeth at ten past seven. I usually take the bus to go to university but I sometimes take a taxi. My classes start at eight o'clock and finish at eleven ten. After class, I always chat with my boyfriend. I usually come back home at half past two. I do my homework and study English in the afternoons. I have dinner between seven and eight p.m. I listen to music or play games with my little brother before I go to bed. At the weekends I help my family around the house. Sometimes I watch T.V..or go to the cinema.

UNIT 2

Lesson B exercise 12

Listening. Circle the word you hear.

- a. September
- b. July
- c. November
- d. August
- e. May
- f. February
- g. November
- h. December



GLOSSARY

(to) Buy: comprar	(to) Say: decir	Beautiful: bonito
(to) Call: llamar	Vocabulary/Vocabulario	Beef: carne de res-
(to) Circle : poner en un círculo	(to) Sell: vender	Board: pizarra
(to) Clean: limpiar	(to) shop: comprar	Box: caja, cuadro
(to) Cook: cocinar	(to) Spell: deletrear	Breakfast: desayuno
(to) Decide: decidir	(to) Spend: gastar	Business: negocio
(to) Familiarize with: familiarizarse con	(to) Study: estudiar	Cake: pastel
(to) Follow: seguir	(to) Translate: traducir	Canal: canal
(to) Give: dar	(to) Understand: entender	Capital letter: letra mayúscula
(to) Go: ir	(to) Use: usar	Chart: cuadro
(to) Listen to: escuchar	(to) Wash: lavar	Cheap: barato
(to) Look at: ver	(to) Work: trabajar	City: ciudad
(to) Match: unir	(to) Write: escribir	Classmate: compañero
(to) Meet: conocer	About: sobre, acerca de	Coffee plantation: cafetal
(to) Order: orden	Adjective: adjetivo	Command: mandato
(to) Pair off: hacerse en pareja	Adverb: adverbio	Cornfield: maizal
(to) Pay: pagar	Airport: aeropuerto	Country: país
(to) Put: poner	Angry: enojado	Cow: vaca
(to) Read: leer	Assessment: evaluación	Decision: decisión
(to) Remember: recordar	Bakery: pastelería	Dialog: dialogo
(to) Repeat: repetir	Banana plantation: plantanal	Pet: mascota
Dinner: cena	Hi: hola	Poverty: pobreza
Doctor: doctor	Hobby: pasatiempo	Production: producción
Drought: sequía	Holiday: vacaciones	Progress: progreso
Drugstore: farmacia	Horse: caballo	Property: propiedad
Education: educación	Hospital: hospital	Question: pregunta
Engineer: ingeniero	How : cómo	Rain: lluvia
Environment: medio ambiente	Instruction: instrucción	Reading: lectura, leyendo
Example: ejemplo	Intelligent: inteligente	Relative: pariente
Expensive: caro	Investment: inversión	Restaurant: restaurante
Farm: granja	Job: trabajo	River : río



Farmer: granjero
Fast: rapido
Fence: cerca
Fire: fuego
Following: siguiente, siguiendo
Food: comida
Government: gobierno
Grammar: gramática
Grocery store: tienda de abar-
rotos (la venta)
Happy: feliz
Harvest: cosecha
Health clinic: clinica
Healthy: saludable
Story: cuento, relato
Table: mesa
Teacher: maestro
Transportation: transporte
Travel: viaje
Tree: arbol
Vegetable: verduras
Verb: verbo
Volcano: volcán
Week: semana
Welcome: Bienvenido
What : qué
When: cuándo
Which: cuál
Word: palabra
World: mundo
Writing: escritura, escribiendo
Year: año

Lake: lago
Land: tierra
Language: idioma
Letter: letra, carta
Listening: escucha, escuchando
Long: largo
Lunch: almuerzo
Mechanic: mecanico
Month: mes
News: noticias
Newspaper: periodico
Notebook: cuaderno
Noun: sustantivo
Paragraph: párrafo
Road: carretera
Rule: regla
Sad: triste
Schedule: itinerario
School: escuela
Sea: mar
Sentence: oración
Short: corto
Sick: enfermo
Slow: lento
Soil: suelo
Spelling: deletreo,
deletreando
Textbook: libro de texto
Tourism: turismo



